NETWORKING AND GATEKEEPING IN THE DISTRIBUTION OF THE RESOURCES FOR RESEARCH ASSISTANTS: A CASE OF A RESEARCH UNIVERSITY

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ABSTRACT

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Inequal information sharing behind the close doors and unequal access to resources in academia affect, academic and identity development of the higher educational institution. Especially in the research universities where primary focus is to accumulate academic knowledge through research. This study aims to understand the effect of academic networking and gatekeeping in academic research opportunity in research university environment to map the perceptions of faculty members with administrative roles and research assistants towards gatekeeping mechanism and academic networking and to understand how these two factors play a role in the distributions of resources in higher education system, a qualitative design was used in general, the method of single case study was adopted in particular. Data was

collected using semi-structured interview from 8 faculty members and 6 research assistants. The data were examined through initial coding analysis. The results indicated that researcher identity development is shaped by dynamics of advisory relationships, and instructional and interpersonal factors. Also, socialization into academic culture is shaped by the structure of research collaboration. In addition to all, the distribution of academic research opportunities affects how academic collaborations and advisory relationships are constructed. Besides, academicians in administrative role control how resources are distributed so in that sense they hold a gatekeeping role. In this vein, it is seen that social capital is the one of major criteria in socialization practices and identity development.

Keywords: academic gatekeeping mechanism, academic social network, academic social capital, academic resource distribution, researcher identity development

ÖZ

ARAŞTIRMA GÖREVLİLERİ İÇİN KAYNAKLARIN DAĞILIMINDA AĞ OLUŞTURMA VE EŞİK TUTUCULUK MEKANİZMASI: BİR ARAŞTIRMA ÜNİVERSİTESİ ÖRNEĞİ

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Kapalı kapılar ardındaki eşit olmayan bilgi paylaşımı ve akademide kaynaklara eşit olmayan erişim, yükseköğretim kurumunun akademik ve kimlik gelişimini etkilemektedir. Özellikle de araştırma yoluyla akademik bilginin üretimine odaklanılan araştırma üniersitelerinde bu problem akademik üretim performansını etkilemektedir. Bu çalışma, akademik ağın ve akademik kapı tutuculuğu mekanizmasının akademik araştırma kaynaklarına ulaşmadaki etkisini anlamayı hedeflemektedir. Bu doğrultuda, idari rollere sahip öğretim üyeleri ve araştırma görevlilerinin araştırma üniversitesi ortamındaki deneyimlerini bağlamında bu iki farktörün etkisini anlamayı amaçlamaktadır. Bu çalışmada nitel bir desen içerisinde

tekli araçsal durum çalışması benimsenmiştir. Veriler 8 öğretim üyesi ve 6 araştırma görevlisinden yarı yapılandırılmış görüşme yöntemiyle toplanmıştır. Veriler betimsel içerik analizi ile incelenmiştir. Sonuçlar, araştırmacı kimliği gelişiminin, danışmanlık ilişkisinin dinamiklerinden ve öğretimsel ve kişilerarası faktörler tarafından şekillendirildiğini göstermiştir. Ayrıca araştırma işbirliği akademik kültürde sosyalleşmeyi etkilemektedir. Ek olarak, akademik araştırma fırsatlarının dağılımı, akademik işbirliklerinin ve danışmanlık ilişkilerinin nasıl kurulduğunu etkiler. Ayrıca yönetici rolündeki akademisyenler kaynakların nasıl dağıtılacağını kontrol etmekte ve bu anlamda kapı bekçiliği yapmaktadırlar. Bu doğrultuda, sosyalleşme pratiklerinde ve kimlik gelişiminde sosyal sermayenin önemli kriterlerden biri olduğu görülmektedir.

Anahtar Kelimeler: akademik eşik tutuculuk mekanizması, akademik sosyal ağ, akademik sosyal sermaye, akademik kaynak dağılımı, akademik kimlik oluşumu

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LIST OF ABBREVIATIONS

HEI	Higher Education Institution
CoHE	The Council of Higher Education
RA	Research Assistant
ECA	Early Career Academician

CHAPTER 1

INTRODUCTION

As a single case study, this research focuses on

1. The role of academic gatekeeping mechanism and academic networking in the distribution of academic research resources for research assistants and faculty members

2. The role of administrative positions in academic resource distribution for both academicians and research assistants in a higher education institution.

This chapter provides background information about the role of gatekeeping mechanisms and networking in the distribution of resources in academia for both research assistants and faculty members. In this respect, brief literature on the gatekeeping mechanism, academic networking, and social capital is included. Then, the statement of the problem, the purpose of the study, research questions, and definition of key terms will be conveyed. Lastly, the significance of the study will be addressed

1.1. Introduction to the Problem

With the birth of modernization, it was believed that effort and IQ were the basis for academic achievement (Young, 1994). To be clear, achievement and success were dependent on people's, effort, and IQ. The foundation of meritocracy is to select people depending on their merit or skill of the individual. Meritocracy as a system assumes two prerequisites that are "impartial competition" and "equality of opportunity" (Young, 1994). That means, people have equal opportunity, and they compete in fair settings. However, history has shown that merit could be one of the critical points to become successful but also it is seen that there are other factors affecting success. Race, economic income, place of residence/birth, identity, technological access, urbanization, migration, global health crisis, and educational level continue to reshape people's life (Alvaredo et al., 2017; United Nations, 2020).

The beginning of the 20th century was a breakpoint for each branch of science (Say, 2003). Theorists focused on how consumption and reproduction of information structurally transform society from different disciplines such as sociology, psychology, economy, education, and media study (Peters, 2019). It is seen that absolute and everlasting theories have lost their power so, the foundation of meritocracy has started to be questioned to understand if it represents the social realities (Say, 2003).

At the beginning of the 20th century, it is argued that meritocracy is a myth as education is selecting and segmenting students to the role structure of adult society (Parsons, 1937, 1939). At that point, Althusser (1995) is one of the key figures who

focuses internal dynamics of society and his approach is to examine the structure of society and how the structure is produced. According to him, the system of inequality continues to (re)produced. The system of inequality continues to reproduce itself by the members of society and organizations. His point examines inequality in society which is a multidimensional and complex mechanism, and the forms of inequalities reproduce themselves based on two types of apparatuses: repressive state apparatuses and ideological state apparatuses. Repressive state apparatuses can be seen since they function by violence. It would be expected for repressive state apparatuses to be more perilous and savage, however in fact, ideological state apparatuses are the most precarious ones as they are hidden inside the dynamics of ideology and social systems. In addition, ideological state apparatuses ensure the reproduction of the relations of production. So, ideological state apparatuses are the basis for the continuity of each type of social relationship that people need to produce and live. In this vein, ideological state apparatuses refer to family, religion, trade unions, political parties, and education. Among ideological state apparatuses, the most decisive and operative one is education. In short, education is one of the ideological state apparatuses and it reproduces inequality in society (Althusser, 1995).

As one of the first examples of the multidimensional and complex structure of social inequality is Coleman Report (1966) which was published in 1966. In that report, it is seen that black students are disadvantageous, and their disadvantageous position is a result of inequality in the political, racial, educational, and cultural elements of society. It is seen that academic achievement is the outcome of students' position in society (Coleman et al., 1966). Besides, in those years Pedagogy of Oppressed was published

by Paulo Freire (1970), who is known as one of the prominent critical pedagogy figures and he stated that due to the banking model of the educational system, awareness and response in a critical way was practically impossible so in this system education was the basis of reproducing the culture of silence. Students were not encouraged and equipped to know and respond to the concrete realities of their world. In addition to that in Learning to Labour, Willis (1977), focuses middle-class students in Britain and how those children continue their life as working- and middle-class adults. In his study, he shows that class culture is not a neutral template but a mental category. This template not only affects certain preferences and decisions at certain times but also encompasses how these choices occur. Preferences, decisions, and choices shape the experiences of people, and those experiences build systematic groups of relationship types. Due to differentiation in culture and perception, students develop their counterculture and build their distinct class-related relationships and culture (Willis, 1977).

What Coleman, Freire, and Willis demonstrated is in parallel with what Althusser has stated before. They indicated that social relationships are both structural and cultural and education exist in the center of those social relationships and not only ensures but also reproduces conditions for inequality (Althusser, 1995; Coleman et al., 1966; Freire, 1970; Willis, 1977). As an ideological state apparatus education is a form of self-reproduction of social stratification (Althusser, 1995) Also, according to Robert Mare (2014), educational institutions and educational attainment play dominant roles in social stratification (p. 123). Social stratification includes hierarchical distribution and it is resulted in and distribution of unequal rights and resources (Tumin, 1953).

In the middle of the 20th century, Kingsley Davis and Wilbert Moore (1944) published Some Principles of Stratification and systematically examined social stratification. Their argument indicates that in society certain positions require more skill and effort and those positions function in advance in society as there are limited numbers of people who have the capacity to get intense training, and this training leads them to access limited resources (Davis & Moore, 1944). The earliest sociologist defines social stratification as ranking people or groups in society (Kerbo, 2017) but Pitirim A. Sorokin penned the most comprehensive definition of social stratification (Haller, 2009; Orhan, 2016). Pitirim Sorokin defines social stratification as follows (1944, p. 11)

"*Social stratification means the differentiation of a given population into hierarchically superposed classes. It is manifested in the existence of upper and lower social layers. Its basis and very essence consist in an unequal distribution of rights and privileges, duties and responsibilities, social values and privations, social power and influences among the members of society*."

As Althusser (1995) stated before, education as one of the ideological state apparatuses controls the ways how stratification reproduces itself in society. Education as a major institution in society is controlled by the bourgeoise, or elite class to maintain social stratification in a way that the relationship of the exploiter and exploited and unequal distribution of resources and opportunities continue (Althusser, 1995). In his well-known piece, The Forms of Capital, Pierre Bourdieu (1986) argues how the forms of capital function in the distribution of resources and privileges in society. At this point,

Pierre Bourdieu (1986) focuses on a major perspective by including cultural and social capital as well as economic capital. For family income and wealth Bourdieu refers to economic capital. Bourdieu states that cultural capital could manifest itself in three forms which are embodied capital, objectified capital, and institutionalized capital. Embodied cultural capital is the combination of actively attained and passively inherited knowledge through socialization into culture and tradition. It is mainly internally converted external cultural wealth. Institutionalized culture capital refers to a person's cultural capital which is attained from an academic or professional institution. Objectified cultural capital comprises people's belongings and possessions such as artwork, books musical instruments, paintings, and monuments. Lastly, for the totality of mutual acquaintance or recognition, he refers to social capital (Bourdieu, 1986)

To be clearer Pierre Bourdieu defines social capital as (1986, p. 21):

"*Social capital is the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition or in other words, to membership in a group that provides each of its members with the backing of the collectively owned capital, a "credential" which entitles them to credit, in the various senses of the word*"

Each form of capital is actively functional in determining a person's position in social stratification. In addition to all, Bourdieu (1986), approaches the concept of merit as the ideology of the upper class to hinder inequality by holding individuals responsible for failure rather than social inequality mechanism.

In this thesis, the concept of social capital is prioritized and discussed with the concept of social network. John A. Barnes, an Australian and British social anthropologist, who conceptualized social network for the first time defines social network as: “Each person is, as it were, in touch with a number of people, some of whom are directly in touch with each other and some of whom are not.” (1954, p. 45).

The difference between social capital and social network is that social capital is highly related to a person’s family, culture, education, and income while social network is the social interaction that a person maintains, in other words, it is the behaviors of an individual (Batistic & Tymon, 2017). Reynolds and Xian (2014), combine the concepts of social capital and social network to criticize the philosophy of meritocracy and they divide elements of meritocratic systems as non-meritocratic elements and meritocratic elements. Meritocratic elements are effort, ambition, determination, and having a good education and non-meritocratic elements are family wealth, family background, and knowing the right person (Reynolds & Xian, 2014). While the meritocratic process is determined by the transparent procedures and practices on merit; the function of social capital and social networking which are strongly related to knowing the right person, in an educational context provides insider knowledge to individuals or candidates (McNamee & Miller Jr, 2005). According to McNamee and Miller Jr: “social capital enhances the likelihood of a person’s attaining educational, occupational, and entrepreneurial success” (2005, p. 81) .

There are several factors affecting being a member of social network, and each of which directly influences their access to opportunities a having achievement. Kanter

(1997) indicates that in social groups; race, being a member of a minority group, and gender influence interpersonal connections and forming groups. In other words, when a person fails to become a member of a group or social connections, then polarization, and assimilation can be experienced by that person. In polarization, in-group members tend to exaggerate differences between in and out-group members. When the case is assimilation, that person tends to abandon his or her unique quality and try to become the stereotype of that group (Kanter, 1997)

In another ethnographic study, Fordham and Ogbu (1986) displayed a representative case of how polarization and assimilation occur in the educational context. In this study, it is illustrated that how black students experience school drop-out due to the *burden of acting white* and how this results in failure along in their education process. Black students are not able to socialize with non-black students due to their culture, behavior, and family background. It is seen that in a school environment, black students are treated differently as they are polarized by their race. In their adult life, as they are unable to accomplish their educational level, it is harder for them to find a job. In the meantime, it is harder for them to break the cultural structure of society. Their disadvantageous social position reproduces itself through the process of education (Fordham & Ogbu, 1986). Their situation aligns with what Willis (1977) demonstrated. In Willis' study, he focuses on how working-class students reproduce their class position in society through their education. Education is one of the major institutions in society which has a primary function in the reproduction of social conditions (Willis, 1977)

In the current literature, researchers argue that modern higher education institutions affect socio-cultural displacement and displacement of values, and thus education's function as social stratification gradually decreases (Gegel et al., 2015). It is expected that the system of higher education presents universal opportunities and resources regardless of the hierarchical, social, and cultural power of the student (Marginson, 2016).The desire for social betterment is articulated through higher education institutions however educational achievements are influenced by the relationship between social origin and social attainment (Hansen et al., 1968; Triventi, 2013). When people expected to increase their social status through education, the effect of factors such as field of study, education level, and quality and prestige of the labor market resulted in social selectivity and segmentation in the society (Triventi, 2013). People consider features of educational institutions, and the most important factors are social selectivity of the education system, level of degree, institutional connections between higher education and labor market, and lastly degree of institutional stratification in higher education (Triventi, 2013). The motivation behind having graduate-level education is either intrinsic or extrinsic, having connection with colleagues, educational needs, professional development, and genuine interest in the topic are several of them (Kelly & Murray, 1996). While people have the motivation to find a better job or social betterment through their graduate level education, their case can be defined as it is not what you know, but whom you know (McDonald, 2011). The invisible hand of social capital interferes distribution of opportunities and resources through their graduate-level education (Lin, 2017). Deem and Brehony (2000) shows that during their graduate level education, students' subject (engineering & natural science or social science), membership in a research community, and their

relationship with their supervisor affect the outcomes of their graduate education. In social science, students rarely interact with their supervisors and in science subjects, students are a member of the research community and social practice is a way to transmit organizational culture (Deem & Brehony, 2000).

The distribution of resources is affected by the invisible hand of social capital (Lin, 2017) and students who cannot has a personal connection with the supervisor has difficulty in finding research project and research team (Heffernan, 2021). Study shows that the quality of the research project, productivity of research, and possible funds are affected by the relationship with the supervisor (Eby & McManus, 2004). Also, supervisors have influential power over their students' decision-making process. Besides, according to Blackburn, Chapman, and Cameron (1981), key point is to have personal interaction and mutual acquaintance with the supervisor so that students can benefit from their supervisor's multiple forms of resources. While some students would not be able to know such resources the ones who have personal connections have a chance to know beforehand or in advance. In an educational context, the "right person" could help the student to get insider knowledge and a different starting point (Cameron & Blackburn, 1981).

Metaphorically the right person either holds the gate or opens it by determining who or what to pass (Shoemaker & Reese, 2017). Shoemaker and Reese define gatekeepers as, "either the individuals or the sets of routine procedures that determine whether items pass through the gates." (2017, p. 235). From that perspective, the right person refers to gatekeepers. To be clearer, the gatekeeper has power over the gate and a gate does not necessarily have to be a physical space. The gatekeeper regulates what is to

be shared, how to be shared, or with whom to be shared. The theory of gatekeeper is being used to explain different types of gatekeeping activities such as individual level of gatekeeping, group level of gatekeeping, and organizational level of gatekeeping. At the individual level, gatekeeping mechanism functions in the interest of the gatekeeper (Shoemaker & Reese, 2017). Also gatekeepers are active in the micro-politics of administration in organizations (Hoyle, 1982). In higher education institutions, supervisors play the role of gatekeeper by controlling the gate of accessing the research opportunity, they play an active role for someone to transform their social capital or social network into skill or experience. This process can better be explained by the term "invisible hand of social capital" and the term refers to the hidden process of information sharing through informally structured factors (Lin, 1999).

People aim to increase their social status quo through educational attainment. In this context social betterment thorough, the educational system is interfered with by social capital and academic social capital. Knowing the right person is the key element in accessing academic resources and opportunities. Academicians and advisors in the role of gatekeeper provide additional resources and different starting points in terms of accessing the research opportunity in a higher education institution. The importance of academic social capital and academic networking is critical, in terms of having access to the opportunity or information. Privileges and unequal distribution of rights and resources result in social stratification. Even though people expect social betterment, the role of gatekeeping activities not only reproduces the stratification in society but also an unequal distribution of resources in the educational system.

1.2. Statement of the Problem

In meritocratic systems, the effort and talent would be insurance for success and being a member of a research group or getting involved in a research project. On the other hand, by taking non-merit factors of the meritocracy the determination of resource distribution is affected by the domain of non-equivalent power and individual political paradigms (Reynolds & Xian, 2014). One of the non-meritocratic factors is to know the "right person" and in an educational context knowing the right person affects not only the quality of graduate-level education (Heath et al., 2010) but also job seeking process and social betterment (McDonald & Day, 2010). Having a relationship with the person in the position of the gatekeeper who controls the access to academic opportunities contributes to the career of the research assistants. The gatekeeper provides an opportunity for the student to be a member of different networks. In the meantime, the gatekeeper would provide an opportunity by giving either insider knowledge or by dominating selection practices, then the RA's can easily access the resources and develop their so-called merit and get an advantage over their opponent. The whole process of gatekeeping manifests itself as inequality which, is totally in contradiction with meritocracy.

At that point, this study problematizes the effect of social capital and gatekeeping mechanism in a research university in terms of opportunity and resource distribution in the academic environment for research assistants. So, the perception and experiences of research assistants and academicians in the administrative role are analyzed to understand non-equivalent power and individual political paradigms. Also, resource distribution and information sharing patterns are scrutinized in

academic collaboration and advisory relationships to understand the effect of academic social capital and the role of academic gatekeeping.

1.3. Purpose of the Study

In Turkey, each year millions of students start their university life to have a better life, for personal growth and career, to have a specific occupation, and to change the direction of life and social interaction (Bieber & Worley, 2006; Hatunoğlu et al., 2018). Educational quality effects directly individual earnings (Hanushek & Wößmann, 2014), and other leading factors are self-development and specialization (Mavis Sevim & Akin, 2021). In short in Turkey each year students start their graduate education to develop themselves in their field, to promote or augment their professional knowledge. Even though students aim to get social and financial betterment, resources in higher education institutions are affected by the hidden paradigm of the decision-making process about academic resources and opportunity (Webb, 2008).

In this context, this study aims to understand and discover the role of gatekeeping mechanisms and social capital in the distribution of resources in the academic environment. With this purpose, understanding the dynamics of academic collaborations and academic advisory relationships is crucial so the inner dynamics of hierarchical power relations of advisory relationships are focused on. Additionally, it is projected that this study will provide a further perspective on the dynamics of the advisory relationship, socialization into the academic culture, and identity development of research assistants in the academic environment as a result of socialization practices and access to resources.

1.4. Research Questions

Graduate education is a step for students to get better life and career and a medium for social interaction. For a research assistant, it is expected to complete several tasks and a dissertation which would vary according to the program. To achieve those tasks, students are also expected to be a part of a research community and a research project. This study particularly focuses on the career and development of research assistants in the higher education system and how gatekeeping mechanism and social capital of a student affect their access to multiple forms of research opportunities. Also, the study emphasizes the role of academicians in the distribution of academic research opportunities at graduate-level education. To put it briefly, it is designed to map the perceptions and experiences of research assistants and the role of faculty members with administrative power towards gatekeeping mechanisms and academic networking and to understand how these two factors play a role in the distribution of academic research resources in the higher education system (HES).

For this study the main questions are:

1. In what ways do gatekeeping mechanisms have an impact on the distribution of resources for academic research processes?

1a. How does the gatekeeping mechanism function in the advisor-advisee relationship in an academic environment?

2. In what ways do academic networking have an impact on the distribution of resources for academic research processes?

2b. How does the academic networking function in the advisor-advisee relationship in an academic environment?

1.5. Significance of the Study

Higher education institutions function in society as the major steps to career attainment and in-depth professional knowledge. It is important to understand the inner mechanism of academic resource distribution since it affects both academic and non-academic careers. Specifically, this study will provide an understanding of the role of gatekeeping and social capital in resource distribution within an academic environment. To understand the role of gatekeeping and social capital in academic culture, this study also focuses on the academic advisory relationship. Also, to uncover hierarchical factors in resource distribution and information flow in an institutional setting, academics who hold administrative positions are included in this study. This contribution is important in terms of realizing the work with research assistants and academicians in managerial positions. Thus, the discussion of gatekeeping and social capital is evaluated by those who hold power and assistants who experience this power. This power relationship will provide us with important information about how resources are organized in academia.

Through analyzing the role of social capital and academic network in distributing academic research opportunities this study intends to contribute to the existing literature about social capital, networking, and academic resource distribution by combining those concepts with gatekeeping theory. Moreover, this study will contribute to the existing literature on the reproduction of inequality in higher

education institutions in society since it aims to reveal the non-equivalent usage of the power of decision-makers in terms of determination of opportunity access in a higher education institution.

The concept of gatekeeping is an umbrella term that includes gatekeeping practice at different levels such as individual, group, and organization (Shoemaker et al., 2001). However, in the field of education mostly this concept is utilized to understand the role of a specific subject or language as the gatekeeper for achievement in the school context (Bryk & Treisman, 2010; Moore, 2007). Also, literature shows that in the higher education environment, individual level of gatekeeping practices affects the advisory relationship in information flow and opportunity distribution (Lee, 2008), editorial decisions, and publication outcomes (Siler et al., 2015).This study contributes literature about the role and effect of gatekeeping practices at the individual level in the higher education environment. This study considering the hierarchical position of the gatekeeper contributes to the existing literature by revealing the dynamics of gatekeeping in an administrative role.

1.6. Definition of Key Terms

Gatekeeping: "the process of culling and crafting countless bits of information into the limited number of messages that reach people every day" (Shoemaker & Vos, 2009, p. 1).

Gatekeepers: "are either the individuals or the sets of routine procedures that determine whether items pass through the gates" (Shoemaker et al., 2001, p.235).

Social capital: "is the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition - or in other words, to membership in a group - which provides each of its members with the backing of the collectively- owned capital, a "credential" which entitles them to credit, in the various senses of the word."(Bourdieu, 1986, p.21)

Academic social network: a social network designed for academic communities, in which academicians could contact with each other, share their ideas, findings and discuss also, it includes professional associations and journals, conferences, seminars, work- shops and personal contact (Faria & Goel, 2010).

CHAPTER 2

LITERATURE REVIEW

First, the chapter explains the brief history of research universities in Turkey and their current situation regarding their research activities. Second, the chapter covers the concept of social capital and academic networking in the distribution of academic resources and research opportunities. Then, the chapter moves on to the gatekeeping mechanism to understand its role in the distribution of academic resources. Lastly, in connection with the gatekeeping mechanism and the role of social capital in academia, the literature on advisor-advisee will be explained considering the researcher identity development process and socialization into academic culture.

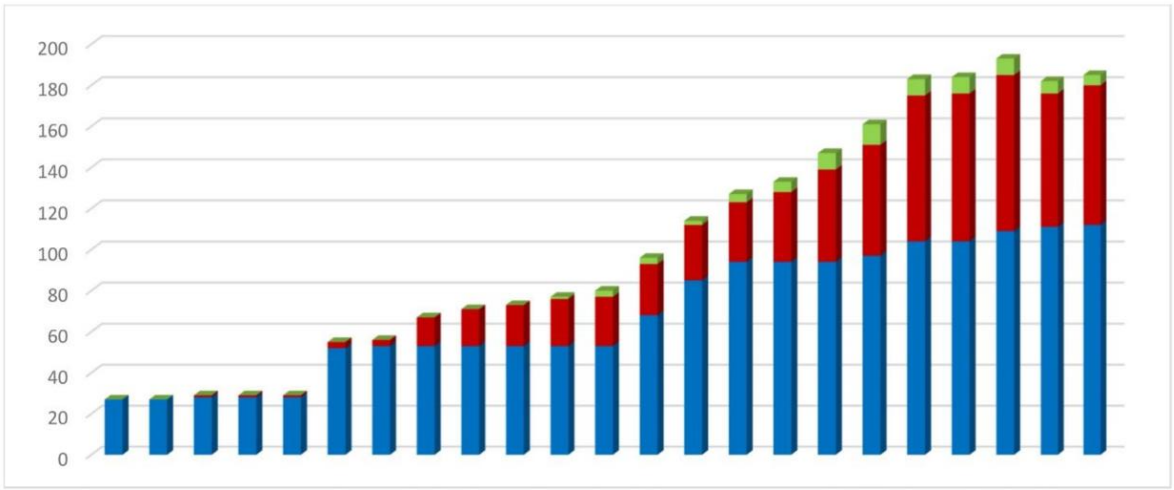
2.1. History of Research Universities in Turkey

There is a direct and positive relationship between attained education and the social status quo (Young, 1994). The idea of shaping the future and life through education is effective in how education is presented and how it will be shaped in the future that means, it affects the structure and function of educational institutions. So, each educational institution consists idea of what education is, the content and method of education, and a set of values that are transferred to the members of the institution (Gök, 2019).

According to Council of Higher Education (2019), historically, Mühendishâne-İ Bahrî-i Hümâyûn (Imperial School of Military Engineering) is the first example of higher education institution which was established in 1795 to serve to raise modern engineers and soldiers in that time. Until 1946 there were three universities, in the 70s, due to social demand the number of universities rose to eighteen, and in 1981 with the establishment of the Council of Higher Education (CoHE), a new period begins for higher education institutes (CoHE, 2019)

The numbers of higher education institutions from 1984 to 2018 are shown in Figure 1 below.

NUMBERS OF HIGHER EDUCATION INSTITUTIONS BY YEARS



	1984	1986	1988	1990	1992	1994	1996	1998	2000	2002	2004	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2017	2018
Vocational School	0	0	0	0	0	0	0	0	0	0	1	3	3	2	4	5	8	10	8	8	8	6	5
Non-Profit Foundation	0	0	1	1	1	3	3	14	18	20	23	24	25	27	29	34	45	54	71	72	76	65	72
State	27	27	28	28	28	52	53	53	53	53	53	53	68	85	94	94	94	97	104	104	109	111	129

Figure 1. Numbers of higher education institutions by years (CoHE, 2019, p. 11)

Each higher educational institution is subject to the Council of Higher Education (CoHE). The establishment of CoHE politically and economically transformed the Turkish higher education system (Yalcintan & Thornley, 2007). The law provided an opportunity for the private sector to establish private higher education institutions. By CoHE necessary policy arrangements had been made that allow nonprofit foundation (private) universities in addition to state (public) universities (Birler, 2012). With specialized programs and a cooperative attitude with the other private institutions, foundational universities claimed to contribute globalization of HEIs and contribute academy-industry cooperation (Yalcintan & Thornley, 2007).This law also covers the restructuring process of academic, institutional, and administrative aspects in higher education (CoHE, 2019).

In Turkey, similarly, the aim of higher education is an as inseparable part of the educational system aiming to improve and develop social and economic relations through education (CoHE, 2019). So, as the need of society and the dynamics of the global economy has shifted rapidly, in 2015 the first attempt to determine and establishment of research-based universities resulted in 2017 by announcing research universities in Turkey (Balyer & Özvural, 2021). The aim of the arrangement was related to having high-quality research, providing public and academic service to society, educating youth scholars and academicians, and globalization (Balyer & Özvural, 2021; CoHE, 2019).

According to Altbach and Salmi, there are three major approaches to granting research university status and these are:

1. Upgrading a few existing ones that have potential (picking winners)
2. Merging existing institutions and transforming them into new ones with a research focus (hybrid formula)
3. Establishing a new one (clean-slate approach) (2011, p. 3)

Based on this literature, in Turkey granting research university status was based on the first approach which is picking the winners and some of the selection criteria were international status, national priorities, and research activities (Mammadov & Aypay, 2020). In addition to that periodically the activities of research universities are analyzed and some of the criteria are total student number, the total number of academic staff, total budget, number of publications, number of citations, and higher education employment index (CoHE, 2022a). By, Research Universities Support Program, it is indicated that state-funds are allocated to research universities based on their performances, and a total of 23 research universities will be supported financially for technological development and academic advancement (CoHE, 2022b).The classification of the research universities can be seen below.

Table 1. Groups of research universities according to performance (CoHE, 2022b)

Universities with top research performance.(A1)	Universities with high-level research performance (A2)	Universities with intermediate research performance (A3)	Foundation research universities
Middle East Technical University	Izmir Institute of Technology	Marmara University	İhsan Doğramacı Bilkent University
İstanbul Technical University	Yıldız Technical University	Bursa Uludag University	Sabanci University
Bosphorus University	Ankara University	Dokuz Eylul University	Koç University
	Istanbul University	Ataturk University	
	Erciyes University	Gazi University	
	Hacettepe University	Cukurova University	
	Gebze Technical University	Firat University	
	Aegean University	Black Sea Technical University	
	Istanbul University-Cerrahpasa.		

The efficiency of research universities is measured according to several criteria under three main groups. Based on research capacity, research quality and interaction and collaboration, and performance of research universities are measured, and extra funds will be allocated to augment the research culture in those universities (CoHE, 2022b). There is literature that indicates the efficiency of research universities in Turkey based on the performance criteria established by the CoHE. A study on revenue of research universities argues that only Ankara University, Bosphorus University, Gazi University, İzmir High Technology Institution (İzmir H.T.I), and Middle East Technical University (METU) were efficient out of fifteen universities (Mammadov & Aypay, 2020). In another study, in terms of human capital and effective usage of financial inputs for service activities to society, only Ankara University, Istanbul Technical University, and Erciyes University were efficient (Günay & Dulupçu, 2022). In addition, in terms of technical efficiency only Bosphorus University, Gebze Technical University, İzmir H.T.I, and METU were efficient, and remaining eleven were not (Çağlar & Gürler, 2020)

2.2. The Role of Social Capital and Academic Networking in Academic Environment

As research universities stand for quality and academic excellence, members of the research-based university either faculty members or students need to be elected according to their merit, skill, and motivation for academic research (Altbach & Salmi, 2011). This claim requires being free from ideology and sex, age, race, and other types of non-meritocratic elements (Reynolds & Xian, 2014). However, due to personal bias or the value and goals of the institution, the emphasis on meritocracy

may result in different than excepted which is called the paradox of meritocracy (Castilla & Benard, 2010). In Turkey, academicians perceive their academic identity as being a teacher due to heavy instructional responsibilities also they stated that operating mechanisms and procedures such as resource allocation, reward process, and employment are based on people's personal decisions rather than merit (Akcan et al., 2017). According to Serow (2000), only a few academicians in research universities are exempt entirely from instructional responsibilities. For this reason, there is tension between teaching and researching. Academicians prefer being involved in a research project to teaching so that, they can benefit from funds and be part of a knowledge network (Serow, 2000). In this context, academic networking is a behavioral pattern to promote interconnectivity and cooperation among researchers/academicians (Batistic & Tymon, 2017).

Pierre Bourdieu (1986)al defines the concept of social capital as owned collective capital as a result of being a member of a group. In addition to his definition, Lin (2017) defines social capital as investment in social relations with excepted returns and it facilitates the flow of information which provides opportunities and choices to selected people. In this vein, people receive advice and information from several contacts who have accumulated knowledge (Agneessens & Wittek, 2012). That means social capital affects the probability of receiving an offer even though people do not apply for that offer (Mouw, 2003). According to Adler and Kwon (2002), social capital manifests its effect in two ways: substitutability and appropriability. Substitutability refers that even though individuals lack the ability, skill or credentials still social capital of that people provides an opportunity for accessing resources.

Appropriability means that the same person could provide the same resources from several channels. To be clearer a friend could provide resources and information to people around him while providing access to influential and powerful ones (Adler & Kwon, 2002).

Academicians are affected by academic social networks in different ways such as direct employment, career advancement, publication, and research opportunities (Heffernan, 2021). In the academic environment, the main purpose of forming knowledge networks is to have new opportunities, to be close with high achievers, knowledge sharing, being part of various academic research projects through collaboration (Batistic & Tymon, 2017; Kearney & Lincoln, 2013; Vătămănescu et al., 2018).

In a nutshell, due to complex achievement criteria and heavy workload, the research ecosystem is highly affected by the "knowledge networks"(Kearney & Lincoln, 2013).The effect of networking resulted heterogeneity in the academic environment in terms of higher academic productivity and publication, engineering & natural science disciplines, such as exact sciences and health sciences, than social and humanities disciplines (Gonzalez-Brambila, 2014). Also, in this study, it is seen that as group members achieve higher productivity, they allocate the governmental and industrial funds and resources more efficiently. Additionally, studies show that, in the academic environment, academic social network, results in establishing group rules, control mechanisms, career, and professional advancement, and controlling the outcome of the hiring process (Bozionelos, 2014).

2.2.1. Employment Opportunity in Academic Environment

The role of academic networking in higher education institutions is diverse. One aspect of academic networking can be considered as employment opportunities in HEIs. The current literature indicates that the relationship between academic networking and employment opportunity in the academic environment is common. As stated in the previous part, academic social network resulted in control and interference in the employment process in the academic environment. Information holders decide to share information with members of the in-group (Bloomquist & Grieco, 1989; Tilly, 2020) and in the labor market, having a connection is critical in a job application process (Mouw, 2003).

Network-based job searching includes informal methods like reaching job-related information from family, friends, and acquaintances who can provide insider or job-related information which shapes the dynamics of the labor market (Pedulla & Pager, 2019). Networking along the job search and employment process affects job search outcomes, employment outcomes in terms of the number of applications (quantity), and the quality of employment opportunities (Van Hoye et al., 2009). In this context, Pedulla and Pager (2019) conceptualize the networking effect in the employment process. Even though individuals access job-related information, this does not guarantee that their network would have a positive effect on receiving a job offer. In this vein, *network access* refers to people accessing job opportunities through their network, *network return* means that people get the job due to their network. To put it another way while one can get a job offer, the other one could not have the same offer. This situation clarifies the difference between network access and network return.

Also, there are two more concepts to explain the relationship between networking and employment opportunity which are *network placement* and *network mobilization*. Network placement refers that having connections in a workplace environment where one applies positively affects receiving a job offer. In addition to that, when someone from a social network of the applicant, contacts the employer or someone at the company on behalf of the job seeker, this is called it is network mobilization (Pedulla & Pager, 2019).

In this formulation, people with high-status contacts would get more rich information and as they get into a high-level social network, then they will get high-level opportunities more than low-status ones (Lin, 2017; McDonald, 2011; Mouw, 2003). Also, people with more occupation-specific social capital are more likely to find a job through their contacts (Stojanová & Blašková, 2014). People tend to prefer someone similar to themselves and the determination process is affected by the strength of the tie and the qualities of the occupation (Marin, 2012)When strategic social ties could provide information about the company or job responsibilities (Pedulla & Pager, 2019), network-based information resulted in workplace segregation. In the hiring process, the best athlete approach indicates hiring the best candidate in terms of previous experience, skills, and performance record, but the network effect interferes employment process (Elfenbein & Sterling, 2018).

As in the academic environment, recruitment processes at universities depend on many factors and literature indicates that academic networking and social capital are two of the critical factors in these processes. In Turkey, by CoHE the roles of research assistants have been established which are research, investigation, and relevant

departmental responsibilities (T.C. Resmi Gazete, 2018). Rules and regulations indicate that RAs need to have several certification or exam results, in addition to that they should pass different forms of academic exams conducted by the department itself. A study conducted by Aydogan (2009) shows that the employment process of research assistants highly depends on subjective academic examination scores which are conducted and evaluated by the hiring department. In Turkey, when candidates have similar qualities and the selection process is based on subjective reasons, then favoritism is likely to occur and the worst part of favoritism is that many people do not perceive it as a problem (Aydogan, 2009). Also, as part of the literature on inbreeding, Inanc and Tuncer (2011) indicated that it is observed that in the Ph.D. student's employment process in Turkey, students from well-known and high-ranked universities do not get hired in the first place by their home institution. On the other hand, when this occurs, it results in workplace segregation which has the potential of perpetuating systematic inequality and hierarchy in faculty hiring networks. Based on their research, favoritism affects the non-academic employment process. Since HEIs are part of different organizational networks, then graduates of these HEIs universities have privileges in the hiring process of these organizations (Inanc & Tuncer, 2011). In short, favoritism deprives many candidates who graduated from qualified universities to get hired for well-paid jobs, and networking mechanisms play an active role in this process (Orkodashvili, 2011). Finally, the role of social networks in the employment process resulted in creating and reproducing different forms of inequality, and network-based employment foster segregation in the workplace environment (Marin, 2012).

2.2.2. Publication and Research Opportunity and Career Advancement in HEI's

Personal interactions support professional development as they promote a better learning environment; so, it is important to understand the mechanism of relational issues (Ortega et al., 2020). To know possible achievers, it is necessary to know who has the opportunity to succeed (Burt, 2000). Having information about academic or professional opportunities does not happen out of blue, members of the academic environment need to enact their social capital by being actively productive in their network (Rossano-Rivero & Wakkee, 2019). That means, to get an academic opportunity, someone needs to be known as a potential achiever and for this, they need already to be an active member of their network. Social networks are based on reciprocity which means that information and opportunity-sharing ties need to be mutual so, people need to share opportunities or insider information in their professional field with their network (Burt, 2000). In another saying, the content and power of the information and opportunity are subject to the strength and intensity of personal relations. Therefore, in the academic environment, networking behavior has strategic intent, and it is goal oriented for creating something of value either in the academic or non-academic environment (Rossano-Rivero & Wakkee, 2019).

In terms of academic value, repeated positive interaction promotes collaboration between academicians along with research and publication processes (Faria & Goel, 2010). A study conducted by Kong et al. (2019) shows that academic networks are actor, relationship, and network oriented. Also, academic networks include being part of organizational connectivity, finding experts, and connecting people in relevant research to improve the impact of the paper. Authors of co-authored papers, share

their papers with their network so that the paper gets more attention compared to non-co-authored ones. Relationship and network-oriented academic social networks also include the recommendation and scholar relationships for academicians in establishing potential co-authorship and co-citation relations and interdisciplinary research opportunities (Kong et al., 2019). Additionally, the evaluation of collaborative networks evolved into small, chained communities (Chang & Huang, 2012). According to Centola (2015), patterns of collaboration networks do not emerge ex nihilo, it is a repeated pattern of behavior that is created by individual and organizational forces in daily life. As a result of that individual and organizational level interactions, social network prevents diversity in social groups by labeling people as someone's friend or colleagues (Centola, 2015).

Being in a network with people who share the same characteristics should therefore provide the greatest access to social capital resources, and due to segregation in informal social interaction, resources may cluster among specific groups (McDonald, 2011). In terms of academic productivity and career advancement, previous experience or being trained in the institution positively affects the academicians as they are already familiarized with the culture and norms of the institution and have social connections (Inanc & Tuncer, 2011). In another study, Gokturk and Yildirim-Tasti (2022) argue that academicians who have a degree from the home institution are more productive than those who have a degree from another institution also in terms of administrative positioning, home institution-trained academicians are advantageous compared to external institution trained. In sum, the literature indicates that information and status resources are embedded in social network relationships

which provide multiple forms of privileges and contribute to the production of inequality forms in society (Lin, 2002).

2.3. Role of Gatekeeping Mechanism in the Distribution of Resources in HEIs

Gatekeeping theory, proposed by social psychologist Kurt Lewin more than 60 years ago, suggests that different forces affect journalists' choices for expressing facts and stories (Shoemaker & Vos, 2009; White, 1964). The first appearance of the term gatekeeper is in the writings of Kurt Lewin, but he used gatekeeper as a metaphor. The metaphor became a concept in the 1990s and on that conceptualization the first theories were on the area of communication. Pamela Shoemaker develops th*e* *Hierarchical Gatekeeping Theory* (Shoemaker & Reese, 2017) and this theory includes hierarchical power dynamics in gatekeeping mechanisms. In addition, Barzilai Nahon (2008) develops a theory for the identification of a gatekeeper which is *the Network Gatekeeping Theory*. So, gatekeeper is an umbrella term for examining information flow and it is related to selection, manipulation and in a more broad sense, it is information control (Barzilai-Nahon, 2008).

To discover the inner mechanism of gatekeeping activity in higher education institutions, the most comprehensive understanding can be attained through the hierarchical model of gatekeeping theory (Shoemaker & Reese, 2017) due to the nature of gatekeeping practices taking place in a higher education institution. The hierarchical model of gatekeeping theory provides a better perspective since it includes power relations and the hierarchical settings in gatekeeping theory (Mamadi & David, 2002). Moreover, the hierarchical model of gatekeeping theory provides a

perception to understanding the inner dynamics of information flow in hierarchical settings (Wallace, 2018).

One of the aspects of gatekeeping is related to information flow in different social settings. The gatekeeper theory is capable of explaining individual gatekeepers, routines of communication work and organizational characteristics, social institutions, and the social system as a gatekeeping mechanism (Shoemaker et al., 2001). The reflection of Gatekeeping Theory in the education field mostly focuses on how specific subjects such as natural science-related and engineering classes (Bryk & Treisman, 2010) or language criteria (Moore, 2007) provide the different starting points for students' achievement. However, the theory not only provides a framework to explain gatekeeping activities inside the class environment but also has the power to explain hierarchical relations. Such as governing elites deploy a variety of strategies in order not to hold their power but also to reproduce the power and one of the strategies is to hold control of the gate in decisions (Cooper, 2018). The Decision-making process becomes a result of gatekeeping mechanism and the paradigm of the decider. In this respect, due to the asymmetric nature of information flow in hierarchical settings, dominating the gate in the decision-making process reveals itself as a "black box" of policy implementation (Webb, 2008)

According to Barzilai-Nahon, the practices of gatekeepers can be listed as withholding, display, channeling, shaping, manipulation, repetition, timing, localization, integration, disregard, and deletion of information (2008, p. 1496). As gatekeeping focuses on how information is shared and as access to valuable opportunities for career advancement is hindered by the shadow structures of

information flow, it is important to show the net of relationships (Huffman & Torres, 2002; Pauksztat et al., 2011). In this respect, information sharing patterns are affected by several factors such as formal organization structure, social relations, hierarchical level, and the characteristic likelihood of members in the information sharing dyad (Pauksztat et al., 2011).

Another aspect of gatekeeping mechanism is the development of a tendency towards association with a similar one when a piece of information is transferred. This is explained as homophily (Mcpherson et al., 2001). The process of connecting to the similar one and also sharing the information with a similar one ends in typifying people like us (Mcpherson et al., 2001). The structure of social networks in an educational context confirms that homophily preponderates social network formations (Girard et al., 2015). The concept of homophily shows itself in practice in the establishment of collaborations (Basov, 2020). In the higher education context, the motivation behind forming collaboration does not necessarily have to be related to the project that the team would work on. Several sources of the motivation behind forming a group can be stated as additional network sources, support professional norms, political advantage, to reduce uncertainty or legal requirement (Connolly et al., 2007). In addition to that race and ethnicity, sex and gender, age, religion, education level, occupation and social class, network position, attitude, behavior, belief, and aspiration as forms of homophily relationships affect the candidate selection process for a collaboration (Mcpherson et al., 2001). While the best athlete approach refers to the idea that hiring the most talented person available (Elfenbein & Sterling, 2018), the concept of "shadow structure" (Kanter, 1997) explains the variety of causes behind network formation. According to Kanter (1977), the shadow

structure refers to the structure behind where all political conflicts and dramas take place, and this political concept is related to "knowing the right person." So, in network formation there are several reasons behind either academic collaboration or general collaboration formation and the shadow structure behind is the driving force that shapes the selection process. Connecting with similar ones leads to network segregation and it also leads to unequal distribution of social capital (Braddock & McPartland, 1987).

David Cuillier (2012) states that individual values may have higher importance over professional norms. Existing literature provides an intersection set for social capital, meritocracy, and gatekeeping and provides a way to understand individual-level power relations in the academic environment. Moreover, higher education institutions hold a gatekeeper position in the re-stratification of the society so according to Liu, higher education studies should focus on inequality issues and re-stratification of the society (Liu, 2011). Moreover, whom you know could be more important than merit, and as social capital is a source to get insider knowledge, social capital and receiving insider knowledge harm equal opportunity which is the precondition of meritocracy (McNamee & Miller Jr, 2005). For this study among non-meritocratic elements, the effect of academic networking is focused on knowing the right person in that case, the gatekeeper provides a different starting point by providing insider knowledge.

2.4. Researcher Identity Development and Socialization into Academic Culture

In the academic environment, identity development is a combination of organizational background, position, and social relations (Nordbäck et al., 2022)(Nordbäck et al., 2022). Through academic socialization, individuals acquire values, norms, and required information to be a member of the organization by adopting practices from prior adapters (Austin, 2000; Mendoza, 2008; Zhao & Garip, 2021). In short identity, development is a constructed image of their professional life including boundaries, duties, and values (Davis, 2006).

In the academic environment through socialization individuals not only develop their identity and also become a member of the community (Graven & Lerman, 2003; Wenger, 1998). Also in the academic environment, the interaction between individuals includes interaction and close engagement; shared vision as a result of collective interaction, shared values having similar thinking, and practicing their professional work (Wenger, 1998; Soltani, 2018).

Social interactions are affected by the combination of sociocultural patterns, norms, and values of the environment (Weng, 2020). As social interactions between research assistants and academicians have different patterns, norms, and values in the next chapter I discuss identity development and socialization in academic environment from the perspective of research assistants and academicians.

2.4.1. Research Assistant's Socialization and Researcher Identity

Graduate study specially PhD seen as intermediary position as they move from being student to being researcher (Hall & Burns, 2009). In graduate study, students need to get new skills and knowledge to contribute their study field in academic field (Larivière, 2012) Along the graduate years, students get new skills like teaching, researching, and publishing while developing their researcher identity. In the meantime, they learn the organizational culture through taking courses, interacting with instructors, being mentored by the advisor, beginning to publish and attending academic conferences (Austin et al., 2007). Their daily life experience, socio-cultural learning and career options shape their not only future career but also their researcher identity (Mantai, 2019).

There is a diverse literature on the researcher identity development of research assistants. According to Remich, Naffziger-Hirsch, Gazley and McGee (2016), identity development of research assistants can be clustered under three themes that are developing skills to be ready for being academics, conducting research, and presenting themselves in academic identity. In order to develop their skills, they need to attend academic events like seminars, conferences to gain broader knowledge also they need to the extended time in lab for their own project and lastly they need to make presentation in academic events and interacting with students, peers, mentors to develop their own academic network (Remich et al., 2016). Research assistant's researcher identity is totality of academic practices and social relations. Academic practices include teaching, publishing, and having research opportunity. Social

relations include peer learning, being a member of academic network an quality of relationship with the advisor (Kogan, 2000). Combination of supervision quality, career advancement, networking and nurturing research environment resulted in positive experience for a research assistant (Scaffidi & Berman, 2011).

In a graduate school, one of the most important dimensions is having a good relationship with the advisor (Ives & Rowley, 2005). The role of supervisor is facilitator for research assistants to construct their future as academics. According to Chen, McAlpine and Amundsen (2015), the role of a supervisor can be stated as, intellectual development opportunity provider, networking provider, career advisor, and guidance. The quality of advisory relationship shapes the quality of academic achievements and satisfaction from collaboration between advisee and advisor. (Knox et al., 2006; Schlosser et al., 2003).

Schlosser, Knox, Moskovitz and Hill (2003), conducted a study that focuses on advisee perspective, for a satisfied graduate level education, there are two main factor categories which are interpersonal factors and instructional factors Interpersonal factors also divided into two categories which are work-related and non-work related. Instructional factors are related to professional development and academic practices. To be clearer, encouraging their advisees to attend academic conferences and publish. For this factor consistency is the key for the satisfaction. On the other hand, interpersonal factors are combination of two subdivisions. Work related interpersonal factors includes positive and close relationship in professional context, such as sharing positive and enjoyable professional experiences. Non-work-related factor includes personal relationship with the advisor like sharing

personal problems and concerns, in absence of non-work-related interpersonal factors students doubt in sharing their problems which also affect their academic performance. In this context, career guidance is listed under both factors. It is related to professional development of the student, however students perceive it as a result of close and positive relationship with the advisor and in that case, they see their advisor as their mentor or role model (Schlosser et al., 2003).

In addition, Lee (2008) explores the nature and the influence of supervisory relationship during graduate education and conceptualizes the supervisor's activity, knowledge, and skills and how student react to their supervisor's approach. Framework for conceptualization of supervisor's approach can be seen in Table 2.

Table 2. A framework for concepts of research supervision (Lee, 2008, p. 268)

	Functional	Enculturation	Critical thinking	Emancipation	Relationship development
Supervisor's activity	Rational progression through task	Gatekeeping	Evaluation change	Mentoring, supporting constructivism	Supervising by experience, developing a relationship
Supervisor's knowledge and skills	Directing, project management	Diagnosis of deficiencies, coaching	Argument, analysis	Facilitation, reflection	Emotional intelligence
Possible student reactions	Obedience organised	Role modelling	Constant inquiry, fight or flight	Personal growth, reframing	Emotional intelligence

Based on Table 2, according to Lee (2008),

a. Functional approach is highly related professional role of the advisor including, scheduled meetings, clear definitions of expectations,

b. Enculturation includes apprenticeship elements but also involves gatekeeping activities to many more learning resources and networks. The supervisor chooses which gates to open and hold. In this approach, the advisor is present as the researcher. Both are mutually engaged.

c. Critical thinking approach helps the researcher to problematize and find connections to become an independent researcher.

d. Emancipation is the process of supporting and challenging. It involves providing educational tasks and activities also including mentoring, coaching the research project, and sponsoring student participation in academic practice.

e. Relationship development includes elements of being a friend with the advisor and emotional intelligence development of the researcher (2008, pp. 270–276).

According to Lee (2008) When the advisory relationship is functional, the progress of the student can be monitored by the advisor. In the enculturation case, the advisor encourages participation, identity, and community formation. In the critical thinking type of relationship, the advisee develops rational inquiry. Emancipation type of relationship provides personal growth and the ability to cope with change. Lastly in relationship development, advisory relationship results in lifelong working partnership and enhanced self-esteem for the advisee (Lee, 2008).

When the advisory relationship includes a positive relationship for professional development, then it refers to mentoring which is multilayered and emphasizes cultural and social elements in the construction of identity (Schlosser et al., 2003; Hall & Burns, 2009). Mentoring relationship is developed over a period according to the need of the advisee. In addition to that, mentorship supports advisees in terms of their career and academic development and it is an indicator of the advisee's future career (Fullick et al., 2013).

According to Gardner (2010) Even though satisfactory graduate level experience includes both interpersonal and instructional aspects of advisory relationships, interpersonal factors are more important than instructional factors. In that context, a relationship with an advisor has importance as advisors provide an opportunity for career advancement and being a member of the academic network, also the quality of the relationship alters the total experience of the research assistant (Gardner, 2010). Even though expertise in the field and active involvement in research preconditions for supervisory practices, they do not guarantee good advisory practices which have a major effect on completing a thesis in time and having a satisfactory experience (Ives & Rowley, 2005). The quotation from Gardner's (2008) study below from a research assistant in history department clarifies the importance of having a good relationship with the advisor.

"Try to be as careful as you can because in the end, no matter how exact your research interests may be, if you can't maintain a good personal relationship, you're going to be miserable."(2008, p. 340)

Moreover, for research assistants, structured and consistent support and receiving constructive feedback, advisor behavior in providing academic social connections influence their total experience and perceptions about academia (Weng, 2020). Structured, continuous feedback and a positive communication process support students to complete their thesis, and the opposite case results in discontinuity to the program and dropout (Ives & Rowley, 2005). In short for the academic development of the research assistants, the dynamics of advisory relationship is important.

According to Hall and Burns (2009) being part of a research community and funded research, opportunity affects the graduate level experience and their academic development. Working in sponsored research has three outcomes: received grants, network involvement, and publication which also supports future collaboration (Cameron & Blackburn, 1981). Several studies show how academic practices affect the researcher identity of research assistants. According to Mendoza (2007), in engineering & natural science disciplines' ability to link their study with government and industry, research assistant has an opportunity to be funded. In this regard, being part of sponsored research group provides a productive and positive relationship with their advisor and their graduate education becomes more meaningful for them. Additionally, Mantai (2019) indicates that their being a member of the academic research group for research assistant track of publications and successful conference presentations is evidence for them to accept themselves as an academic as it is an indicator of recognition as a peer by the academic community. Lastly, as claimed by Cameron and Blacburn (1981), funded or sponsored research is an important factor for productivity in three measurable outcomes that are, publication rate, grants received, and network involvement. That means, that having an opportunity to become funded or sponsored research not only affects productivity but also helps them to form their academic social networks. Also, through social integration through academic practices, they build a relationship and rely on their peers which helps them to become an independent learner and researcher, and in that context, the importance of group work in labs or research groups is highlighted (Gardner, 2008).

First and foremost, whether they feel part of the academic community is an indicator of collegiality however some connections are stronger than others. As indicated by

Kogan (2000) in the academic environment, connection with governmental and industrial organizations provides power for academicians which is more common in natural sciences compared to humanities and social sciences. Academic elites in that sense have the power to access resources and they decide for whom to get information and resources. Also in that context, academic elites can be taken with institutional leaders. In short, interpersonal factors and close relationships with the academic elites, present themselves as a different starting point (Kim & Choi, 2017). As the advisory relationship has hidden paradigms and advisor relationship could promote social capital as a result of gatekeeping activity (McDonald & Day, 2010).

2.4.2. Faculty Member's Socialization and Researcher Identity Development

Ph.D. is seen as an intermediary position and their transition from student to academic (Larivière, 2012). During a Ph.D. students develop the necessary skills to be an academician and develop their identity as academics (Remich et al., 2016). The richness of the experience in terms of association and engagement in a different form of social interaction and practice is crucial in the recognition of self for academics (Hopwood, 2010). According to Knox, Schlosser, Pruitt, and Hill (2006), in terms of advising, academicians learn by practicing and experiencing instead of getting formal training. The dynamics of the advisory relationship are affected by the previous experience of the advisor, the way they experience becoming an advisee determines the way they become an advisor (Knox et al., 2006). For effective advising, advisors need to know institutional resources' details of the programs, course requirements students' performance, etc. (Loucif et al., 2020). The duties and responsibilities of the advisor are to help students for

developing professional selves to become practitioners and guidance in research requirements such as a thesis or dissertation completion (Hall & Burns, 2009).

Being and becoming a researcher is a complex process that includes a combination of social relationships with colleagues and students in the academic environment, processes, procedures, and values of discipline (Giampapa, 2011). A study that focuses on how early career academicians develop their identity reveals that administrative roles, the experience of tutoring, being an academic writer, developing subject content learning, designing research, experience as an academic speaker, and being a research community member are factors that affects academic identity development. (Monereo & Liesa, 2022). Also, Åkerlind (2008) highlighted four factors to developing academic identity:

1. fulfilling academic requirements which are external factors of academic experience such as fulfilling requirements and producing concrete outcomes.
2. establishing oneself in the field by developing self-esteem as a result of personal achievement
3. developing oneself personally by including emotional engagement, personal interest, and enthusiasm for their research
4. enabling broader change referring to making disciplinary contributions to the scientific field including their ideological commitment. (2008, pp. 24–28)

In short, the development of academic identity is significantly affected by career aspirations and experiences within the academic environment including an emotional and intellectual aspect of the experiences (McAlpine et al., 2012; Monereo & Liesa, 2022). In this sense, academic identity development is a

combination of the influence of past experiences, engagement of academic environment and intentions of the researcher (Chen et al., 2015).

As the experience of student tutoring is part of academic identity, it is important to focus on the advisory relationship from the perspective of the advisor. Literature shows that there are several main characteristics indicated for satisfied advisory experience but in this chapter, the similarity of personal characteristics between advisor and advisee and communication, the career path of the advisee will be focused on.

Factors affecting the total experience of a relationship from the advisor perspective are indicated by Knox, Schlosser, Pruitt, and Hill (2006). Firstly, when there is disharmony in terms of personal characteristics advisors hesitate their advisees to encourage publish or guide them to attend academic conferences, they prefer not to introduce them to people in their network and refer them for a position or award. Also, they play their power card to continue working. In the opposite case, they feel the joy of promising and bright students. Besides, they trust their student and become more dedicated to their advancement. Secondly, communication between advisor and advisee is another factor. Open communication is characterized as a good relationship. In such a case both feel safe to express their unpleasantness and discuss a solution. Lastly, the quality of the relationship is also distinguished by how advisory relationships affect advisors' and advisees' career paths. Similarities in career paths resulted in a good relationship and academic productivity(Knox et al., 2006). The way their relationship is constructed affects how advisors are perceived (dogmatic, elitist, or inflexible) and it affects the academic productivity

of advisors and advisees as the relationship mutually affects both (Hall & Burns, 2009).

In addition to socialization with research assistants also socialization with faculty members enables them to learn academic culture in relation to their field and department (Mendoza, 2007) Through that new academicians learn organizational values, norms, and expected behaviors so that they can be an active participant in the organization, in short content of socialization can be divided into two which are, role-related learning and appreciation of the culture (Louis, 1980).

As mentioned before, previous relationship patterns and experiences affect the way they construct their identity. The influence of previous socialization experience also includes usage of power, and allocation of public and private goods and resources (Mercer & McHugh, 1969).

In addition to personal socialization, communication at the organizational level also contribution to institutional success and value creation in a large-scale departmental communication involving, inclusion in decision-making progress, close work with the manager, and transition to goals and strategies to the professionals (Zerfass & Volk, 2018). In absence of organizational and departmental communication especially new academicians reported isolation, separation, fragmentation, loneliness, and competition with their colleagues (Austin et al., 2007). Also, this process includes marginalization and exclusion (Archer, 2008) which resulted in turnover (Louis, 1980). According to Archer (2008), new faculty members need to be visible to get external sources like awards and research grants which is a necessity for their academic career and success stated that to access academic

resources they need to bid, and this process is called as begging and bragging from their perspective which unfulfilling and soul-destroying experience for them.

CHAPTER 3

METHODOLOGY

In this chapter of the study, the research design, research questions, participants, research setting, data collection, data analysis, the position of the researcher, trustworthiness, and limitations of the study are addressed. This study aims to reveal the experiences and perceptions about the gatekeeping mechanism and academic networking of faculty members in administrative roles and research assistants. To understand how these two factors play a role in the distribution of resources in the higher education system (HES), a single case study was adopted. The study was conducted with faculty members and research assistants at one of the state-led research universities in Turkey. Semi-structured interviews were conducted to gather in-depth information. The participants were 8 full-time faculty members and 6 research assistants from different departments. The interviews were held through an online platform, Zoom due to the COVID-19 pandemic. The duration of the interviews was not predeterminate and kept flexible. The approximate length of the interviews was 35 minutes for each faculty member and 40 min. for each research assistant. The transcription and analysis process were handled by the researcher and the data analysis process was handled considering coding, categorizing, and theming procedures. Finally, the role of the researcher is presented in this chapter to ensure the trustworthiness of the study.

3.1. Research Design

This study aims to map the perceptions of faculty members with administrative roles and research assistants towards gatekeeping mechanisms and academic networking to understand how these two mechanisms affect the distribution of academic resources in the higher education system. In addition, the study aimed to understand the role of administrative positions in accessing the resource and gatekeeping practices in terms of academic research opportunities.

Due to several reasons, this study employs qualitative research. Firstly, according to Creswell (1999), it allows a researcher to understand inner connections and discover the structural links of a social phenomenon. In addition, qualitative research gives flexibility and interpretive power to the researcher to interpret the ongoing patterns and set of values Second, qualitative research focuses on the meaning of human affairs from different standpoints and experiences. Moreover, qualitative research is situational which means it allows the researcher to focus set of activities or a set of environments bounded by a situation (Stake, 2010). Besides, qualitative research concerns how knowledge is produced and how it practically affects people, organizations, and society (Lougen, 2009). Lastly, according to Yıldırım and Şimşek (2018), the qualitative research method provides an opportunity to not only explore the context-bounded conditions of the phenomena but also let the researcher connect the standpoint of the participants. As it is stated before, this study aims to discover the role of inner mechanisms in a higher education institution in the distribution of resources and opportunities among academicians and research assistants considering

gatekeeping and networking effects. In conclusion, qualitative research is employed to reveal how knowledge is produced and shared from different standpoints and experiences (Yıldırım & Şimşek, 2018).

Considering the research questions of this study, to understand bounded systems in an in-depth manner case study is employed along the fieldwork (Creswell, 1999). Also as indicated by Yin (2011), when the study aims to discover the contextual conditions, a case study is employed. Additionally, according to Yıldırım and Şimşek (2018), the real-life environment, rules of the organizational culture, and behavioral patterns cannot be separated from each other. Each dimension of the field in the study influences the standpoint of the people. In this respect, the case study provides an opportunity to consider each dimension of the phenomena (Yıldırım & Şimşek, 2018). The boundaries of the case, the number of cases, and the intent of the analysis determine the type of the case study, and a single case study is employed considering the nature of fieldwork in this study. In the following part, research questions, research participants, research setting, data collection and analysis, trustworthiness, the position of the researcher, and the limitation of the study will be explained.

3.2. Research Questions

This study is designed to map the perceptions of faculty members with administrative roles and research assistants towards gatekeeping mechanisms and academic networking and to understand how these two factors play a role in the distribution of academic research resources in the higher education system (HES). Considering the purpose of the study, the research questions of the study are:

1. In what ways do gatekeeping mechanisms have an impact on the distribution of resources for academic research processes?

1a. How does the gatekeeping mechanism function in the advisory relationship in the academic environment?

2. In what ways do academic networking have an impact on the distribution of resources for academic research processes?

2a. How does the academic networking function in the advisory relationship in the academic environment?

3.3. Research Participants

In this study, the sampling procedure is purposive sampling due to several reasons. Firstly, as one of the non-random and most used ones in qualitative research, purposive sampling provides insider knowledge about the population, so it represents the characteristics of the population (Fraenkel et al., 2009). Also, in purposive sampling, the researcher does not simply study with the one(s) who is available but makes a judgment to select participants based on the researcher's previous knowledge and a list of criteria related to the nature of fieldwork (Creswell, 1999). In addition, among several sampling strategies in qualitative inquiry, this study employed maximum variation.

This study consists of two sets of participants which are academicians in administrative roles and research assistants. In this study participants as research assistants are either master's or Ph.D. students to understand the experiences of these two student groups and whether these experiences differ. The criteria are set before contacting the possible participants.

Along the selection process, the criteria for faculty members are:

1. having an administrative role,
2. experience of research either with research assistants or research assistants.

During the sampling process of faculty members, age and gender were also considered at the beginning of the research.

As the researcher contacted participants, it is noticed that it would not represent the role of age and gender in gatekeeping mechanisms and networking effects since the number of participants is not much and the data was not mature enough to represent differences arising from age and gender.

In this study, eight academicians were selected from different academic ranks (from assistant professor to professor) and different administrative positions to compare their perceptions toward and experiences with gatekeeping mechanisms and academic networking. In addition, in other research participants' groups, research assistants were determined based on their full-time assistantship position. As a variable, age was also not the sampling criteria for research assistants, but the degree type (Ph.D. and Master) was considered.

Along the fieldwork, to invite the participants to the study, first I contact the faculty members through invitations emails. For the research assistants, with whom the researcher had acquaintance, the first contact was a phone call or face-to-face interaction. For those with whom the researcher had no personal relation, using invitation e-mails was the procedure. For the study, the researcher sent an e-mail to 75 people including faculty members with administrative positions and research

assistants. 8 faculty members and 6 research assistants actively working at the selected higher education institution were accepted to be part of the study from both social sciences and engineering & natural science disciplines. To reach the personal information of the faculty members and research assistants, the official website of the selected institution and departmental webpages were used.

The total sample size for this study is fourteen participants: eight academicians and six research assistants. The gender distribution of the sample for research assistants includes four males and two females and for academicians, it is five males and three females. The program level distribution includes three Ph.D. students and three master's students. In terms of discipline distribution, there are three research assistants and academicians from social science, three research assistants, and five academicians from engineering & natural science disciplines. The range of working experience for academicians is between 2 years to 16 years; for Ph.D. students as a research assistant, it is 5 to 7 years; for the master's students in research assistant role, it is 10 months to 1.5 years. Detailed participant information, including the year of experience for both academicians and research assistants, are presented in Table 3 and Table 4.

Table 3. Participant information of the research assistants

Participant (Pseudonym)	Gender	Discipline	Program Level	Experience
Eymen	Male	Social science	PhD	7 years
Miraç	Male	Engineering &Natural Science	Master	10 months
Eylül	Female	Engineering &Natural Science	Master	1.5 years
Ömer	Male	Social science	PhD	5 years
Kerem	Male	Social science	Master	1 year
Azra	Female	Engineering &Natural Science	PhD	5 years

Table 4. Participant information of the faculty members

Participants (Pseudonym)	Administrative Role	Gender	Age	Discipline	Title	Experience
Asaf	Department Chair	Male	44	Engineering &Natural Science	Prof.	16 years
Mustafa	Department Vice chair	Male	39	Engineering &Natural Science	Assistant professor	5.5 years
Asel	Department Vice Chair & Member of Faculty Board	Female	38	Engineering &Natural Science	Assistant professor	2 years
Zeynep	Department Chair	Female	43	Social science	Assoc. Prof	10 years

Table 4 (continued)

Ahmet	Department Vice Chair	Male	35	Engineering &Natural Science	Assoc. Prof.	6.5 years
Öykü	Department Vice Chair	Female	42	Social science	Assoc. Prof.	10 years
Hamza	Department Vice Chair	Male	42	Social science	Assoc. Prof.	10 years
Yusuf	Institute vice Chair	Male	45	Engineering &Natural Science	Prof.	15 years

Each participant is assigned pseudonyms, which preserves their anonymity of them. Thereby, the privacy of the participants is protected as the ethical codes of qualitative research recommend (Creswell, 2017). The pseudonyms are determined by picking among the most used men and women names in the year 2021 in Turkey published by the Turkish Statistical Institute on their website (TÜİK, n.d.). None of the chosen names is the same as the real names of the participants.

Tables 5 and 6 provide information about the profiles of research assistants and faculty members.

Table 5. Profile of the research assistants

Participants	**Notes on their backgrounds**
Eylül	-completed her bachelor's degree in the same department and the same university -took courses from her advisor during her BS
Miraç	-completed his bachelor's degree in the same department and the same university - took courses from his advisor during his bachelor's degree

Table 5 (continued)

Eymen	-received PhD, master and bachelor's degree from social sciences but different departments -his PhD, master and bachelor's degree are from different universities, all of which are state university in Turkey
Ömer	-his PhD, master and bachelor's degree are from social science but different departments at the same university -completed his master with the same advisor -he worked as a research assistant during his master degree
Kerem	-completed his bachelor's degree in the same department at the same university -took courses from his advisor during his BA degree
Azra	-completed his bachelor's degree and master in the same department and the same university -having PhD in the same department at the same university -took courses from this advisor and worked with the same advisor during her master degree -during her master years she worked her advisor's laboratory and still working

The general profile of research assistants shows that generally, master's students have their bachelor's degrees from the same university, and Ph.D. students' master's degrees are also taken from the same university, mostly in the same department. Also, it is seen that students from the home institution have a previous connection and research experience with their advisors.

Table 6. Profile of academicians

Participants	Notes on their backgrounds
Zeynep	- her master and bachelor's degree are from the same university. -he completed his PhD in abroad had been in administratice position for 3 years
Asaf	-PhD and bachelor's degree are from the same university but his master's degree is from a foundational university located in Turkey, -has been in administrative position for 5 years
Mustafa	-Master and bachelor's degree are from the same university - he completed his PhD in abroad -has been in administrative position for 5 years -worked as an assistant during his master's degree in the same department that he is working now
Asel	- her bachelor's degree, master and PhD are from different universities in Turkey - completed her post-doctorate education in abroad - has been in administrative position for 2 years
Ahmet	- his master and bachelor's degree are from the same university been in administrative position for 3 years -he completed his PhD in abroad
Öykü	- her master and bachelor's degree are from the same university -she completed his PhD in abroad - had been in administrative position for 7 years

Table 6 (continued)

Hamza	- his master and bachelor's degree are from the same university, he completed his PhD in abroad - has been in administrative position for 7 years
Yusuf	- his master and bachelor's degree are from the same university, he completed his PhD in abroad - has been in administrative position for 4 years

The general profile of the faculty members has been shaped as being graduated from the university where they work. Also, it is seen that generally they have their Ph.D. degree abroad and after graduation, they started to work as an academician in the same university that they had graduated from. In addition to that, they worked as a research assistant either during their master's or Ph.D. education.

3.4. Research Setting: State-Based Research University

The state-based research university as the medium of fieldwork is being selected as a case for this study due to several reasons. In the first place, the importance of research, merit, and academic publication is highlighted in the strategic planning of the selected university. Second, the ranking of the university is taken into consideration. Finally, the researcher's familiarity with the research setting is considered.

In Strategic Planning (2018-2022), the core values, objectives, and goals of the university are stated as follows:

1. merit is one of the core values of this university.
2. success and positions are deserved rights as a natural consequence of their competence and perseverance,
3. each member of this university takes their decisions without being affected independent of external manipulations and without allowing personal conflict; people fulfill their duties with responsibility and each member is subject to ethical values, scientific criteria, and rule of law,
4. it is important that education and training are being enhanced by research and existing course contents and alternative regulations will be served for a post-graduate research project,
5. post-graduate studies and students in academic, cultural, and socio-economic dimensions by establishing the necessary infrastructure to improve not only the quality but also quantity of the postgraduate research is mentioned. As a result of published postgraduate studies, the aim is to increase the academic visibility of this university and increase the frequency of the citations received by the publications (*Strategic Plan*, 2018).

Also, in the strategic planning of the university, it is stated that, to support post-research assistants and researchers in a social, academic, and financial manner; support mechanisms are being developed to increase the number of research assistants who participate effectively in research also, such mechanisms aim to support theses within the framework of research projects, and research scholarship resources. Financially, directly or indirectly one third of the budget is allocated to

augment the quality and quantity of research (*Strategic Plan*, 2018). Moreover, to increase the number of citations, the university provides an opportunity for creating graduate thesis projects in cooperation with industrial organizations, as it has several research centers located in the university.

In addition to the strategic planning of the university, according to the Center for World University Ranking (CWUR), the ranking results of the university are as follows (*Global 2000 List by the Center for World University Rankings*, 2022).

1. the 573rd university in general in 2021-2022
2. the first one in the national rank in 2020-2021
3. the first university for the last three years from 2018 to 2020

The methodology of CWUR states that four objectives of seven in total are related to research performance which are the total number of research papers, the number of research papers in the top-tier journals, the number of research papers appearing in highly influential journals, the number of highly cited research papers (Mahassen, 2014). The research performance contains 40% weight in total performance, and it shows the importance of the number of researches for a university.

In identifying the research setting, the final reason was related to the position of the researcher as a student. The researcher graduated from a state-based research university and had her master's degree from the same state-based research university. Due to the familiarity with the culture, norms, behavioral patterns of members, and social environment, the research setting is identified as this state-based research

university. All in all, the research setting was selected as a single case for this research based on several reasons which are: the core values of the HEI, strategical priorities and objectives and goals, ranking results, and the researcher's position.

3.5. Data Collection Instruments and Procedure

Interview is a way to derive an accurate portrait of population characteristics (Lamont & Swidler, 2014). According to Tavory (2020) in social science, interview is a site of self-reflection, self-projection, and confession, and the situation is represented through the medium of talk. While people say different things during their interviews, the role of the researcher is to thematize common relationships and aspects (Tavory, 2020) since the emotional and cultural dimensions of experiences can be revealed (Lamont & Swidler, 2014). It is one of the most common qualitative research methods since it provides an opportunity to gather precise data about what people think and their motivations (Yin, 2011). For these reasons, in this study semi-structured interviews were used. Since in a structured interview method, there is a limitation in response variation (Fontana & Frey, 1994), the main data collection instrument for this study is identified as a semi-structured interview method where an infrequent open-ended question may be used.

The questions were developed by the researcher and the purpose of the questions was to reveal the

a-) the inner dynamics in an HEI in the distribution of academic research opportunities,

b-) the role of gatekeeping mechanism in the distribution of resources

c-) the role of academic networking mechanism in the distribution of resources,

d-) the role of having an administrative role in the distribution of academic resources for research.

During the process of developing interview questions, the first draft of the interview questions was shared with seven experts, two research assistants, and five faculty members in related fields.

Later, with the final version of the questions, applications for the approval of the Human Subjects Ethics Committee (HSEC) of the selected research-based university was completed. With the approval, the interviewing process started in the field. The data collection process took place including the 2020-2021 fall and spring semesters. Contact with the participants was through e-mail, phone calls, and personal relations. For interviews, appropriate days and times are set according to participants' availability. The duration of the interviews varied among participants. Detailed information about interview durations is listed in Table 7 and Table 8.

Table 7. Interview durations for the research assistants

Participants	Duration
Eymen	60 minutes
Miraç	44 minutes
Eylül	17 minutes
Ömer	57 minutes
Kerem	27 minutes
Azra	24 minutes

Table 8. Interview durations for the faculty members

Participants	Duration
Asaf	17 minutes
Mustafa	29 minutes
Asel	44 minutes
Zeynep	42 minutes
Ahmet	34 minutes
Öykü	30 minutes
Hamza	29 minutes
Yusuf	46 minutes

For research assistants, each interview approximately lasted 38 minutes and for academicians, each interview approximately lasted 34 minutes. Even though all the participants were actively speaking English, interviews were conducted in Turkish so that they can freely express themselves in their native language. All the interviews were recorded by using features of Zoom to transcript and analyze the interviews in a deeper and more detailed way. Each interview was recorded and transcript later. Transcribed interviews took 135 pages in total. In this transcription, 75 pages of totality belong to academicians' transcribed interviews and the rest 60 pages are for research assistants.

3.6. Data Analysis

Data were analyzed by the researcher and the aim was to identify significant statements that can cover the overall experience and perceptions of the participants. The audio recording of the data was meticulously listened to several times by the

researcher herself to divide it into segments of information. After identifying segments of texts, codes are determined. According to Creswell (2018), coding is a process of dividing data into small units and focusing on overlapping themes and experiences. Briefly, it is an inductive process in which data is narrowed down to a small number of themes (Creswell, 2018). Visualized way of the coding process is shown below in Figure 2.

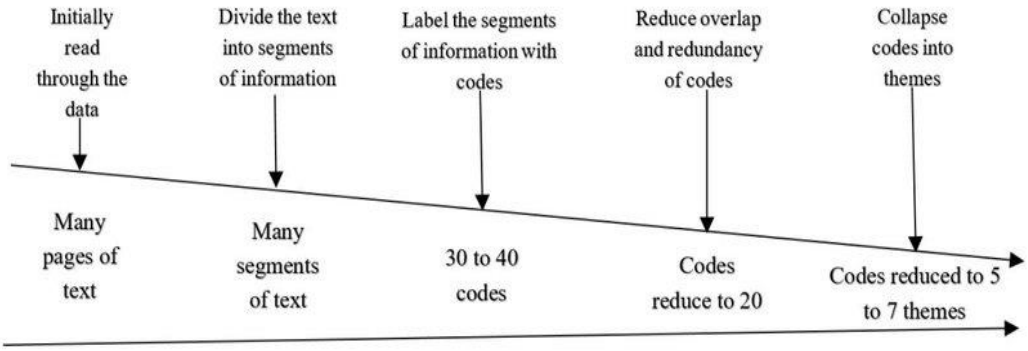


Figure 2. A visual model of the coding process (Creswell, 2018, p.315)

In this study, initial coding in other words open coding was adapted. The reason behind the selection of open coding is that it gives the flexibility to remain open to all possible theoretical directions and references (Saldaña, 2013). In open coding, the aim is to code each line, sentence, and paragraph and link codes with the whole text (Flick, 2009). Then, codes construct categories and themes. The visualization of code-category-theme model for qualitative inquiry (Saldana, 2013) is shown below in Figure 3.

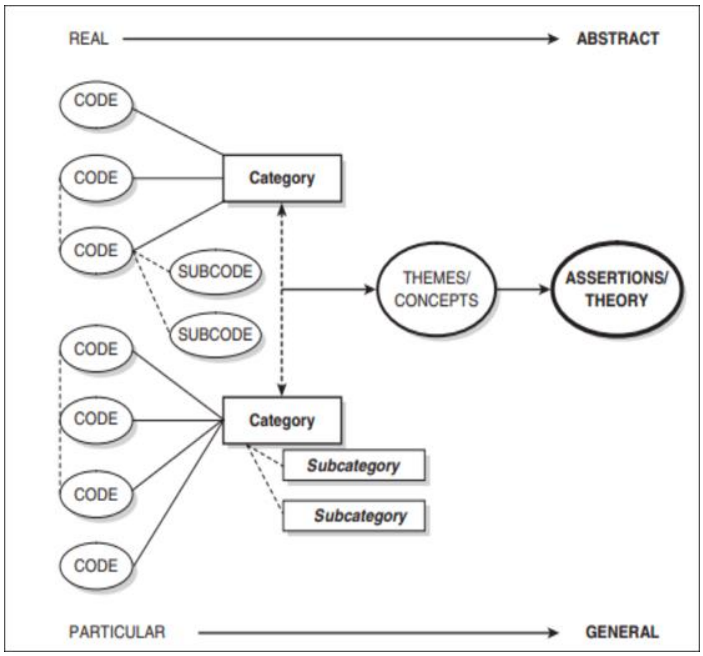
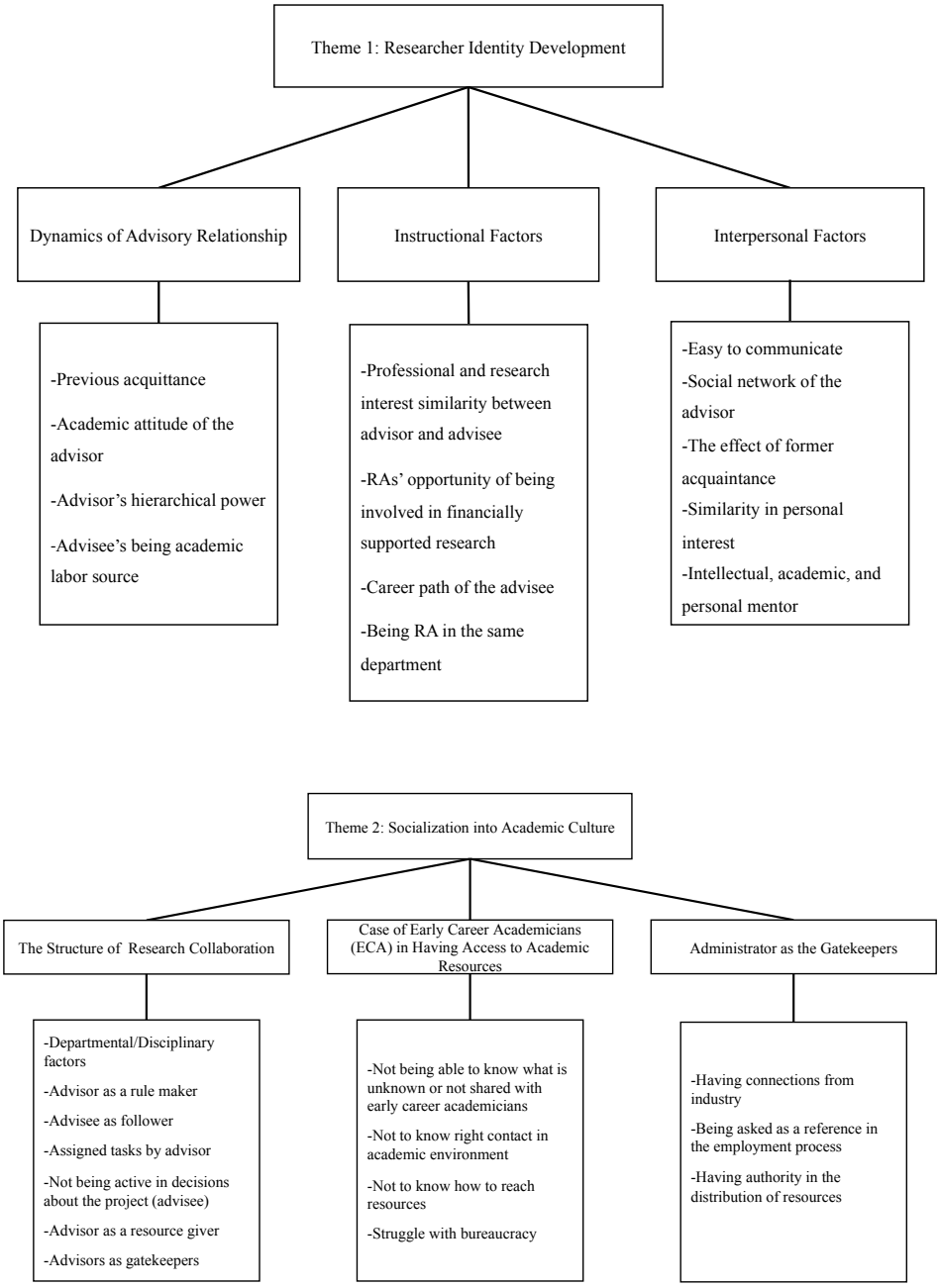


Figure 3. A streamlined codes-to-theory model for qualitative inquiry (Saldaña, 2013, p. 13)

In the analysis part of this study firstly, interviews were transcripted from recorded audio. As a first step researcher broke down the data line to differentiate and find similarities by closely examining in which direction the data lead. After breaking down the main data transcriptions were read several times to ensure that the researcher comprehend the details of the data. Later, determination of the common words and phrases (codes), categories, and themes are identified, and they are set to be connected with the theoretical framework of the study. The trees of codes-category-theme development of the study can be seen in Figure 4.

Figure 4. Trees of themes-categories- codes of the study



3.7. Trustworthiness

In qualitative research, triangulation is a way to ensure validity and reliability (Patton, 1987; Lunenburg & Irby, 2007; Creswell, 2018). Triangulation refers to a multi-method approach to collecting data for broader and better results (Fontana &

Frey, 1994; Fraenkel et al., 2009). Moreover, it is an assessment of validity by cross-checking information from different sources (Fraenkel et al., 2009). In addition to that triangulation has been used as a tool to test validity as it combines different sources of information (Patton, 1987). In this study, regarding data triangulation, several data collection tools were used.

1. Interviews: Expert opinion was applied along the development of interview questions.
2. Researcher's subjectivity: The experience of the researcher in a selected higher education institution is considered. The researcher herself spend 5 years of undergraduate education including English preparation and 3 years of graduate education. Also, the researcher experienced different faculties, so she spent considerable time in each faculty to see, understand and experience different forms of approaches in an HEI.
3. Using official webpages (department and university) to collect data about participants and the research setting.

3.8. Position of the Researcher

As a philosophy graduate, it was a huge decision for me to shift my area to educational administration and planning. From the first day, the socialization and cultural differences were felt.

To be clearer, in the philosophy department academicians were more accessible to students, they could have coffee with them during class breaks and in their free time, students were able to find them in the canteen and find an opportunity to sit and have

a conversation. Even they occasionally join the conversation of the students while passing through. For some of the classes, when the population was convenient, lectures were held outside the building while having coffee. Also, in senior year, at the end of the semester, students were going outside of the campus to chat with the professor. The case was similar for research assistants. They were attending the faculty club and they were easy to contact. Both academicians and research assistants were concerning the well-being of the students and interested in daily life and concerns of the students. Even if the student and the academician never met in the class environment, most likely they had acquainted due to the open socialization environment. Students were treated as adults from the first day of their university life. This attitude is also supported by the structure of the program. It was possible for a freshman to take a fourth-grade class and it was also supported by the academicians. They encouraged students to experience classes and take courses from different levels and different disciplines.

On the contrary in the education department, it was noticed that academicians were like teachers with a stony attitude. The relationship with students was more formal and distant. They were socializing only with each other and some specific research assistants during their free time. The unseen boundary between the students, faculty members, and research assistants was felt. Also, a chain of hierarchy among students, research assistants, and academicians was felt. To enroll in classes, students mostly needed to convince academicians by expressing themselves. Academicians were questioning the capability of the students even in some cases some of them rejected students by saying they would not be able to understand the content of the course.

Additionally, this attitude affected their approach to their information-sharing pattern. As they were not socializing with students, getting information was only possible during class time and in-class environment. In that context, research assistants were in the role of intermediaries between students and academicians. The ones who have a close relationship with research assistants were able to get knowledge before the rest of the students.

In terms of academic attitude, in the philosophy department, small communities and friendship groups were common even if we had no group project. Students were working together, and they were in collaboration. Unlike the philosophy department, in the educational department, even though the curriculum includes several group projects students were unwilling to collaborate, mostly students were preferring not to share the information they have. It was noticed that in this information-sharing network some academicians of the department had more informational capital and this situation resulted in polarization among students.

In the philosophy department due to the nature of the field, the opportunity for involving academic research was very limited. The case was different in the educational department. Even though there were opportunities, to be aware of these opportunities either students needed to take a class from that academician, or those academicians needed to be in the supervisor role of the students. Students are mostly in touch with only their supervisor due to socializing practices mentioned before.

At the beginning of the study, the focus was on information networks but after it was realized that the social capital of the student was highly influential. Students even did not know that they were missing out on things that they could benefit from in an academic manner if they had known beforehand.

3.9. Limitation of the Study

There are some limitations due to the nature of qualitative research and sampling procedure. The first one is related to the nature of qualitative research. Due to the research design being a case study the results cannot be generalized back to the entire population and the study does not show any evidence for causality and generalizability (Yin, 2011; Creswell, 2018; Yıldırım & Şimşek, 2018).

The study covers fourteen people (eight academicians and six assistants). Due to time limitations and the unwillingness of the participations, it was the maximum number of participants. Having more people involved in the study would show the distribution of academic sources affected by age, gender, and even faculty that they work with.

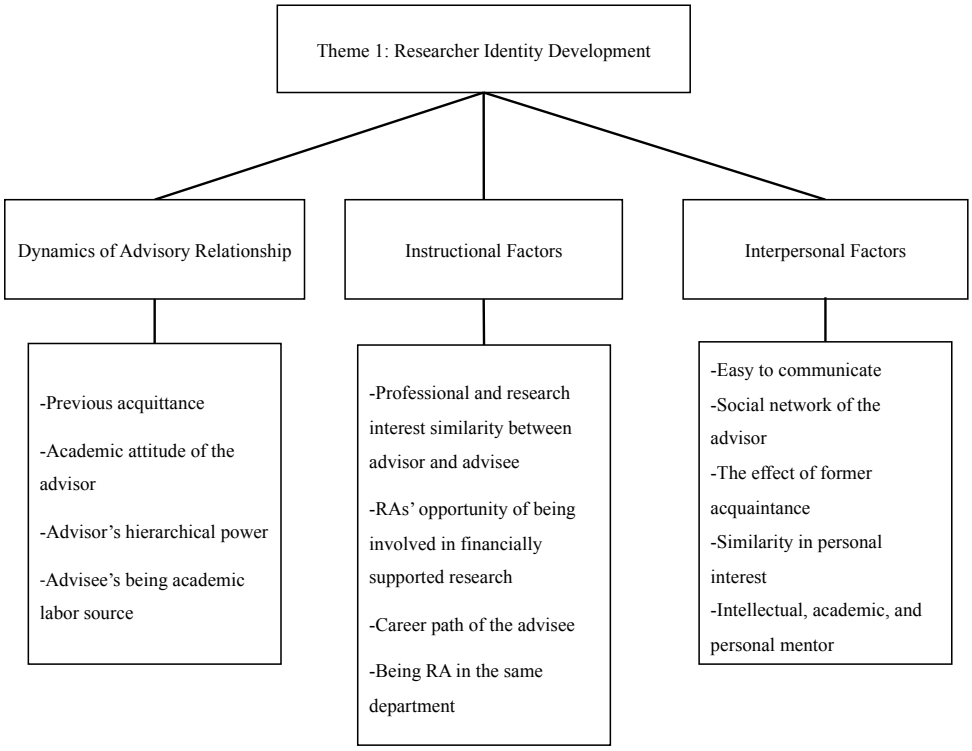
In addition to that, the researcher sent research questions to academicians and assistants who work in the field of education. For this study, it was not possible to receive feedback from people working in different fields such as sociology, psychology, or political science. Even though it was tried to contact them via e-mail response did not receive. Receiving the opinion of people from different backgrounds would provide enriched and different perspectives.

Even though the environment where the interview took place affected the quality of the outcome and during the interview (Fraenkel et al., 2009) due to the Covid-19 pandemic interviews with participants had to be conducted online. Even opportunity of an online interview made this study happen during the pandemic still there are drawbacks to face. The opportunity to get non-verbal clues such as facial expressions or body language would enrich the data and the outcome of the study (Al Balushi, 2016). To be clearer, during our interview some participants did not open their cameras and it was noticed that they were dealing with other things to complete during the interview. Some of the participants were not able to fully focus on the interview and sometimes the researcher needed to restate the question for them.

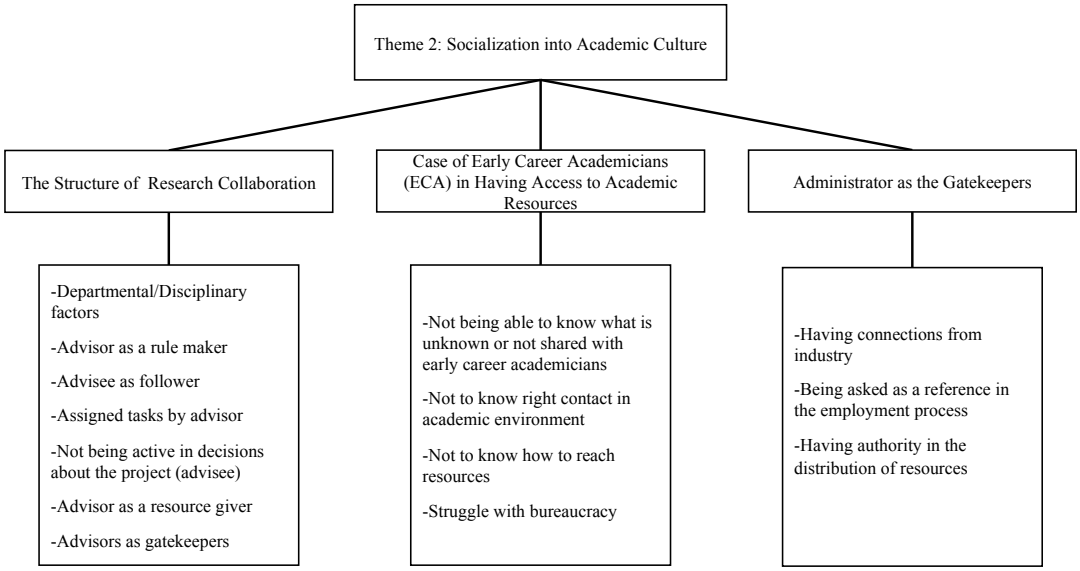
CHAPTER 4

FINDINGS

In line with the literature review part of the study, there are two main themes under which data has clustered: researcher identity development and socialization into the academic culture as visualized before in Figure 4. According to the experiences and the perceptions of the participants, the researcher identity development theme is divided into three subthemes which are the structure of collaboration in the advisor-advisee relationship, the case of early career academicians in accessing academic resources, and administrators as gatekeepers.



Also, the theme of socialization into academic culture has three subthemes which are the structure of collaboration in the advisory relationship, the case of early career academicians in accessing academic resources, and the administrator as gatekeepers.



In the participant section, pseudonyms were explained to be effective. Pseudonyms and academic titles are referred together. To be clearer: Yusuf in the position of academician will be referred to as Yusuf – ACA. As the study aims to understand the perspective of both master's and Ph.D. students, the level of graduate education is specified for research assistants. To be clearer, Miraç in the position of a research assistant who has his masters will be referred to as Miraç-RA-MS. On the other hand, Azra who is a research assistant and has her Ph.D. will be referred to as Azra-RA-PhD.

4.1. Researcher Identity Development

In the academic environment, organizational factors, and socialization practices shape researcher identity development (Nordbäck et al., 2022). Researcher identity development is an image of self-including researchers' roles and responsibilities also it is constructed through time (Davis, 2006). There are several factors affecting identity development. Academicians, need to fulfill academic requirements to gain

academic expertise in their field, contribute to their field including their ideological commitment and engage themselves emotionally, with the academic environment (Åkerlind, 2008). Research assistants, need a steady and positive relationship with their advisors to get academic, emotional, and intellectual support (Lee, 2008). Additionally, for both academicians and research assistants, consistent, steady, and positive relationships are one of the key factors. (Schlosser et al., 2003; Knox et al., 2006).

Under this theme, it is indented to examine factors experienced and perceived by research assistants and academicians in terms of researcher identity development which are dynamics of advisory relationships, and instructional and interpersonal factors.

4.1.1. Dynamics of Advisory Relationship

In this part, firstly perception of the advisory relationship between the research assistants and academicians will be shared. Research assistants (RAs) perceptions toward their academic advisory relationship have been shaped by having a previous relationship and the importance of interpersonal relations. The origin of my acquaintance was taking the course from a possible advisor. In that sense, advisees get to know their possible advisors. Having an advisory relationship new to them is like gambling as Miraç-RA-MS stated.

> *I have never taken a teacher that I don't know and that I didn't take any classes from into consideration because that's like gambling. It's risky in my opinion…* [Hiç ders almadığım hiç tanımadığım bir hocayı hiç düşünmedim çünkü o biraz kumar gibi bir şey oluyor riskli bence…] (Miraç-RA-MS)

> *I had taken a class from my advisor, and I liked his/her attitude and perspective in the class I took at the time.*
> [Danışmanımdan ders almıştım o dönemde aldığım dersteki tavrı ve bakış açısı aslında hoşuma gitmişti.] (Azra-RA-PhD)

Research assistants highlighted that even though an advisory relationship is a mutual relationship in which both advisor and advisee actively be part of it, the outcomes and dynamics of the relationship are more critical for the advisee. Also, RAs are aware of the hierarchical power advisors have so the advisory relationship includes the acceptance of hierarchical boundaries and relationships. Even if the advisors have a negative attitude towards their advisees, RAs need to tolerate the negativity, also if needed, they prefer making a compromise to their beliefs and researcher identity. As, when the negativity of the relationship threats the outcome of their education. To maintain positive relationships advisees, prefer compromising rather than rejecting their advisors. Making compromises includes accepting ideas with which they disagree. Identifying self as someone's advisor includes not rejecting the academic approach and attitude of the advisor which also affects their academic identity as an independent researcher.

> *So, here's the thing from the student's perspective, ok, it's a mutual process, but you're not equal. After all, they are the teacher and you are the student, there is a hierarchical order here, whether you like it or not. In that regard, you'll have to accept some of the teacher's characteristics, you'll have to take a step back or you'll have to go along with some "wayward" behaviors, etc. Anyway, this is a human relationship, I mean there is no point in arguing with the teacher because you are the one that must finish a thesis after all.*
> [Sonuçta burada öğrenci açısından şöyle, tamam bu mutual bir süreç ama eşit değilsiniz. Sonuçta o hoca sen öğrencisin ve burada bir hiyerarşik mekanizma var ister istemez. Hocanın orada bazı karakterlerini kabullenmen ya da geri adım atman, tırnak içerisinde söylüyorum nazları…, gerekiyor. Zaten bu insan ilişkisi yani hocayla inatlaşmanın bir çözümü yok sonuçta tez bitirmesi gereken sensin.] (Ömer-RA-PhD)

You don't get to say, "I am working with this advisor, but I don't endorse everything he/she says or all of his/her approaches." Even if you are not on the same page or you are looking at some topics and academic researchers from a different aspect since they are your advisor…
[Şey deme şansınız yok "ben hocayla çalışıyorum ama bu hocanın her dediğini veya her yaklaşımını sahiplenmiyorum." İster istemez içsel olarak belki aynı fikirde olmasanız da belli konularda, yaklaşımlarda, akademik çalışmalarda da belki aynı açıdan bakmasanız da o sizin danışmanınız olduğu için…] (Eymen-RA-PhD)

In a research university, there is tension between the research and teaching processes, and the majority of academicians prefer the research process over teaching (Serow, 2000). When academicians are asked about their perception of the advisory relationship, it is seen that this tension shapes their perception. For academicians, research assistant or their advisees are simply human labor for the consistency of their academic studies. The interpersonal aspect of the relationship including being a role model for an advisee and supporting their advisee in terms of academic, professional, and identity development are not considered.

But if you can consider the people you work with as a resource, then you can say that undergraduate and Ph.D. students are resources for us.
[Ama belki beraber çalışacağımız kişileri de bir kaynak olarak görürseniz bizler için yüksek lisans öğrencileri ve doktora öğrencileri bir kaynak.] (Asel-ACA)

So in our research, the student is the workforce for us. … Theoretically, they are the ones where you get the academic work done. Everything depends on the student. I mean, for example, you've taken very few students, but if the student can't make progress, then all the work stops this time. So it's more like gaining from demand, so to speak… I take a few more students and move on by spending more time with the ones that make progress.
[Şöyle bizim araştırmalarımızda aslında öğrenci bizim için işgücüdür. …Teorik olarak sizin akademik olarak iş yaptırdığınız kişiler. Bütün işimizin dayandığı yer öğrenci. …Yani mesela çok az öğrenci aldınız fakat öğrenci ilerleme sağlayamazsa bütün işler duruyor bu sefer. O yüzden daha yani lafın gelişi sürümden kazanmak gibi... Biraz fazla öğrenci alıp devam edebilenlere daha çok vakit ayırarak ilerliyorum.] (Yusuf-ACA)

4.1.2. Instructional Factors

The instructional factors within an advisory relationship refer to professional development and academic practices such as attending academic seminars or publishing. In this regard, consistency in professional development and academic practices is the key to satisfaction with graduate education (Schlosser et al., 2003). In this study, when participants are asked, they highlighted the importance of instructional factors for their overall satisfaction and researcher identity development. Even though instructional factors are not limited to the concurrency of research interest between advisor and advisee. Mostly from the perspective of RAs, disharmony between advisor and advisee in terms of research interest is seen as a reason for failure and not completing the graduate program.

> *So the subject of the advisor work is important because you can't make progress if you try to work on a different research interest else from zero. …your efforts might go to waste.*
> [Yani hocanın çalıştığı konu önemli çünkü sıfırdan ayrı bir konuya çalışmaya çalışırsan ilerleyemezsin. …verdiğin emek boşa gidebilir.] (Miraç-RA-MS)

In terms of instructional factors, the opportunity of being involved in sponsored research is considered. Being part of an academic research group has several advantages for research assistants such as being part of the academic social network, higher motivation level, financial stability, and opportunity for academic publication. Under these conditions, a research assistant feels more secure in terms of financial stability (Cameron & Blackburn, 1981; Mendoza, 2007; Hall & Burns, 2009). From the perspective of a research assistant, being involved in sponsored research is considered an indicator of higher academic productivity.

> *...Are they doing active research right now, do they have a project, do they have a TUBİTAK project... Because the assistantship wasn't certain yet. Can I have a benefit, or do they publish more frequently?*
> [...Şu anda aktif research yapıyor mu projesi var mı TÜBİTAK projesi var mı...Çünkü o zaman daha asistanlık belli değildi. Bir kazancım olabilir mi ya da daha fazla yayın yapıyor mu?] (Eylül-RA-MS)

Academicians, like research assistants, have several criteria when establishing an advisor-advisee relationship. When faculty members were asked, about the previous academic record motivation level, and career plans of the student have mentioned. Having a common research interest is the most highlighted one by the faculty members. Academicians prefer students who have almost the same research interest as themselves.

> *In general, at first, I wonder if they looked at my research interests or if they were just randomly knocking at my door and trying their luck.*
> [Genel olarak öncelikle konularıma bakmışlar mı merak ediyorum, yoksa sadece kapımı çalıp öylesine gelmişler mi şanslarını mı deniyorlar.] (Asaf-ACA)

In addition to having a common research area, for academicians, the academic record of the students also has importance. Academic record in that sense does not only refers to the cumulative GPA of the student. In this context, taking a course from a faculty could also be a criterion.

> *I mean, of course at first, I pay attention to whether our research interests are aligned or not. How much I can help and guide this student are the things I consider. Maybe I'll ask about their academic records and what they've done so far.*
> [Yani tabii çalışmak konularımızın örtüşüp örtüşmediğine dikkat ederim öncelikle. Ben bu öğrenci ne kadar yardımcı olabilirim, ne kadar

yönlendirebilirim. Buna dikkat ederim. Belki kendi akademik başarısını sorarım. Şu ana kadar neler yapmış.] (Öykü-ACA)

First of all, I prefer to work with students who are interested in the same research fields as me. I offer them five or six research topics which are the issues that I want to work on. If they want to work on those, then we can work together. Sometimes I reject the ones who have never taken a graduate class from me.
[Benimle aynı araştırma alanlarına ilgi duyan öğrencilere çalışmayı tercih ediyorum bu bir. Beş altı tane konu öneriyorum. Bunlar da benim çalışmak istediğim konular oluyor. Bunları çalışmak istiyorsa beraber çalışabiliriz. Bazen benden hiç yüksek lisans dersi almamış olanları reddedebilirim.] (Hamza-ACA)

"I will study physical activity or motor development," I say okay and accept the student, but the grades were our criteria in these interviews. Or rather, we look at their GPA. We can understand what's their intention if they can do a master's or a Ph.D.
["Ben fiziksel aktivite ya da motor gelişimi çalışacağım". Tamam diyorum ben kabul ediyorum öğrenciyi ama bu mülakatlarda ders notuydu, bizim değerlendirme kriterlerimiz. Daha doğrusu ortalamasına bakıyoruz gerçekten niyeti ne, birkaç soruyla aslında biz bunun gerçekten master ya da doktora yapıp yapamayacağını tamamlayabileceğini anlıyoruz.] (Zeynep-ACA)

In relation to academic record and motivation, being close to the academic research community of which academicians are also part is also considered. In one engineering & natural science discipline, there is a specialized research group for undergraduate students. Ahmet-ACA explains the program as follows:

In the beginning, we have a program in our department for those who graduate. We're working on several small projects with undergraduates to teach the field and it's called the "Silver Program". I prefer students who took place in the silver program.
[Başlangıçta bizim bölümden mezun olanlara bir programımız var. Lisans öğrencileri ile bir takım ufak projeler yapıyoruz alanı, mesleği öğretmek açısından "Gümüş Program" diye. Temelde bu programda yer almış öğrencileri tercih ediyorum.] (Ahmet-ACA)

The department in which Ahmet actively work has a program that provides an opportunity for an undergraduate student to be part of the academic research group

on a specific topic. In this research group, students work with a supervisor who is also an academic member of the department. Periodically, research groups present their findings and outcomes, and the best team in terms of performance and outcome publishes their paper.

> *It was a bit of a plus for me when they are a research assistant. I have, of course, given them a little more priority if they were a research assistant. Especially if they are a research assistant in our department because I thought I could work closer with them here.*
> [Araştırma görevlisi olması benim için biraz artıydı. Eğer araştırma görevlisi ise tabii ki biraz daha öncelik verdim. Özellikle bizim bölümümüzün araştırma görevlisi çünkü burada daha yakın temas çalışabileceğimi düşünerek.] (Asel-ACA)

When there is no structured program for undergraduate students to be involved, in that case, academicians expected that students took their courses. Taking a course helps students to show their skills and motivation. Also, this situation enables students to show that they have similar research interests and similar career plans. Having similar research interest and similar career aspiration in an advisory relationship motivate advisor to support them in advance (Knox et al., 2006). Mustafa-ACA explains this situation as follows,

> *The first one is the grades they received during their undergraduate education. Especially if they are a graduate of our department, there are certain classes that I pay attention to. If they did well in those classes, I have such a rule in mind… Other than that, what I am looking at is their CV. I am looking at what they've done, if they've developed something concrete in the research area they're interested in, or if they've shown anything tangible about it. I also have an oral interview with them. ...Students who plan to become an academician and are highly motivated to publish in a well-known journal and have shown their potential in this regard somehow are the ideal candidates for me.*
> [Bunlardan ilki lisans eğitiminde aldığı notlar. Özellikle bizim bölüm mezunuysa dikkat ettiğim belirli dersler oluyor. O derslerde iyi yaptıysa, böyle bir aklımda kural var …Onun dışında baktığım şeyde CVsi oluyor. Neler yapmış somut, ilgi duyduğu konularda somut bir şeyler geliştirmiş mi, o

konuda elle tutulur bir şey ortaya koymuş mu, ona bakıyorum. Bunun dışında bir de sözlü görüşme yapıyorum öğrencilerle. …Benim için ideal aday akademisyen olmayı planlayan ve çok iyi yerlerde yayın yapmaya yüksek motivasyon olan ve bu konudaki potansiyelini de bir şekilde göstermiş öğrenciler oluyor bu şekilde özetleyebilirim.] (Mustafa-ACA)

To sum up, what Yusuf-ACA indicates summarizes the perception of academicians about instructional factors. It is a complex situation, when they start their advisory relationship, they expect the research assistant to fill the gap either as human labor along their academic collaboration process or for the sake of their work.

Now, of course, it depends on what the faculty is looking for when they are looking for students. It also depends on the titles of the faculty of course. Young faculty members are looking for students to work on research projects to publish together. Some teachers may look for students in addition to their master's thesis to support a company they are consulting for. So, in general, these are the kind of reasons why a faculty needs a student. ...If the faculty don't have financial resources to support the student, a student who is an assistant in the department can be preferred, or sometimes the teachers may prefer a student who works at a company because financial support is not required. It can help build a relationship with that company and it can have benefits such as using its infrastructure including its experimental and software facilities.
[Şimdi tabi hoca öğrenci ararken ne için aradığına bağlı oluyor bu. Yani tabi hocaların da ünvanlarına da bağlı. Genç hocalar beraber yayın yapmak için araştırma projesinde çalıştırmak için öğrenci arıyorlar. Bazı hocalar belki bir danışmanlık yaptığı firmaya destek olsun diye mastır tezine ek olarak bir öğrenciler arayabilir. Yani genel olarak bu tip sebeplerden dolayı bir hocanın bir öğrenciye ihtiyacı olabilir. …Hocanın öğrenciyi destekleyecek bir finansal imkan yoksa bölümde asistan olan bir öğrenci tercih edilebilir ya da bazen hocalar çalışan bir öğrenci de tercih edebiliyor firmada çalışan bir öğrenci çünkü finansal destek gerekmiyor. O firma ile ilişki kurmaya faydası olabiliyor, firmanın altyapısını deneysel ve yazılım imkanlarını kullanmak gibi faydaları olabilir.] (Yusuf-ACA)

Advisors consider the financial stability of the student, since, when students have financial stability, they work more productively (Hall & Burns, 2009). When advisors cannot provide an opportunity for funded academic research, they prefer research assistants from their departments as they already have acquaintance with

them both in an instructional and interpersonal context and they have financial security and stability.

4.1.3. Interpersonal Factors

The satisfaction level of graduate-level experience includes both interpersonal and instructional aspects of advisory relationships (Gardner, 2010). Interpersonal factors affect the positive relationship between advisee and advisor in work-related and non-work-related environments aiming to contribute professional and personal development of the advisee (Schlosser et al., 2003). Even though the combination of interpersonal factors is indicative of an advisory relationship for both advisor and advisees, when it is asked, it is seen that only advisees consider them. In the previous parts, it is seen that advisees make a compromise to maintain a good relationship with their advisors. They accept ideas and approaches even if they disagree with them.

Interpersonal factors include work-related and non-work-related relationships for professional and personal development (Schlosser et al., 2003). Also, close interpersonal relations present themselves as different starting points (Kim & Choi, 2017). Eymen-RA-PhD states that graduate students and research assistants start to consider the importance of interpersonal factors as they are aware the importance of them.

> *Lately, Ph.D. students have been paying attention to this more and more. Who is this faculty, how is he/she known, is he/she prestigious, is he/she an active teacher, how is his/her network, is he/she this, is he/she that… so on and so forth. Yes, sometimes it can be considered as a plus one, or being able to say "I am working with faculty X." might indeed, give you an advantage in certain situations.*
> [Doktora öğrencileri son zamanlarda git gide buna da dikkat etmeye başlıyorlar. Bu hoca kimdir, nasıl tanınır, prestijli bir hoca mıdır, aktif bir hoca mıdır şöyle midir böyle midir networkü nasıldır... gibi. …Bazen evet bazen +1

değer olarak sayılabilir veya "X hocayla çalışıyorum" ifadesi bazı durumlarda size gerçekten avantaj sağlayabilir.] (Eymen-RA-PhD)

Azra-RA-PhD, Ömer-RA-PhD, and Eymen-RA-PhD are on an academic project in their faculty, and they work with their advisor closely on this project. They also considered interpersonal factors and good communication with their advisors.

I thought we could get along well, and we could have similar approaches, that's why I wanted to work with them.
[İyi anlaşabileceğimi düşündüm benzer yaklaşımlara sahip olabileceğimizi düşündüm o yüzden onunla çalışmak istemiştim.] (Azra-RA-PhD)

We have an indirect relationship from different places, so we already knew each other. He/she is also loved as a person, so the way s/he communicates seems positive to me.
[Farklı yerlerden de indirekt olarak bir ilişkimiz var zaten tanışıyorduk. İnsan olarak da sevilen bir insan yani bana olumlu geliyor iletişim şekli.] (Ömer-RA-PhD)

When the advisory relationship is developed over time and the core of the relationship is satisfying the emotional, social, professional, and intellectual needs of the students it is called mentorship (Hall & Burns, 2009).

When asked, it is seen that advisory relationship is not limited to the academic environment. Research assistants who are in an advisory relationship in the form of mentorship have wider and rich experience in their graduate-level education.

Well, I'm also a runner, he's also an ultra-marathon runner. Thanks to him, I became interested in ultra-marathons. We chat about films and books, and we read similar authors. But mostly either it is a very specific area of interest for both of us, such as running, or it is about the thesis.

[Şöyle, ben de koşucuyum kendisi de koşucu ultra maraton koşucusu hatta. Ben de onun sayesinde ultra maratonlara ilgi duymaya başladım. Film ve kitap muhabbeti yaptığımız oluyor benzer yazarları okuyoruz. Ama daha çok ya koşu gibi çok spesifik ikimizin de özel ilgi alanı oluyor ya da zaten tezle ilgili oluyor.] (Eylül-RA-MS)

I consider myself very lucky in that respect because our relationship with my advisor has been going on for years. Now we seem to know each other, I think we have some common interests, there are other topics we can talk about like there is an author do you read him? It gives pleasure.
[O ben o açıdan ben kendimi bayağı şanslı görüyorum çünkü hocamla ilişkimiz yıllardır süregelen bir ilişki. Artık biraz da birbirimizi tanıyor gibiyiz bence hani bazı ortak ilgi alanlarımızda var sohbet edebildiğimiz başka konularda var. Başka alanlara yönelik, bir yazar var bunu okur musun? Keyif de veriyor.] (Azra-RA-PhD)

Eymen-RA-PhD and Kerem-RA-MS are research assistants in the social science. From the interpersonal relationship with the advisor's perspective, the quotation from them shows the importance of conducting research together. Eymen works closely with his advisor and is active in academic production in his field. On the other hand, Kerem's case is different. He has no opportunity to be part of a research group and his relationship with his advisor is constructed within his thesis.

Apart from their academic studies, I find my advisor's academic identity, character, academic approach, and attitude quite well. ...My advisor actually, takes on the role of guide, a facilitator.
[Hocamın aslında akademik çalışmaların dışında ben akademik kimliğini, karakterini, akademik yaklaşımını tavırlarını oldukça iyi buluyorum. …Hoca aslında bir yol gösterici bir facilitator, guide rolünü de aslında üsteliyor.] (Eymen-RA-PhD)

It's just a common field, advisors' character is not important to me.
[Sadece ortak alan, huyu pek önemli değil benim için danışmanın.] (Kerem-RA-MS)

When research assistants have a close relationship with their advisors, they also develop their social, emotional, academic, and intellectual needs and this situation

resulted in satisfied graduate-level experience. In this respect, when research assistants perceive their advisors as role models, this perception also helps them to develop their academic identity. On the other hand, the opposite case resulted in a poor relationship and limited interaction and the consequence of this case is deprivation in terms of socialization with their advisor which is highly influential in their researcher identity development.

4.2. Socialization into Academic Culture

In the academic environment, there are several motivation factors behind socialization practices such as having similar vision and values (Soltani, 2018) or the opportunity for academic collaborations (Weng, 2020). Also, socialization in an academic environment develops a feeling of belonging and meaningfulness in addition to developing researcher identity (Wenger, 1998). Besides, through socialization academicians and research assistants, find an opportunity to extend their academic social network, the opportunity for academic collaborations, and the opportunity to reach resources. On the other hand, in the absence of socialization, members of the academic environment feel isolated and lonely (Archer, 2008). There are three subthemes under socialization in the academic theme which are, the structure of collaboration in the advisory relationship, the case of early career academicians (ECA) in having access to academic resources, and administrators as the gatekeepers.

4.2.1. The Structure of Research Collaboration

This chapter examines the structure of academic collaboration in the academic environment, firstly academic research resources are focused to understand the role of academic resources and how resources are perceived in research collaboration. Later,

the distribution of research resources is focused to understand the dynamics of resource-sharing mechanisms in research collaboration.

The perceptions of RAs about academic resources differ between engineering & natural science and social science. When participants from engineering & natural science disciplines are asked about recourses, they are aware of resources and have access to physical and material resources to conduct their experiments and to continue their research. In the fieldwork, it is observed that in engineering & natural science disciplines, the perception of resources clustered under physical resources while in social science the perception of resources includes an academic social network. Two research assistants remark on this issue as follows:

> *Thanks to our school's network, I can have access to a lot of magazines and in addition to that, we have a server that we can call a high-end computer that the teacher got through the TUBİTAK project.*
> [Bayağı bir dergiye ulaşabiliyorum bu okulumuzun ağı sağ olsun dergileri olsun bayağı rahat ve buna ek olarak bizim bir server var hocanın TÜBİTAK projesi kapsamında aldığı o server da işte yüksek özelliklere sahip bir bilgisayar diyeyim.] (Miraç-RA-MS)

> *I think the main advantage for us is having access to academic resources and facilities, having access to the facilities of the central laboratory at my university, and access to the facilities of the department or access to a certain material.*
> [Kaynak ve olanaklara erişim noktasında bizim ve benim için en birinci olanak; birtakım analizler yaptırmak için okuldaki merkez laboratuvarının olanaklarına erişim, bölümdeki olanakları erişim veya bir malzemeyi alabilmek ile ilgili bir durum olabilir diye düşünüyorum.] (Azra-RA-PhD)

Assistants from engineering & natural science disciplines show that their idea of resources is highly related to physical types of equipment in the lab environment and scientific research tools. In social science, research assistants' perceptions of academic resources are different. Eymen and Ömer are Ph.D. students from non-

engineering & natural science departments reveal their perceptions and problematize academic resources as follows:

> *Other than that having the knowledge of congresses, academic meetings, etc...some of them are either announced or we learn from each other or faculty members email us. … For example, there is no collaboration with faculty X because we have never taken a course before. There was never even a possibility of us collaborating because we don't know each other. This type of relationality is not being done naturally and properly in our department.*
> [Kaynaklar olarak ilişkilenme türleri anlamında kongrelerden haberdar olmak vs. bunlardan bazıları ya duyuruluyor ya birbirimize söylüyoruz ya da hoca size mail atıyor. …Mesela X hoca ile hiçbir ortak çalışma yok çünkü hiçbir arada bulamamışız ortak ders vermemişiz ortak bir çalışma yapma ihtimalimiz bile olmamış çünkü birbirimizden haberdar değiliz. Bu da ayrı bir sıkıntı aslında bu da bence bir kaynak bu da bence bir ilişkilenme türü, bu ilişkilenme türü doğal bir şekilde ve doğru bir şekilde yapılamıyor bölümde.] (Eymen-RA-PhD)

> *The biggest problem is that we can't get into that academic network. I think a group of students can manage that. They can manage that with social capital, the capital they brought before. I don't know, maybe their father is an academic, or maybe they have friends from another university, or they can get into something because of their advisor. But no environment would allow even a student who has no advantage, to begin with, to think and dream as if they could do it. The biggest problem with accessing resources is that most of the time they don't even know such a thing exists.*
> [En büyük sorun o akademik network- akademik muhitin- içerisine giremiyor olmamız. Bence bir grup öğrenci yapabiliyor bunu. Kendi kendisinin daha önce getirdiği kapitali, sosyal kapitali ile bunu başarabiliyor. Ne bileyim belki babası akademisyendir ya da ne bileyim belki başka okuldan arkadaşları vardır ya da kendi hocası sayesinde bir şeye girer çıkar o ayrı. Ama temelde hiçbir avantajı olmayan bir öğrencinin bile bir imkanının olması, böyle bir şey varmış ben de buna girebilirmişim gibi düşünüp hayal kurmasına izin verecek bir ortam yok. En büyük sorun kaynaklara erişimde, o kaynağın ya da öyle bir şeyin var olduğundan haberi yok çoğu zaman.] (Ömer-RA-PhD)

> *What can the faculty offer me as an advantage? He/she should open the doors for me, so I would be able to join academic networks. He/she doesn't need to include me. For example, I wrote an article with an academician from Canada, and I met with him/her myself. We met by coincidence. But I should've learned about the such possibility in my bachelor years. I should've been able to think*

> *that something like this could happen. But since your advisor didn't write any articles like that, you don't even imagine it with someone in Japan.*
> [Bana ne sunacak o zaman hoca artı olarak? Bana o network'ün içerisine dahil edebilme kapılarını açması lazım. Beni dahil etmesine gerek yok. Örnek veriyorum ben Kanada'dan bir akademisyenle makale yazdım, onunla ben tanıştım. Ben denk geldim bir şekilde tanıştık ve şey oldu. Fakat ben böyle bir ihtimalin olabileceğini lisansta öğrenmeliydim. Böyle bir şey olabilir diye düşünebilmem lazımdı. Ama hocam böyle bir makale yazmadığı için Japonya'daki birisiyle bunu hayal etmiyorsun.] (Ömer-RA-PhD)

In engineering & natural science disciplines research assistants are already part of academic research or research group which is one of the most important factors that affect researcher identity development. On the other hand, in social science, research assistants do not have a chance of being a member of a research group, so they continue their research by relying on their resources. In this case, they need to show extra effort to be a member of an academic social network unless it is provided by the advisor. Also, RA's perception shows that networking in an academic environment has an important effect on academic resource distribution. The resource-sharing pattern in non-engineering & natural science fields is affected by the social and cultural capital of the students. Also, the resource distribution pattern occurs within the academic network boundaries and disciplinary boundaries. In this context, students are not aware that the scope of resources since the resources had already been distributed before announcing. In the same context and environment, the difference between disciplines shows that, in engineering & natural science disciplines, as the research is mostly funded and the advisor actively monitors the academic research process, the advisor distributes the resources for the success of the project. However, for social science the case is different; resource distribution occurs in a hidden way since it is limited.

When academicians' perception of resources is asked similar patterns to have been observed:

> *As university resources, some of the written texts are provided. We have access to journal articles, databases, etc. So, there's no problem with that. But since this is an engineering department, our basic needs aren't just theses and articles. We need infrastructure. There is some software that we need. We need international or national standards for our work to have a strong engineering dimension.*
> [Üniversite kaynakları olarak, yazılı metinlerin bir kısmı erişim sağlıyor. Makalelerdir, tez veritabanı vs bunlara erişimimiz var. O yüzden bununla ilgili bir eksiklik yok. Ama burası bir mühendislik bölümü olduğu için temelde ihtiyacımız olan şeyler sadece tez ve makaleler değil. Bir alt yapı ihtiyacımız var. Birtakım yazılımlara ihtiyacımız var. Standartlara ihtiyacımız var uluslararası veya ulusal standartlara ihtiyacımız var çalıştığımız veya yaptığımız çalışmalarının mühendislik boyutunu güçlü olması açısından.] (Ahmet-ACA)

> *The first thing I can think of when you say the resource is going to the conventions abroad, so it's the monetary source at first. In the context of academic work, maybe we can go further back and say data collection, technological laboratories, and study resources. Since I have been a faculty member for a long time, I know how I can collect data, and what kind of resources are available to me. I can do that but when we think about financial issues or scholarships, I try to inform my students.*
> [Kaynak derken ilk aklıma gelen yurtdışındaki kongrelere gitme parasal kaynak ilk etapta. Akademik çalışma bağlamında belki onun öncesine gidip veri toplama, teknolojik lablar ya da ders kaynakları olabilir. Uzun süredir öğretim üyesi olduğum için az çok nasıl veri toplayabilirim ne tür kaynaklar var, insan kaynakları kaynağı olsun. Bunu yapabiliyorum ama parasal olarak düşündüğümüzde ya da burs vs düşündüğümüzde öğrencilerime duyurmaya çalışıyorum.] (Zeynep-ACA)

> *If I were to think about my field, what I need is an internet connection which we have no problem with. In access to the academic journals which we also have no problem with, but the computer infrastructure issues are a problem for us sometimes. Our university is not a university that can provide very good computer infrastructure. Most of the time, you have to provide it with projects and other resources. In the projects that I've written, I was trying to get the computer infrastructure that I need. And also travel support, I need travel support to meet my colleagues. In this respect, still, the resources are limited, so even if not completely, I try to meet this need through the projects. I don't think it's enough though.*
> [Kendi alanımı düşünce ihtiyacım olanlar, internet erişmi, onunla ilgili bir sıkıntın zaten yok. Dergilere erişim yine aynı şekilde bir sıkıntım yok, bilgisayar altyapısı bu bazen sıkıntı yaratabiliyor. Burası çok da fazla

bilgisayar altyapısı sağlayan bir üniversite değil. Bunu çoğu zaman projelerle kaynaklarla sağlamak gerekiyor. Yazdığım projelerde ben kendi ihtiyacım olan bilgisayar altyapısını edinmeye çalışıyordum. Seyahat destekleri, meslektaşlarımla buluşabilmek için seyahat desteğine ihtiyacım oluyor. O konuda da oldukça sınırlı imkanlar sürüyor hatta yine projelerden kısmen de olsa bu ihtiyacı gidermeye çalışıyorum. Çok da yeterli olduğunu düşünmüyorum.] (Asaf-ACA)

Ahmet-ACA states the importance of social capital in getting information and accessing resources. As an academician from engineering and natural science department, he has contacts from previous collaborations, and also he has a connection with governmental and industrial institutions. In case, he uses his network to provide resources for himself and his students.

The sharing of resources is a bit of a nuisance. I don't know, maybe in ten years, I won't be sharing either. I'll say that they should've done it themselves. ...I email people that I think may have used it or call and email the firms which I think may have it. I contact them one-on-one. I ask people whom I think have done similar work. ...And about the firms, we have students working in them and they are our sources of communication.
[Kaynak paylaşımı işi biraz sıkıntılı, Bilmiyorum belki on yıl sonra ben de paylaşmayacağım. Yapsaydınız kendiniz diyeceğim. …Kullanmış olabileceğini düşündüğüm insanları email atıyorum veya da sahip olduğunu düşündüğü firmalara telefon ediyorum email atıyorum. Onlarla birebir iletişime geçiyorum. Benzer iş yapmış olduğunu düşündüğüm birilerine soruyorum. …Endüstri ile ilgili şöyle, firmalarda öğrencilerimiz çalışıyorlar onlar iletişim kaynağı.] (Ahmet-ACA)

He clarifies that in the academic environment there is the problem of sharing resources and opportunities. The sharing patterns of tenure academicians who monopolize the resources reproduce inequality in the distribution of resources and information-sharing culture in an HEI.

I think that resources are quite a lot in our university. There are many devices, but access is not very possible. ...In another department, when they need

software, they don't have access to it, and actually, they don't even know about it because as I said, we don't have access to such a network. ...Four years ago, I met with some firms and brought a couple of software for free, but I had to go meet them one-on-one for that.
[Kaynak aslında bence üniversitemizde bayağı var. Birçok cihaz var ama erişim çok mümkün değil. …Başka bir bölümde bu yazılıma ihtiyacı olan kişilerin buna erişim yok haberi de yok aslında çünkü dediğim gibi bizim böyle bir networke ulaşamıyoruz. …Ben dört sene önce bazı firmalarla görüşerek bir iki yazılımı ücretsiz olarak getirdim ama onu getirmek için benim gidip birebir görüşmem gerekti.] (Ahmet-ACA)

When the resources are not sufficient or provided by the institution, in engineering & natural science disciplines, academicians use their academic social capital to access and get that resource or opportunity. As in engineering & natural science departments, research assistants are not always aware of the situation that academicians' efforts behind closed doors, they do not always have an idea of unequal distribution of resources. In social science, research assistants' perception of resources is multilayered and multidimensional. Hamza-ACA also problematizes the monopolization of resources among tenure academicians as follows:

When you have no idea about the universe of resources, it is impossible to know how much there is or not. But of course, when you see the results later, you realize that you don't always have access. ...In this matter, let's just mention the academics and professors who have been working on this in the past. They decide more about who's going to be involved in these projects and who's not. In our department, just like in most departments, arguments like this is his guy or that is her guy, etc. happen. Relationship with a particular faculty here is the thing. That faculty member usually is the one that provides the connections. The level of your relationship might be important here…
[O kaynaklar evrenini bilmediğiniz zaman ne kadar var ne kadar yok onu bilmek mümkün olmuyor. Ama tabi sonradan sonuçlarını görünce her zaman erişiminiz olmadığını görüyorsunuz. …Bu konuda daha çok geçmişten beri çalışan akademisyenler profesörler diyelim. Bunların daha çok burada karar verici olduğu, bu projelere kim girecek kim girmeyecek. Zaten pek çok bölümde de bizim bölümde olduğu gibi o onun adamı bunun adamı gibi tartışmaları oluyor. Burada belli bir hoca ile yakınlık özellikle profesöre bu konuları uzun yıllar emek zaman vermiş ve de o bağlantıları sağlayan kişi

oluyor genelde bu. Ona yakınlık derecesi burada önemli olabilir…] (Hamza-ACA)

When participants were asked how they become aware of information about the opportunities, e-mails from the institutions and the network effect were the prominent answers. It is seen that the institutional information sharing method through e-mails is not given as importance as information sharing through the network. When the importance and efficiency of the information sharing pattern are examined, it is seen that in many cases e-mails are forwarded in a customized manner to encourage a specific person or assistant and this situation resulted in people giving more importance to the shared information or opportunity.

The emails I've received as an assistant are very standard, such as you will be coming on this day, etc.
[Asistan olarak da aldığım mailler çok standart görev programı sen şu gün geleceksin gibi.] (Eymen-RA-PhD)

Here, it is informative institutional emails as it is the most common and direct way. The advisor's suggestions are also effective of course because sometimes I don't pay much attention to some things. But, for example, the instructor sends an email to the lab group saying that it is something important and it would be good if we could participate. There are times that I participate in some stuff that I was not planning to participate in.
[Burada en yaygın ve birebir ulaştıran şey olduğu için bilgilendirici kurum mailleri. Danışmanın tavsiyesi de etkili oluyor çünkü bazen bazı şeyleri çok önemsemiyorum. Ama hoca mesela lab grubuna mail atıyor bu önemli bir şey buna katılırsanız iyi olur bunu öğrenin diyor. Çok da katılmayı düşünmediğim bir şeye katılayım bari dediğim oluyor.] (Azra-RA-PhD)

Now, there are many channels. The first, of course, is the announcements made through the university's channels. Other than that, my husband is an academician too and she is in a different discipline, working in a different field

than me. But there are things I hear about through her from time to time. At home, she shares the things they've talked about in his department with me. And that way, I find out about things I haven't heard or missed. ...Instead of a formal email, from time to time, our head of department forwards us a previous email and says that there is something like this that you might have missed. Or a fellow faculty member at another university forwards me the same thing and says, "Let's send this together." and then I take it more seriously.
[Şimdi birçok kanal var aslında. Birincisi tabii üniversitenin kendi resmi kanallarından yapılan duyurular. Onun dışında eşim de benim akademisyen başka bir disiplinde, benden farklı bir alanda çalışıyor. Ama onun vasıtasıyla da zaman zaman haberdar olduğu şeyler olabiliyor. O kendi bölümünde konuştuğu şeyleri benimle evde paylaşıyor. Oradan da duymadığım ya da gözümden kaçan şeyleri öğrenmiş oluyorum. …Formal bir e-mail yerine zaman zaman bizim bölüm başkanımız da mesela daha önce yollanan bir e-maili tekrar bize forward ederek, bize; arkadaşlar böyle bir çağrı var belki gözünüzden kaçmış olabilir şeklinde bize tekrar kişisel olarak da hatırlatıyor, vurguluyor. Veya benim başka üniversitedeki bir hoca arkadaşım bana aynı şeyi forward ediyor hadi birlikte buraya bir şey yollayalım şeklinde o zaman daha ciddiye alıyorum.] (Öykü-ACA)

I find out about most of them via emails. When I say emails, I mean the emails sent by the university, the emails sent by TUBİTAK, and the emails sent by CoHE. Those related to the European Union come from TUBİTAK. ... Of course, there's information coming from there too but rather than because of the university's institutional structure, it is because my friend from high school became the head of the place and keeps sending stuff for me to write a project.
[Çoğundan mailler üzerinden haberim oluyor. Mailler derken üniversitenin yolladığı mailler, Tübitak'in yolladığı mailler CoHEin yolladığı mailler. Avrupa birliği ile ilgili olanlar Tübiktak üzerinde geliyor, oradan haberim oluyor. … Ama oralardan bilgi gelmesi üniversitenin kurumsal yapısından ziyade, lise arkadaşım oranın başına geçti proje yaz diye sürekli bir şeyler gönderip duruyor.] (Asaf-ACA)

One of the typical practices of gatekeeping is to assess the value of information even though the institute shares information through institutional communication channels, encouragement through network effect can be seen to get an opportunity. Also, when participants are asked how they become aware of opportunities in addition to e-mails and institutional channels, the other common answer was network effect.

I always learned from the conversations in the first place and then from these administrative processes. ...I check the emails and we get various information from the university and get informed. Emails are very effective. We can maybe count social media channels after that, but things need to be done officially so that it's not overheard. But as I said in extra non-university sources, we do learn from conversations, social media accounts, or the communication of the institutions we follow. ...I didn't know that they invite you to the convention and that you can get all the financial support but for that to happen, a few good faculty have to refer you and I found out about this only last year. For example, I learned about this in our conversations with my academician friends.
[Ben hep ilk etapta sohbetlerden daha sonra da bu idari süreçlerden öğrendim. …Ben e-mailleri kontrol ediyorum ve üniversiteden çok çeşitli bilgiler geliyor ve haberdar oluyoruz. Aslında mailler bu konuda çok etkili. Daha sonra belki sosyal medya kanalları gelebilir yani bu işleri resmi olarak yapılması yani kulaktan dolma değil. ...Ama ekstra üniversite dışı kaynaklarda dediğim gibi sohbetlerden ya da sosyal medya hesaplarından ya da takip ettiğimiz kurumların iletişimden öğreniyoruz. …Ben hiç bilmiyordum davet ediliyorlarmış kongreye gidiyorlar bütün finansal destekler sağlanıyor ama bunun içinde bir iki tane iyi bir hocanın sizi refere etmesi gerekiyormuş ve ben bunu geçen sene öğrendim. Mesela kendi akademisyen arkadaşlarımla iletişimde olduğum zamanlarda da sohbetlerimizde bunu öğrendim.] (Zeynep-ACA)

It is also seen that academicians and research assistants also become part of digital academic networks to be aware of the resources. For digital academic networking Twitter is the only source mentioned in our conversations along the fieldwork, one of the RA remarks on it is as follows:

If we are talking about our academic field, first of all, we should mention the network we are in. It can be your advisor, the department, the announcements of the department or it could be the things you are following. For example, I follow Twitter and use it that way. I follow the works of some academicians, or you can connect with people from places like Academia, and Researchgate Scholar. That's the only way you can hear about them or through your friends' texts and emails. The network you are in, and the group lets you know about these.
[Kendi akademik alanımıza ilgili konuşuyorsak öncelikle tabii ki bulunduğunuz network. Danışmanınız olabilir bu, bölüm olabilir, bölümün duyuruları olabilir veya sizin takip ettiğiniz şeyler. Mesela ben Twitter'ı takip ediyorum öyle kullanıyorum. Çalışmalarını takip ettiğim hocalar olabiliyor veya Academia Researchgate Scholar gibi yerlerden insanlarla ilişkileniyorsunuz. Bunlardan ancak böyle haberdar oluyorsunuz ya da

arkadaşlarınız vasıtasıyla bak şöyle bir şey varmış diye mail ya da mesaj atıyor içinde bulunduğunuz network ve o grup bir şekilde sizi bunlardan haberdar ediyor veya sizin kendi ilgi alanlarınız.] (Eymen-RA-PhD)

Twitter because it has such a network in the field of data science, especially in the field of programming that I use. In that network, they make the announcements of global or local conferences, seminars, open-coded, and open-sourced courses. If you catch up to the network a little bit, when you follow a few teachers, and other academicians and after joining some communities, I can say for myself that I've gotten the most important resources from there. For example, a few months before the pandemic, I attended a very good, one-week class entirely thanks to Twitter. I signed up from there and they have chosen only 100 people. I could do that fast enough, thanks to Twitter. I have built a network from there.
[Twitter çünkü veri bilimi alanında özellikle de benim kullandığım programlama alanında Twitter da böyle bir network var. O network de bütün bu global veya lokal düzenlenen konferansların seminerların açık kodlu ve açık kaynaklı verilen derslerin duyurular yapılıyor. Onu networkü biraz yakalarsanız birkaç hocayı takip edip sonra onları diğer akademisyenleri takip etmesi gibi ve bazı communityler dahil olduğumuz zaman da aslında kendi adıma en önemli kaynakları oradan elde ettiğim diyebilirim. Örneğin İstanbul'da pandemiden birkaç ay önce çok iyi, bir haftalık bir derse de katıldım tamamen Twitter sayesinde. Oradan kaydoldum ve çok az kişi 100 kişiyi seçtiler. Twitter'da çok hızlı gördüm kayıt oldum orada Twitter'ın bana katkısı oldu oradan bir network elde etmiş oldum.] (Asel- ACA)

The perception of resources indicates the patterns of resource distribution. In engineering & natural science disciplines, the perception of research assistants shows that they do not need to face difficulties in accessing the resource that they need, compared to research assistants from social science. Research universities aim to increase the quality of industry-university relationships and the number of technical innovations (Balyer & Özvural, 2021). Also, by CoHE(2022b) it is highlighted that research universities are allocated extra funding and resources. In this context, engineering & natural science disciplines are allocated more funds and resources. This case has been highlighted by the students and academicians from engineering & natural science disciplines. On the other hand, in social science, where resource allocation is limited compared to engineering & natural science disciplines, the

resource-sharing pattern is clarified by the participants. In both disciplines, participants highlighted the effect of social capital and networking in having access to academic resources. In engineering & natural science disciplines, academicians who have a relationship with industry and governmental institutions get benefit from their network to enrich their resources as well as their students' resources.

Although the university announces and shares the opportunities and resources it is seen that the value of that resource shared by e-mail is calculated by different mechanisms. Gatekeeping is a process of crafting and culling information and messages (Shoemaker & Vos, 2009), in this sense gatekeeping practices include displaying, channeling, repeating, and timing the information (Barzilai-Nahon, 2008). Forwarding and highlighting the importance of specific and already shared e-mails or information to colleagues and advisees are within the scope of gatekeeping activities in the academic environment. In addition to that, using their network to provide new opportunities and resources is mostly mentioned as academic gatekeeping.

When participants are asked how they are aware of the opportunities and reach the resources that they need for their academic career and academic research, the network was a prominent answer for the participants this study. For research assistants, the origin of their network to reach resources is their advisors. In any case, they use their advisors' network to reach the resources. Moreover, in first contact, they introduce themselves as the advisee of their advisor which metaphorically opens the door for them as a result of their gatekeeping activity.

> *For example, if you go to another academician and say that you are an advisee of this academician, then ask if you can use it for your study, it will have a different effect. Even though the faculty does not know you well, he/she knows your advisor. The advisor has a lot of roles when it comes to accessing resources. For instance, I wouldn't have had access to that server otherwise.*
> [Başka hocaya mesela bu hocanın danışanıyım bir çalışmamız var kullanabilir miyiz desen başka bir etki yaratır ya da hoca gidip kullabilir miyiz diyip istese başka bir etki yaratır. Hoca seni tanımıyor ama hocayı tanıyor. Mesela hocanın bayağı rolü var kaynaklara erişim konusunda hoca olmasaydı öyle bir server'a erişimim olmayacaktı.] (Miraç-RA-MS)

The opportunity or the resource distribution pattern of the advisee depends on the individualistic decisions of the advisor. What is to be shared and with whom to be shared depends on the priorities of the advisor.

> *My advisor doesn't tell me "There is a good article here, let me share it with you." To be fair, he/she may have shared the congresses. There was a time he/she said, "Would you consider the TUBİTAK 1001 project?"*
> [Danışmanım bana şunu demiyor "burada da şöyle güzel bir makale varmış gel seninle paylaşayım" Açık söyleyim belki kongreleri paylaştığı olmuştur. "TÜBİTAK 1001 projesi düşünür müsün?" dediği oldu.] (Eymen-RA-PhD)

For the development of academic skills to become independent researchers, research assistants need the support of their advisors and colleagues. When asked, it is seen that in several cases advisors not only support but also provide different starting points for their careers. Especially, they provide alternative ways to have critical experiences. In addition to that, advisors actively play role in the advisee's Ph.D. decisions. In engineering & natural science disciplines, the effect of the academic network has more important compared to non-science departments. In engineering & natural science departments, advisees have a close relationship with their advisors as both actively work in a research group. On the other hand, in non-engineering &

natural science departments due to the characteristic nature of non-science one, students conduct their research in a more individualistic way when there is no opportunity to become a member of a research project. This factor affects the intensity of the advisory relationship. Research assistant from engineering & natural science disciplines tends to perceive themselves as part of the advisor's academic social capital circle. They think becoming their advisor's advisee will provide opportunities for their academic career.

> *The students who graduated hold very prestigious positions now. When I apply to institutions abroad where my advisor did his/her Ph.D., being the advisee of my advisor will certainly provide a lot of advantages. He/she now has three students where he/she did his/her Ph.D. Two of them are undergraduates and one of them is a research assistant. Under these circumstances, when I apply to other places in the world, it seems like my advisor's reference will provide me with an advantage.*
> [Şu an giden öğrencileri çok iyi yerlerde. Yurtdışında hocanın doktorasını yaptığı yere başvurduğum zaman, A hocanın öğrencisi olmak tabii ki bayağı bir şey katacak. Şu anda hocanın doktorasını aldığı yerde üç tane öğrencisi var. İki tane lisanstan giden bir tane yüksek lisanstan giden. Hal böyle olunca da dünyada başka yerlere de başvurduğumda o hocanın bana referans olması tabii ki bayağı şeyler katacak gibi.] (Miraç-RA-MS)

> *...I think that the teacher has a very big effect on the way you interact with the other person. Let me give you a simple example of it: I applied to two groups in Switzerland. One of them was a direct friend of my advisor from Caltech. In the response, it said, "Dear Eylül, I am sorry to say that I have no positions available right now, but I am keeping your name in case I have any in the future. Good luck on your job hunting." It was an extremely kind email like that. I was heartbroken of course*
> […Karşıdaki kişiyle etkileşimin de hocamın çok etkili olduğunu düşünüyorum. En basitinden bir örnek vereyim: İsviçre'de iki gruba başvurdum. Birine direkt Ercan hocanın dönem arkadaşıydı Caltech'den. Onun verdiği yanıtta diyor ki, Dear Eylül çok üzgünüm şu an elimde pozisyon yok ama gelecekte olursa diye ismini tutuyorum. Goodluck on your job hunting. Böyle son derece sevecen bir maildi. Kalbim kırıldı tabi...](Eylül-RA-MS)

> *It wasn't like making an application, it was about being introduced to other researchers. It allowed me to make some observations in the labs of other researchers, in some other cities and universities. I think that my advisor had*

an influence. I think my advisor has positive thoughts about me and I think that those thoughts influence other people, too. A teacher he/she introduced me even before I began my Ph.D. and is on my thesis monitoring committee now.
[Aslında bir başvuru yapmak gibi değil başka hocalarla tanıştırdı. Başka hocaların lab'ında hatta bazı başka şehirlerde, başka üniversitelerde bazı birtakım gözlemler yapmamı sağladı. Hocamın etkisinin olduğunu düşünüyorum. Benim hakkımda olumlu düşündüğünü ve başka insanların, başka kişileri de o şekilde etkilediğini düşünüyorum danışmanımın. Daha doktoraya başlamadan önce tanıştırmış olduğu bir hoca şu an tez izleme komitemde.] (Azra-RA-PhD)

For students from social science departments, it is seen that the case is slightly different, they do not think that the academic social network of their adviser has not much to provide them. Ömer clarifies how his advisor provided an opportunity to attend an academic event and how new opportunities emerged as a chain after attending one.

My advisor has important projects like government projects and leadership studies. Of course, being her student brings respect in many places, such as in the Ministry of Foreign Affairs or other ministries. It's like a reference point. She introduced me to a few faculty in Turkey. There was an academic event. They had invited her. She said that she can't attend. She told them about me... And after my work with them, I participated in their two other events, and I also participated in another event at an international ceremony organized by them. They gave me an extra point because they knew that I was her student. ...For example, would you dare to apply to a project of an advisor that you don't know, is it possible?... If your teacher is the rector, things can get easier for you here. The same goes for, I don't know, the vice-dean, director of the institute, dean, etc. If your teacher lets you take advantage of it too, then things can get easier.
[Hocamın önemli projeleri var devlet projeleri var liderlik çalışmaları var işleri var. Tabi onun öğrencisi olmuş olmak pek çok yerde mesela dış işlerinde veyahut da başka bakanlıklarda falan saygı getiriyor. Referans noktası gibi oluyor. …Türkiye'de de birkaç hocayla tanıştırdı beni.Bir etkinliğe hocamı çağırmışlar. Hoca ben gelemem dedi. Beni söyledi, …Ve onlarda yaptığım çalışmadan sonra, onların iki ekinliğine daha katıldım ve onların organize ettiği uluslararası bir törende de başka bir etkinliğe de katıldım. Hocamın öğrencisi olduğumu bildikleri için bana da bir artı puan verdiler. …Mesela mümkün mü tanımadığın bir hocanın projesine başvurabilir misin buna cesaret eder misin? …Hocan rektörse, burada işler daha kolaylaşabilir senin için. Ya da ne bileyim rektör yardımcısıdır, enstitü müdürüdür, dekandır falan… Hoca da bundan faydalanmana izin veriyorsa işlerin kolaylaşabilir.] (Ömer-RA-PhD)

When previous research experience is not the case, advisee's introducing themselves as an advisee of their advisor does not guarantee to provide an opportunity. Kerem and Eymen have poor research experience with their advisors also both are research assistants in social science. Their comment on this issue is as follows:

> *…The academician has a specific academic circle, a court. There is a certain audience that he/she is addressing, and I can communicate easier with them. Someone from abroad did their Ph.D. or master's with my advisor. When I say that I am his student, that's a factor that makes it easier for me to communicate. Usually, no strings are being pulled but we can say that it's just a factor that makes the interaction easier.*
> […Hocanın belli bir akademik çevresi var bir court'u var. Hitap ettiği bir kesim var bunlarla daha rahat iletişime geçiyorum. Yurtdışından birisi doktorasını ya da yüksek lisansını benim danışman hocamın yanında yapmış. Ben onun öğrencisiyim dediğinde bu iletişime geçmemi kolaylaştıran bir etken. Bir iltimas geçilmiyor genelde ama bir etkileşimi kolaylaştırıcı etken diyebiliriz.] (Kerem-RA-MS)

> *They know you in the field, they hear your name and have met with you at a convention… You don't make any collaborations from there, it doesn't go that far.*
> [Alanda sizi tanıyorlar isminizi duyuyor bir kongrede tanışmış olmak… Oradan bir iş birliği yapıldığı yok o kadar uzun boylu değil.] (Eymen-RA-PhD)

The case of RAs in social science shows that they do not think of a case that their advisor could provide different pathways and starting points for them as they do not have an experience research assistants experience from engineering & natural science related fields.

The perspective of advisors clarifies that mostly in engineering & natural science disciplines academicians feel responsible to provide new opportunities for their advisee's academic development. Also providing new ways or referring someone for a specific position is part of their job. They think that in deciding whom to refer they consider their reputation as an academician.

Besides, others abroad are asking if any students have graduated. Companies are also asking about this. ...There have been a lot of people whom I recommended like that. I am thinking that my recommendation would have a positive effect on their relationship.
[Hem yurtdışında başkaları da soruyor var mı mezun olan öğrenci diye. Hem de firmalar da soruyorlar. …Böyle önerdiğim kişiler çok oldu. Benim önermemin onların ilişkilerine pozitif etkisi oluyordur diye düşünüyorum.] (Ahmet-ACA)

For instance, an opportunity of being a preschool teacher or a physical education teacher comes up, and sometimes some universities may look for an assistant. They want someone familiar. I've been called for some recommendations and there have been some people whom I recommended.
[Atıyorum okul öncesi öğretmenliği fırsatı çıkıyor ya da bir beden eğitim öğretmenliği fırsatı çıkıyor ya da asistan arayabiliyor bazı üniversiteler. Bilindik isim istiyorlar. Önerdiklerim oldu telefonla arayıp bana da sordular.] (Zeynep-ACA)

Let me say that we have provided master's opportunities for many students in other universities and countries. We even have students whom we've sent without GRE. ...In some universities, if the researcher wants, they take the student and that's it. They don't look at the GPA or GRE, I mean, we sent a student to the USA one week before. They sent an email to their friends and acquaintances saying that they need a student. And you think about who would be suitable because you have to send someone good. We've sent someone last week, the assistant here resigned and went there. It has to be someone who can do the work that the teacher needs to be done. After all, you are giving reference to someone from here and no one would want to take that risk for someone they don't know, because your reputation is part of the story. Then the researcher over there might say that you've sent someone to here but they didn't do anything.
[Çok öğrencimize master, doktora, başka üniversitede, başka ülkede imkanı sağladık diyeyim yani. GRE' ye bile girmeden gönderdiğimiz öğrenci var. …bazı üniversitelerde hoca istiyorsa alınır bu kadardır. Ortalamaya bakmaz GRE'e bakmaz yani bir haftada bir öğrenciyi Amerika'ya gönderdiğimiz oldu. Arkadaşlarına, tanıdıklarına mail atıyor öğrenci lazım. Sen de düşünüyorsun taşınıyorsun kim uyar buna çünkü bir de iyi birini göndermen lazım. Gönderdik geçen hafta, buradaki asistan istifa etti ve gitti. O hocanın aradığı işleri yapabilecek biri olması lazım. Buradaki birine referans oluyorsunuz yani hiçbiri tanımadığınız birine referans olma riskini almazsınız çünkü sizin itibarınız da işin içinde. Oradaki hoca diyecek ki sen bana bir adam gönderdin ama hiçbir şey yapamadı beceremedi.] (Yusuf-ACA)

> *Let me tell you one last thing, if I did my Ph.D. at Ohio State, it is thanks to a teacher in my department. He/she went to postdoc for a year. When asked for a student from motor development, my teacher recommended me, and I became an assistant there. I didn't go with any scholarships from here. …Thanks to him/her, I went there and did my Ph.D. for four years. And if I am working here, it is thanks to a colleague -well, of course, became colleagues just now- and a teacher.*
> [Son bir şey söyleyeyim mesela ben Ohio State'de doktora yaptıysam, benim bölümdeki bir hocam sayesinde. Kendisi bir seneliğine Postdoc'a gitti. Motor gelişiminde öğrenci gönderin, var mı tanıdık diye sorduklarında beni önerdi oraya ve ben oranın asistanı oldum. Ben buradan hiçbir bursla gitmedim. …Onun sayesinde gittim dört sene ben orada doktora yaptım ve burada çalışıyorsam aslında bir meslektaşımın, yani tabi şu an meslektaş olduk ama, bir hocamın sayesinde ben oraya gittim.] (Zeynep-ACA)

Zeynep mentioned the advisory identity of academicians is shaped by their previous experiences when they were advised. How they experienced being an advisee shapes their attitude and perspective toward their advisee. Previous experiences of an academician shape the present and future of behavioral patterns. They internalize the norms and behavioral patterns of advisory relationships and legitimized their attitude and respective. From a wider perspective, this situation can be explained under the conditions of normalization of network placement and network mobilization (Pedulla & Pager, 2019). Repetition of network placement and network mobilization behavior in the academic environment normalized that students use their advisor's connection in the applied institution, or they prefer to apply for such institutions.

In addition to referring, faculty members indicated that they introduce their advisees to their academic to their social network considering it would provide new opportunities for them. In addition, they encourage their students to be more productive. They inspire their advisees to publish. Some of the faculty members comment on these issues below:

Especially if they are nearing the end of their Ph.D., for sure I should introduce them so it would be helpful when it comes to finding a job.
[Özellikle doktora mezuniyetine, sonlarına yaklaşmışsa tabii ki tanıştırmalıyım ki iş bulurken ona bir faydası olsun.] (Mustafa-ACA)

So, when there is an application for a project, especially if I have a Ph.D. student, I tell them to just put together a project proposal that's close to their subject. Which, at least, is part of the education process if you look at it as an academic training process. When there is a publication or a conference announcement to be done, I tell them to do something ...I've had students who went to places where my friends are their colleagues. I personally recommended some of them and they said that they can come. Some of them stayed there and some of them are still doing their Ph.D.
[Yani proje başvurusu olduğunda özellikle doktora öğrencim varsa; bak diyorum konu bu senin de konuna yakın bir proje önerisi oluştur. Ki en azından, akademisyen yetiştirme süreci olarak bakarsanız eğitim sürecinin bir parçası. Proje yazma deneyimi olsun yayın ya da konferans bildirisi olduğu zaman ilk sen bir şey hazırla. … Öğrencilerimden arkadaşlarımın meslektaş olarak olduğu yerlere gidenler oldu. Onların bir kısmını bizzat ben tavsiye ettim, onlar gelsinler dediler ve bir kısmı orada kaldılar bir kısmı orada doktorasına devam ediyor.] (Asaf-ACA)

...My project was funded and this student was the appropriate choice for the project team. The student was suitable, and I made an offer. I said that there's a project like this, would you like to work here as an assistant? And he/she agreed. ...It was a call for an international article, and it was related to the subject of one of my students who is doing thesis work in those days. I immediately forwarded it and said, "There's a call like this in this journal, we can send something here if you want."
[...Ben bir proje aldım ve proje konusu da bu öğrenci uygundu ve öğrenciye teklifte bulundum. Böyle bir proje var. Burada asistan olarak çalışmak ister misin? O da kabul etti. …Uluslararası bir makale çağrısı ve şu anda tez çalışması yapan bir öğrencimin konusu ile alakalıydı. Onu hemen ona forward ettim ve dedim ki "bu dergide böyle bir çağrı var, istersen buraya bir şey birlikte yollayabiliriz."] (Öykü-ACA)

4.2.2. Case of Early Career Academicians (ECA) in Accessing Academic Resources

During the interviews, access to academic research opportunities and ways of sharing knowledge/information have been mentioned by faculty members. The experiences

and perceptions of the academics showed that there are differences between academicians who had their graduate degrees either master's or Ph.D. or both from the same institution that they are working and who had received their graduate degrees from different institutions. When academicians who have a degree from the home institution are aware of opportunities and resources. Academicians who have a degree from an external institution struggle to get information about the opportunities and access it. Also, having access to academic social network affect their access to academic resources.

The experiences and the perception of Yusuf-ACA who has a degree from the home-institution show that he already has a social network, and he is familiar with the norms and culture of the institution:

> *Resources are of course very diverse here; it is a place where we are very lucky in this regard. It's a very well-established university, so for example the number of publications you can access digitally is very high, and there are library facilities and many research centers. There are people you can work together on your subject and there are very competent researchers, so it's a very good place to make collaborations.*
> [Kaynaklar tabi çok çeşitli burada, bu açıdan çok şanslı olduğumuz bir yer. Çok köklü bir üniversite yani mesela dijital açıdan erişebildiğiniz yayın sayısı çok yüksek kütüphane olanakları ondan sonra birçok araştırma merkezi var. Kendi konunuzada beraber çalışabileceğimiz insanlar var çok yetkili araştırmacılar var yani colloborasyon kurmak için çok iyi bir ortam.] (Yusuf-ACA)

Also, a home-trained academician Mustafa-ACA points out the insufficiency of resources provided by the institution however due to his previous experience in the same institution as a research assistant and student, he is aware of the resources. He describes his situation and states that he has not questioned the origin of the information.

> *There is a network with supercomputers and it's a very important resource for us. We can do most of our experiments there. Our resources in the department are often inadequate. It's hard to say how I know about these. I feel like I've always known all this. (...) But I don't know where I got the information that there is only one supercomputer in TUBİTAK. But I've probably heard about it from my friends. I might've even heard it when I was a student.*
> [Süper bilgisayarların olduğu bir ağ var o bizim için çok önemli bir kaynak. Birçok deneyimizi biz orada yapabiliyoruz bölümdeki kaynaklarımız çoğu zaman yetersiz oluyor. Bunlardan nasıl haberim olduğunun yanıtını vermek çok zor. Bunları sanki hep biliyormuşum gibi geliyor bana. (…) Ama TÜBİTAK'da bir tane süper bilgisayar var bilgisini ben nereden aldığımı hiç bilmiyorum ama muhtemelen arkadaşlarımdandır. Bunu öğrenciliğimde bile duymuş olabilirim.] (Mustafa-ACA)

Mustafa's experience shows that he has never dug into procedures to access the resources as he had already had, unlike Asel's case. She got her degree from an external institution, and she addresses the problem of resource accessibility. Also, she addresses the struggle that she went through to get the necessary physical resources for her academic research as an employed academician. Her case shows begging and bragging behavior (Austin et al., 2007) to get basic resources for her research and success. During this process, she must struggle with the procedures as she cannot access resources that are clustered in the department, even at the personal level.

> *There is also the matter that if you are aware of those resources or not. It's like I am not working in this university because I need a powerful computer. I couldn't find out much about that. ... And then I realized that each department uses its resources. Or maybe even every lab and every teacher. What I have seen from the experiences of the other people around me is that the laboratories are under the faculty's supervision, and they can't use each other's resources. …As a common practice in this university, for example in my project, I tried a lot to convince. First, you have to start with a computer and a laptop. I tried to convince them to get something powerful and I tried to convince them even about the brand.*

[Şöyle bir durumda var bazı kaynaklara ulaşımdan haberdar mıyım? Sanki üniversite içinde değil gibiyim çünkü benim bir güçlü bir bilgisayara ihtiyacım var. Bunun olup olmadığını çok öğrenemedim. …Sonra farkettim ki, her bölüm kendi kaynağını kendi kullanıyor. Hatta belki her lab belki her hoca. …Çevremdeki insanların deneyimlerinden gördüğüm de laboratuvarlar hocaların kendi denetiminde ve birbirlerine kaynak açmıyorlar birbirlerinin malzemelerini sanırım kullanamıyorlar … Üniversitenin genelinde mesela ben kendi projemde gerçekten ikna etmek için çok uğraştım. Bir bilgisayar ve bir dizüstü ilk başta bunlarla başlamam gerekiyor, bunun güçlü bir şey olmasına hatta markasına bile ikna etmeye uğraştım.] (Asel-ACA)

Academic elites' holding access to resources also was mentioned by several participants. Yusuf states that as a new academician, resource allocation and access to resources depend on the administrative units of each department. Because, of course, more experienced teachers have already had some places. It all depends on the attitude of the department administration when you come in as a new researcher. They can assign you to a faculty member to share a lab or they can assign you to a new lab. This procedure is not the same in every department.
[Çünkü tabii ki daha tecrübeli hocalar bazı yerlere sahip olmuş oluyor. Yeni bir araştırmacı olarak geldiğinizde bölüm yönetiminin tavrına bağlı her şey. Yani siz bir hocanın yanına da verebilir labı paylaşmanız için ya ya da yepyeni bir lab da verebilir. Her bölümde bu bu böyle olmayabiliyor.] (Yusuf-ACA)

As a home-institution-trained academician, Ahmet mentions the struggle of newcomers. For him not having a connection with other academicians, in other words, not being in the academic network is the reason to struggle for newcomers. He mentions that already established patterns of resource-sharing practices can be considered as the reasons for the unequal distribution of resources.

But these resources are not provided for newcomers, the faculty member who don't know anyone and has no connections. Of course, there is a resource coming to the university. It may be because of the established structure or something else that I don't know but this resource is not being distributed.
[Ama bu özellikle yeni gelen kişiler hiçbir bağlantısı, hiç kimseyi tanımayan öğretim üyelerine bir kaynak vs çok da sağlanmıyor. …Doğal olarak gelen bir kaynak var üniversiteye. Fakat bu kaynağın kullanımı paylaşımcılıktan öte, yılların getirdiği kemikleşmiş yapının da bir sonucu olabilir, bilemiyorum veya beni bilmediğim başka sebepleri olabilir, bilmiyorum. Ama bir şekilde dağılmıyor.] (Ahmet-ACA)

Through socialization and internalizing cultural and social norms of institutions, early career academicians develop their academic identity and their commitment to the institution and the opposite case resulted in isolation, separation, loneliness, and exclusion (Austin et al., 2007). Gatekeeping practices in the academic environment not only occur at the individual level and between advisor and advisee. It also covers procedures and processes including information-sharing behavior at an institutional level (Shoemaker et al., 2001). Academicians who do not have degrees from home-institution need to struggle with complex bureaucratic processes due to the institutional level of gatekeeping practices and information-sharing patterns. On the other hand, academicians who have a degree from home-institution use their already developed academic social network. This situation shows the inequality in resource distribution in the academic environment.

4.2.3. Veiled Boundary: Administrator as Gatekeepers

Gatekeepers interfere with resource distribution patterns, and their decision-making process is highly dependent on their judgments (Greenfeld, 1988). Under this subtheme situation of unequal resource and opportunity distribution by academicians in an administrative role in a higher education context is examined.

Gatekeepers have the opportunity to get information and resources even though gatekeepers do not necessarily have the legal administrative power to practice their gatekeeping activities (Shoemaker & Vos, 2009). The position of gatekeepers in the administrative role has been clarified by Eylül-RA-MS:

> *In the same way, not too many resources, but I know that head of the department is actively influencing at least the software I mentioned. I know very well that* engineering software's* *distributor in Turkey is XYZ Engineering. We used to use* engineering software *in a class. They would come one weekend and teach us* engineering software. *Department was arranging it.*
> [Aynı şekilde bir çok kaynağa değil ama, saydığım yazılımlara ve benzerine yine bölüm başkanının aktif olarak etki ettiğini biliyorum. *Mühendislik uygulaması*'nın Türkiye dağıtıcısını çok net biliyorum. Eskiden bizim bir dersinizde *mühendislik uygulaması* kullanmamız gerekiyordu, bir hafta sonu geliyorlardı bize *mühendislik uygulaması* öğretiyorlardı bunu ayarlayan bölümdü.] (Eylül-RA-MS)

Gatekeepers in that sense have administrative power and using this power provides an opportunity for the students of the department. Also, the selected higher education institution for this research provides a license to download and use specified engineering software for students and academicians. However, a tutorial about how to use that program is not provided. In that sense, the department chair uses his social network and provides a tutorial for the department. Gatekeepers in an administrative position not only provide a resource for the department but also, control resource distribution within the department. Azra shares her experience as a research assistant on how academic resource distribution in her department.

> *Especially, things like giving a substructural possibility, a place, and setting up a device somewhere, require permission from the managers in the department. It usually goes in the direction that they want. ...People who are managing can make it easier, but they can also make it more difficult. At this point, I think their relationship has some impact on it.*
> [Özellikle alt yapısal olanak mı denir, bir yer vermek, bir cihazın bir yere kurulması ile ilgili durumlarda falan sonuçta bölümdeki yöneticilerden onay alınması gerekiyor. Bu onların isteği yönünde şekilleniyor genelde. …Yönetici olan kişiler kolaylaştırabilir ama zorlaştırabilir de. Bu noktada kendi kişisel ilişkilerinin biraz etkisi olduğunu düşünüyorum.] (Azra-RA-PhD)

The gatekeeper decides how to share the information, so sharing paradigm is the result of the individualistic decision. When academicians are asked, they clarified how the flow of information from a faculty with an administrative position to the other members of the department. In this regard, Mustafa-ACA addresses that,

> *I am the co-chair of the department. We can say that it's like a small-scale manager. Manager assistant… We have a job ad like this, can you share it with your students and your new graduates? We also have mailing lists for these. We share them over there. Other than that, we also receive things like "We are looking for someone like this, is there anyone you know?" I always say that if they can make it into a proper ad, then we can announce it to everyone so that they can benefit. That seems more convenient to me. …If you are in a managing position, you receive some private resources somehow because of your position.*
> [Ben bölümde bölüm başkan yardımcısıyım ufak bir yönetici sayılır. Yönetici yardımcılığı... Bize şöyle bir işi ilanı var öğrencilerinizle ve yeni mezunlarını da paylaşır mısınız? Bizim de bununla ilgili mail listelerimiz var orada paylaşıyoruz bunları. Bunun yanında şöyle şeylerde geliyor biz şöyle birini arıyoruz tanıdığınız var mı? Hep dediğim şey şu bir iş ilanı haline getirebilirseniz bu duyuruyu herkese duyurabiliriz böylece herkes yararlanır. Öyle yapmak bana daha doğru geliyor. …Yönetici pozisyonunda iseniz size bazı private kaynaklar bir şekilde geliyor çünkü siz o pozisyondasınız.] (Mustafa-ACA)

> *How much of that information goes to the rector is up to the dean and how much of the information goes to the dean is up to the head of the department. In terms of the information transfer process, a faculty member doesn't have so much meaning. You can be a distinguished academic who has many projects. Then, of course, some of the things you say will find answers on the other side.*
> [O bilgilerin rektöre ne kadar gittiği dekanda bitiyor dekana bilgi aktarılıyorsa bilginin ne kadar gittiği bölüm başkanında bitiyor. Bir öğretim üyesinin doğrudan çok bir anlamı yok bilgi aktarımı konusunda. Siz birçok projesi olan çok sivrilmiş akademik anlamda bir kişi olabilirsiniz. O zaman sizin söylediğiniz birtakım şeyler karşı tarafta tabii ki birtakım cevaplar bulacaktır.] (Ahmet-ACA)

Gatekeepers, due to their administrative positions, have privilege in terms of deciding with whom to share information and resources they control. This situation reveals another dimension of gatekeeping practices in the academic environment. Gatekeepers

in an administrative position not only have control over information and resources but they have the authority to make the decision.

CHAPTER 5

DISCUSSION AND RECOMMENDATION

5.1. Discussion of the Findings

In this chapter, conceptualization and interpretation of the data displayed in the findings chapter will be presented. This study focuses on the role of social networking and gatekeeping in the distribution of academic resources in a HEI. In this context, participants of the study revealed the inner mechanisms of socialization into academic culture and researcher identity development in connection with gatekeeping mechanisms and social capital in academia.

5.1.1. Researcher Identity Development

In the academic environment, through socialization, academicians and research assistants learn about being members of an academic community, ways of academic practicing, making meaning of their work, and developing their researcher identity (Wenger, 1998; Graven & Lerman, 2003). The development of researcher identity includes the internalization of academic and organizational values, organizational background, and social relationships (Mendoza, 2008; Nordbäck et al., 2022). The

researcher identity development of RAs is the totality of academic practices and social relationships and both factors are shaped by the dynamics of advisory relationships (Kogan, 2000). Results show that the researcher identity development is affected by the dynamics of advisory relationships, and instructional and interpersonal factors.

The dynamics of the advisory relationship are shaped by the previous acquittance of both research assistants from science and social science. Also, for both sciences-related, and non-engineering & natural science departments research assistants are aware that the advisory relationship includes a hierarchy between advisor and advisee. Hierarchy in the advisory relationship affects the dynamics of the advisory relationship and researcher identity development of research assistants. In addition to that as advisees are aware of hierarchical power dynamics in an advisory relationship their attitude toward their advisor is shaped by the power dynamics. Their advisor's idea or attitude has superiority over their own. Also, as the identity development of advisor is affected by their past experiences, the existing dynamics of advisory relationship is reproduced over time. Advisors have a tendency to support advisees similar to themselves and due to that reason, advisees have a tendency to reshape themselves according to their advisor.

In terms of advisory relationships, research assistants from engineering & natural science disciplines have an advantage, as they work closely with their advisors. Working together not only resulted in a close relationship but also provides an opportunity to publish and attend academic seminars. So that this situation enables them to enlarge their academic network. Also, RAs from engineering & natural

science disciplines have the opportunity to engage with other advisees of their advisors and other academicians as well. In this vein, advisors are more dedicated to the development of their advisees. In this type of relationship, advisors purposely include their students in their academic network, refer to an academic research opportunity and encourage them to be active more in academia. Secondly, as research assistants acquire and develop themselves through academic practices, they are more likely to involve in another research opportunity. Being involved in a research process with their advisor reproduces the upcoming new opportunities such as being part of an information-sharing network. In this vein, engineering & natural science disciplines have an advantageous position as research assistants of engineering & natural science disciplines that are funded and supported financially. In addition to financial support, research assistants are encouraged to be part of more than one project to produce more. They are also encouraged to publish, and they are supported by their advisors in this process as they are seen as future academics. On the other hand, even though in social science the research assistants are seen as future academicians, due to unequal resource distribution and lack of opportunity, the resources are distributed to a limited number of people. In this vein, the advisor has the role of gatekeeper in terms of accessing resources and opportunities.

In a sponsored research process (such as funded by TÜBİTAK), it is seen that due to the deadline or the rules of the company or the institution students are not given many initiatives. In this sense, the division of labor is shaped by the advisor. In such cases, the advisee is responsible for operational works such as transcribing the data in social science or analyzing the empirical data in engineering & natural science disciplines. As a result of this process, even Ph.D. students hesitate to take initiative and prefer

to follow the instructions of their advisors. These dynamics of the division of labor affect their researcher identity development as a researcher. To develop an independent researcher identity, students need to spend their own time on their work, attend seminars and conferences, and present the outcomes of their work (Remich et al., 2016). On the other hand, when students have limited opportunity to be part of academic research and their interaction with their advisor is limited to subjects related to the advisee's thesis process, they feel lonely and they value less their academic productions. Such cases harm the process of researcher identity development (Wenger, 1998).

Identity development of academicians has similar components, such as socialization into the academic culture and cultural engagement with the academic environment (Monereo & Liesa, 2022). On the other hand, for academicians, there are several factors to be considered which are: personal achievement establishing self-esteem, and contributing to their field by reflecting on their ideological position (Åkerlind, 2008). Due to the dynamics of resource distribution, early career academicians need to struggle with bureaucratic processes to get the resources they need for their academic studies. Also, previously established social networks resulted in providing different starting points in terms of academic identity development. When the resource distribution is regulated by the academicians in an administrative position, people who have previous experience in home-institution are in an advantageous position in accessing resources. Even though this situation is known by the academicians in an administrative role, it is seen that no action is taken.

5.1.2. The Socialization into Academic Culture

Pierre Bourdieu (1977) problematizes the socialization pattern and in connection with the socialization process and, he indicates that the internalized norms and culture of the surrounding environment and embedded dispositions shape the way individuals think, perceive, and act schemes. Individuals not only internalize already existing behavioral structures but also, actively shape them. In short, past experiences of an individual shape the present and future patterns of behavior, perception models, and thinking schemes (Bourdieu, 1977). In this study, participants revealed that through time they internalized the ways of doing and thinking and their present situation not only normalizes the existing structure but also (re)produces it.

In this study to understand norms and culture shape the socialization practices in academic research collaboration, the structure of collaboration is focused on. The structure of collaboration is shaped by academic resources. Resource distribution pattern among academicians shows that academicians who have a wider and more intense network have an opportunity in terms of accessing resources. In addition to that when an academician has a degree from a home institution, already established networks provide their different starting point in terms of resource access. In addition to that participants confirm that academicians in administrative positions have actively shaped the resource distribution patterns. This process has resulted in the monopolization of resources and gatekeeping activity in resource distribution. In an academic environment, the characteristics of gatekeepers are that they are tenure, and have administrative power. To be seen and get the resources needed in terms of academic productivity they need to have a connection with the academic gatekeepers.

Data also revealed that, due to a tendency toward not sharing resources among and within departments, each academician needs to develop a connection to access resources. Due to a lack of opportunity and resources, academicians prefer to share information in a strategic manner which means, they prefer sharing if academic collaboration is possible.

In this vein, academicians who had a degree from the home institution have an advantage as they already developed their academic network during their undergraduate and graduate level education which enables them to socialize in the academic culture, they are already familiar with. In this case, the socialization of early career academicians who do not have a degree from their home institution is problematic in terms of having access to academic resources. It is highlighted several times by both research assistants and faculty members that problems along the socialization process detain early career academicians from the information sharing network and access to the resources. Problems with the socialization process in the institution result in isolation, separation, marginalization, and exclusion (Austin et al., 2007). On the other hand, the case of academicians who have a degree from their home institutions shows that they need to struggle less to get into the academic network as they already established their own during their undergraduate or graduate years.

In the advisory relationship, the opportunity of accessing resources for research assistants is shaped by the advisors. Due to their position academicians, especially academicians in administrative position receives a wider amount of information, and referring their student to non-publicized opportunity is the most common

gatekeeping practice. In this context, the most considered factors are the reputation of the advisor and the dynamics of connection with the referred position. To preserve their reputation, they tend to refer a student with whom they know better in terms of working and personal characteristics. As research assistants shape their ideology and identity according to their advisor, an advisory relationship in that sense is the most indicative factor for a student to access resources and career achievement.

Problematic socialization patterns also revealed themselves in the socialization process in an advisory relationship. In engineering & natural science disciplines, interpersonal relations in an advisory relationship provide more opportunities compared to social science. In social science, students have limited socialization opportunities as they have limited opportunities to be a member of a research group. It is seen that in these disciplines research assistants work individually and their connection with their advisor is limited related to their thesis. In the absence of multidimensional interaction with the advisor, including work-related and non-work-related topics, advisors become less dedicated to their advisees' development, (Knox et al., 2006). Findings of this study show that in such cases, academicians do not provide opportunity, networking, and guidance to their advisees'.

Lastly, the socialization pattern shows that there are structurally different patterns displayed between engineering & natural science and social science. In engineering & natural science disciplines, academicians have more intense and rich connections with governmental and industrial organizations, and they do not hesitate to refer their advisors for opportunities. In engineering & natural science disciplines, the graduates of the departments, find engineering & natural science jobs. Also, when they prefer

to have a graduate level of education in the same university due to their previous relationship with their advisor and organizational culture, students provide social connectivity between members of the academic environment and business life. This situation not only enriches social connections but also increases the resource options which can provide an advantage for academic production. Additionally, a close relationship with an advisor also promotes cultural attainment and enrichment. As Ives and Rowles (2005) state that positive communication supports students to complete their education (Ives & Rowley, 2005). In addition to that, shared values, having similar interests and practicing their professional work redound individuals' membership in a community (Soltani, 2018; Wenger, 1998) Results aligning with the literature show that close interpersonal relationships with the advisor provide not only academic success but also intellectual and cultural enrichment.

5.2. Recommendations

This study focuses on the role of gatekeeping and social networks in the distribution of academic resources in an academic environment. In this section, in light of the findings of this study, several policy implications for the field of educational administration and higher education institutions and recommendations for future studies are presented.

The findings of the study reveal that social network is the key point in terms of resource access and researcher identity development. To provide transparent and open processes, institutions need to be aware of the paradigm of social connectivity. In this vein, to provide equal opportunity for early career academicians, academicians in the administrative role should be arranging networking sections to integrate

newcomers to the department and the institution. Also, to ease the orientation process of early career academicians, extra resources and opportunities should be provided. Through that, they would not struggle with procedures and bureaucracy. For this process, structured orientation programs can be beneficial. Through this type of program, early career academicians become aware of the resources that they can use. Also, it would be beneficial to include networking sections in this orientation program. To be more specific, in networking sections academicians from different disciplines can come together to explain their focus and ongoing studies. This situation not only eases the orientation process of early career researchers but also enriches the social connectivity among members of the university. In addition to that, to ease socialization process of early career academicians, from the first day of ECA, a tenure academician from ECA's discipline or faculty can be mentor to introduce the campus or university and schedule a meeting for introducing ECA to other members of the faculty or discipline. Besides, as mentorship relationship includes trust and close relationship ECAs could feel comfortable if they need to ask questions when they confused.

In terms of resource development, it is seen that academicians tend to keep the resources they have and hesitate to share them with other academicians. In this vein, platforms for collaboration and resource sharing should be developed. In this way, the need of the academicians for research could be monitored and resource management could be maintained in a better way. Also, academicians would be aware of whom they need to collaborate with to satisfy their needs. In this vein, a mobile application or website would be the most effective way to develop. Through app or platform, need of resources can be monitored in more efficient way. Also,

academicians would have an opportunity to meet other academicians that they have not meet and be part of several academic research. Through this process as the need would be stated in specified and the structure of collaboration can be monitored in efficient way.

In the academic environment, especially in engineering & natural science disciplines research is funded by external institutions. In this study, it is found that in engineering & natural science disciplines academicians have a social network with people from governmental and industrial institutions, and their connections provide resources for academic research. To reveal hidden information and resource-sharing patterns, further research should focus on the role of governmental and industrial institutions and how they shape information-sharing patterns.

Results indicated that in academic collaborations, research assistant has an advantage over graduate students who does not have research assistantship role as academicians prefer to collaborate with the Ras. Also, as they are an employee of the higher education institution, they get insider and wider information from formal resources such as institutional e-mails. Besides, as they work closely with the academicians, they have an advantage in accessing the academic research resources. Further studies can be conducted with research assistants who have not worked as research assistants to understand the role of being a research assistant in accessing the resources. Also, through this type of further study, the inequality between graduate students and RAs can be understood by revealing the experiences and perceptions of graduate students about how social capital and gatekeeping mechanism play role over accessing resources and information sharing pattern.

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APPANDICES

A. SEMI-STRUCTURED INTERVIEW QUESTIONS

A. Interview Questions for Research Assistants

1) Danışmanınızı belirleme sürecinize dair bazı sorular sormak istiyorum.

a) Danışmanınızın belirlenme süreci nasıl ilerledi ve neleri dikkate aldınız?

b) Akademik üretim sürecinizde danışmanınızın rolü nedir? Deneyimlerinizi paylaşır mısınız?

c) Danışmanınız ile ortak bir proje, yayın, konferans vb. çalışmalarında bulundunuz mu? Danışmanınız ile ne tür akademik iş birliklerine katıldınız? Bu süreçler nasıl ilerliyor, nasıl belirliyorsunuz birlikte çalışma süreçlerini? Nasıl bir iş bölümü gerçekleşiyor aranızda?

d) Danışmanınızın referansının (itibarının) sizin akademik üretim süreçlerinizdeki etkisi nedir? Bu sürece dair deneyimlerinizi paylaşır mısınız?

e) Çalışmakta olduğunuz danışmanınızın bilimsel üretim süreçleriniz dışında yaşamınızın herhangi bir alanlarına yönelik etkilerini değerlendirebilir misiniz? Deneyimleriniz nelerdir bu konuda?

f) Danışmanızın referansı (itibarı, ismi ile) bir yere başvuru yaptınız mı? Danışmanınız sizi kendi ismini kullanarak birisi ile tanıştırdı mı? Başvurunuzun sonucunda ya da tanıştırıldığınız kişi ile iletişiminizde danışmanınızın etkisinin olduğunu düşünüyor musunuz?

2) Üniversitedeki olanaklara/kaynaklara erişim konusunda bazı sorular sormak istiyorum. Bu olanaklar bir projede çalışma, araştırma gruplarına dahil olma veya

akademik üretim sürecinizi devam ettirmek ile ilgili de olabilir, ya da bir iş olanağı da olabilir. Bunların detaylarını dilerseniz sorular üzerinden konuşabiliriz.

a) Akademik çalışmalarınız bağlamında bölümünüzde sizin ulaşabileceğiniz kaynaklar nelerdir? Bu kaynaklara erişiminiz ne derecede gerçekleşiyor? Kaynaklara ulaşmanızda önünüzde engel olduğunu düşünüyor musunuz? (Kaynaktan haberdar olmama, kaynağın ya da fırsatın siz ulaşamadan önce başkası tarafından kullanılmış olması vb.)

b) Üniversite ortamında çeşitli olanaklara ulaşım ve haberdar olma konusunda etkili olan kanallar sizce nelerdir? Nasıl haberdar oluyorsunuz bu kaynaklardan? (Birlikte çalıştığınız danışanınızın tavsiyesi, duyurular, bilgilendirici kurum mailleri vb.) bunları biraz anlatır mısınız? Sizin deneyimleriniz veya çevrenizdeki insanların deneyimlerine yönelik gözlemleriniz nelerdir?

c) Lisansüstü öğrencilik yaşamınızda kaynaklara/olanaklara erişiminiz konusunda danışmanınızın rolünü nasıl değerlendiriyorsunuz? Deneyimlerinizi anlatır mısınız?

d) Son olarak şunu sormak istiyorum, üzerinde konuştuğumuz kaynaklara/olanaklara erişim konusunda üniversitede yönetici pozisyonunda yer alan kişilerin (bölüm başkanı, fakülte yöneticileri vb.) rolleri sizce var mıdır varsa nelerdir? Siz yöneticilerin kaynaklara erişim/kaynakların dağıtımı konusundaki rollerine yönelik neler gözlemliyor/ ya da deneyimliyorsunuz?

e) Konuştuklarımız dışında kaynaklara, olanaklara erişim konusunda eklemek istedikleriniz var mıdır.?

B. Interview Questions for Academicians

1) Danışman-danışan öğrenci ilişkisine dair bazı sorular sormak istiyorum size:

a) Danışan öğrencilerinizi belirleme süreçleri nasıl işliyor? Birlikte çalışacağınız öğrencileri belirlerken neleri dikkate alıyorsunuz? Danışan öğrencilerinizin ortak bir özelliği var mı? (Benzer paradigmalarda çalışmak, benzer konular üzerine yoğunlaşmak vb.)

b) Danışmanlık yaptığınız öğrenciler ile ortak bir proje, yayın, konferans vb. çalışmalarında bulundunuz mu? Bu süreçler nasıl ilerliyor, nasıl belirliyorsunuz birlikte çalışma süreçlerini? Öğrencilerinizle aranızda nasıl bir iş bölümü gerçekleşiyor biraz anlatabilir misiniz?

c) Akademik üretim sürecinizde danışan öğrencilerinizin rolü nedir? Deneyimlerinizi paylaşır mısınız?

d) Sizin danışmanlık yaptığınız öğrencilerde sizinle çalışıyor olmanın etkisini nasıl gözlemliyorsunuz?

2) Üniversitedeki olanaklara/kaynaklara erişim konusunda bazı sorular sormak istiyorum. Bu olanaklar bir projede çalışma ve akademik üretim sürecinizi devam ettirmek ile ilgili de olabilir, ya da bir iş olanağı da olabilir. Sorular ile devam edeyim.

a) Kurumunuzda sizin ile ilişkili olduğunu düşündüğünüz akademik çalışmalarınız bağlamında sizin ulaşabileceğiniz kaynaklar, fırsatlar nelerdir? Bunlara erişiminiz ne derecede gerçekleşiyor? Nasıl haberdar oluyorsunuz bu kaynaklardan/olanaklardan? (İşbirliği içinde olduğunuz meslektaşlarınız, diğer akademisyenler, kurumdan gelen bilgilendirici mailler ya da başka etkenler vb.) Kaynaklara erişiminiz konusunda benimle paylaşabileceğiniz bir örnek var mı?

b) Bu noktada, üniversite ortamında çeşitli olanaklara/kaynaklara ulaşım ve haberdar olma konusunda etkili olan kanallar sizce nelerdir? Sizin deneyimleriniz veya çevrenizdeki insanların deneyimlerine yönelik gözlemleriniz nelerdir?

c) Bilginiz dahilindeki kaynakları, fırsatları danışan öğrencileriniz ile paylaşırken neleri dikkate alıyorsunuz? Sizin için en önemli kriter nedir?

d) Kendi isminizi kullanarak bir danışanınızı bir fırsat için önerdiniz ya da danışanınızı bir meslektaşınızla tanıştırdınız mı? Danışanınızı önerirken ya da bir meslektaşınızla tanıştırırken danışan öğrenciniz ile ilgili neleri göz önünde bulundurursunuz? Bu konu ile ilgili bir kriteriniz var mı?

e) Son olarak şunu sormak istiyorum, üzerinde konuştuğumuz kaynaklara/olanaklara erişim konusunda üniversite de yönetici pozisyonunda yer

alan kişilerin (bölüm başkanı, fakülte yöneticileri vb.) rolleri nelerdir? Siz yöneticilerin kaynaklara erişim/kaynakların dağıtımı konusundaki rollerine yönelik neler gözlemliyor/ ya da deneyimliyorsunuz?

Konuştuklarımız dışında kaynaklara, olanaklara erişim konusunda eklemek istedikleriniz var mıdır?

B. INFORMED CONSENT FORM

BİLGİLENDİRİLMİŞ ONAY FORMU

Katılımcı Kimliği:
Röportaj tarihi:
Buluşma yeri:
Fakülte bölümü:
Kayıt: Evet Hayır
Başlangıç zamanı:
Bitiş Zamanı:

Sayın Katılımcı,

Öncelikle bu röportaj için zaman ayırdığınız için teşekkür ederim. Bu çalışma ODTÜ Eğitim Yönetimi ve Planlaması bölümü yüksek lisans öğrencisi Tuana Begüm Utkun tarafından Dr. Duygun Göktürk danışmanlığında yürütülmektedir. Bu araştırma, yüksek öğretim kurumlarında sosyal ağ oluşturma ve bilgi akışını düzenleme (gatekeeping) mekanizmasının modellerini analiz etmeyi amaçlamaktadır.

Görüşme sırasında, yüksek öğrenim kurumundaki sosyal ağ kurma ve bilgi akışını düzenleme (gatekeeping) mekanizmaları hakkında sorular sorulacaktır. Ayrıca demografik bilgilerinizle ilgili kısa bir anket doldurmanız da istenecektir. Bu çalışmaya katılmanın bilinen bir riski yoktur. Bu çalışmaya katılımınız, Yüksek öğretim kurumlarında sosyal ağ oluşturma ve bilgi akışını düzenleme (gatekeeping) uygulamaları hakkındaki mevcut literatürü genişletebilecek bilgiler sağlayacaktır. Sizi katılmaya teşvik etmek için daha fazla fayda garantisi verilmeyecektir.

Bu çalışmanın sonuçları bilimsel amaçlarla kullanılacak ve kesinlikle gizli tutulacaktır. Verdiğiniz bilgilerde isminiz kaldırılacak ve analiz sırasında yalnızca bir katılımcı kimliği sizi tanımlayacaktır. Katılımınız isteğe bağlıdır ve katılımınızdan dolayı bir ödeme yapılmayacaktır. Herhangi bir nedenle herhangi bir zamanda bu çalışmadan çekilmekte özgürsünüz. Görüşme, Covid-19 salgınından dolayı elektronik ortamda gerçekleşecektir. Onayınızla birlikte görüşme, zamanı etkili kullanmak ve görüşmenin ayrıntılarını yakalamak için ses kaydına alınacaktır.

Çalışma ile ilgili herhangi bir sorunuz veya endişeniz varsa benimle [redacted]@metu.edu.tr (Tuana Begüm Utkun) veya [redacted]@metu.edu.tr (Duygun Göktürk) ile iletişime geçebilirsiniz. Görüşme süresinin yaklaşık 1 saat süreceği planlanmaktadır. Çalışmaya katıldığınız için teşekkür ederiz.

Bu çalışmaya katılmayı gönüllü olarak kabul ediyorum ve bilgilendirilmiş onamı ve bu çalışmanın koşullarını anlıyorum ....

Katılmayı gönüllü olarak kabul etmiyorum .....

Katılımcının Adı-

Soyadı:.....

Tarih (gün/ay/yıl):...../...../.....

İmzası:.....

..

C. DEMOGRAPHIC INFORMATION FORM

A. Demographic Information Form for Research Assistants

İsim Soyisim:

Cinsiyetiniz:

Yaşınız:

Eğitim Geçmişiniz:

a. Mezun olduğunuz lisenin adı ve türü ..... Şehir:

.....

b. Mezun olduğunuz üniversite..... Şehir:.....

Mezun olduğunuz bölüm:

Lisans:

Yüksek lisans:

Akademik Ünvan: Doktora Öğrencisi : □ Yüksek Lisans öğrencisi: □

1- ODTÜ'de lisansüstü eğitiminize ne zaman başladınız?

Yüksek lisans:

Doktora:

2- ODTÜ bünyesinde devam eden bir akademik pozisyonunuz var mı? (Örneğin, Araştırma Görevlisi, Proje Asistanı, vb.) Evet □ Hayır □

Pozisyonunuz:.....

Kadronuz: (50D / ÖYP / Öncelikli alanlar)…….

Kaç yıldır bu pozisyonda çalışıyorsunuz? …….....

B. Demographic Information Form for Academicians

İsim Soyisim:

Cinsiyetiniz:

Yaşınız:

Eğitim Bilgileriniz:

a . Mezun olduğunuz lisenin adı ve türü ..... Şehir:

b. Mezun olduğunuz üniversite bilgileri:

Lisans derecenizi aldığınız üniversite ve bölümünüz: ……..

Yüksek lisans derecenizi aldığınız üniversite ve bölümünüz: …….

Doktora derecenizi aldığınız üniversite ve bölümünüz: …….

Çalışmakta olduğunuz Anabilim dalı: …….

Akademik Unvan Bilgisi: Prof. Dr. : □ Doç. Dr.: □ Dr. Öğretim Üyesi: □

1. Ne kadar süredir ODTÜ'de çalışıyorsunuz?.....

2. Şu anda danışmanlığını yürütmekte olduğunuz kaç öğrenci bulunmaktadır?

Yüksek lisans öğrenci sayısı: .....

Doktora öğrenci sayısı: .....

D. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

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ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

Sayı: 28620816 /

13 KASIM 2020

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Duygun GÖKTÜRK

Danışmanlığını yaptığınız Tuana Begüm UTKUN'un "***The Role of Networking and Gatekeeping Mechanism in the Distribution of Resources in a Higher Education Institution"*** araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve **342-ODTU-2020** protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Prof. Dr. Mine MISIRLISOY

İAEK Başkanı

E. TURKISH SUMMARY / TÜRKÇE ÖZET

ARAŞTIRMA GÖREVLİLERİ İÇİN KAYNAKLARIN DAĞILIMINDA AĞ OLUŞTURMA VE EŞİK TUTUCULUK MEKANİZMASI: BİR ARAŞTIRMA ÜNİVERSİTESİ ÖRNEĞİ

GİRİŞ

Bu çalışma, Türkiye'de bir araştırma üniversitesinde, araştırma görevlisi pozisyonundaki öğrencilerin kaynaklara ve fırsatlara erişmelerinde sosyal kapital ve eşik tutuculuk mekanizmalarının etkisini araştırmayı hedefleyen tekli vaka çalışmasıdır.

Modernleşme ile yükselen meritokrasi, başarılarının anahtarının, kişilerin sahip oldukları yetenek ve verdikleri emek olduğunu öne sürmüştür. Atama ve fırsatların dağıtımının yetenek ve emeğe göre dağıtılması gerektiğini savunan meritokratik sistemler, tarafsız rekabet ve fırsat eşitliği öncülleri üzerine kurulmuştur (Young, 1994).

20. yüzyılın başlarında bilginin üretimi ve tüketilmesinin toplumu şekillendirmesi üzerine yapılan sosyolojik, psikolojik ekonomik çalışmalar sonucunda meritokrasinin gerçeği örtülü olarak açıklamak için uydurulmuş hikâye (mitos) olduğu ve ortaya çıkmıştır (Peters, 2019; Say, 2003). Aynı dönemlerde Althusser (1995), eğitimin ideolojik devlet aygıtı olduğunu ve eşitsizliğin eğitim aracılığı ile yeniden üretildiğini ortaya koymuştur. Aynı yıllarda yayınlanan Coleman Raporu

(1966) da akademik başarının öğrencilerin toplumdaki rolleri ile yakından ilişkisini ortaya koymuştur. Yine aynı kapsamda eleştirel pedagoji çalışmalarının öncüsü olarak bilinen Freire (1970), bankacı eğitim modelini eleştirerek, aydınlanma ve eleştirinin var olan eğitim sisteminde mümkün olmadığını ve okullarda sessizlik kültürünün yeniden üretildiğini göstermiştir. Son olarak da Willis (1977), orta sınıf ve işçi ailelerinin çocuklarının hayatlarına yine orta sınıf ve işçi olarak devam ettiklerinin ve sınıf kültürünün bilişsel olarak yeniden üretilmesinde okulun işlevini göstermiştir. Althusser, Coleman, Freire ve Willis'in gözler önüne serdiği durum bir eğitim kurumu olarak okulların, öğrencilerin sosyalleşme ağının ortasında yer alarak kültürel, ideolojik ve sosyal yeniden üretimde etkin olduğu ve eşitsizliklerin yeniden üretiminde etkin bir rol oynadığıdır (Althusser, 1995; Coleman et al., 1966; Freire, 1970; Willis, 1977). İdeolojik devlet aygıtı olarak eğitim kurumaları toplumun katmanlaşmasında etkin rol oynar. Kingsley Davis ve Wilbert Moore (1944) sistematik bir şekilde sosyal katmanlaşmayı incelemiş ve toplumdaki işlerin bazılarının daha fazla yetkinlik, yetenek ve efor gerektirdiğini bu sebeple de toplumda eğitim verilmiş belirli kişilerce yapılabileceğini belirtmiştir. Bu bağlamda, Sermaye Türleri eserinde, Pierre Bourdieu (1986), farklı sermaye türlerinin sosyal kabakalaşma ve kaynakların dağıtımındaki etkisini göstermiştir. Bourdieu'ye göre sosyal, kültürel ve ekonomik olmak üzere üç sermaye formu vardır. Bu çalışma kapsamında odaklanılan sosyal kapital Bourdieu'nun tanımı ile, karşılıklı tanışıklıklar bütünün olarak kalıcı bir ağa sahip olmanın verdiği kimlik bilgisidir (Bourdieu, 1986).

Bu çalışmada sosyal sermaye sosyal iletişim ağı ile birlikte tartışıldığından ilk olarak sosyal sermaye ve sosyal iletişim ağının arasındaki farkın belirtilmesi önemlidir.

Sosyal kapital kişinin ailesi, kültürü, ekonomik geliri ile ilişkili iken, sosyal ilişki ağları kişinin sürdürdüğü sosyal ilişkilenme davranışdır (Barnes, 1954; Batistic & Tymon, 2017). Reynolds and Xian (2014) birlikte ele aldıkları sosyal sermaye ve sosyal ilişki ağları ışığında meritokrasiyi eleştirmiş ve doğru kişiyi tanımanın, doğru kişi ile iliştide olmanın kişiye içsel bilgi (McNamee & Miller Jr, 2005) sağladığından meritokratik süreçleri işletilmesini engellediğini savunmuştur (Reynolds & Xian, 2014).

Sosyal sermaye ve sosyal ilişki ağı yüksek öğretim kurumlarında kendisini araştırma asistanlarının araştırma projelerine dahil olma, kaynaklara ulaşma ve araştırma verimliliği noktalarında etkiler (Deem & Brehony, 2000; Heffernan, 2021; Lin, 2017). Bu noktada danışan ile kurulan ilişki, danışman kaynakları dağıtmada ve paylaşmada kilit kişi olduğundan, öğrencilerin başarısında, yüksek lisans ve doktora eğitimlerinin kalitesi ve öğrencilerin memnuniyetinde rol oynar (Blackburn et al., 1981; Cameron & Blackburn, 1981; Eby & McManus, 2004). Bilginin ve kaynağın kiminle nasıl ve ne sıklıkla paylaşılacağının belirlenmesine karar veren eşik tutucu rolündeki akademisyenlerin eşik tutucu davranışları sonucunda kişisel paradigmalara göre eşitsiz bir şekilde dağıtılan kaynaklar araştırma görevlisi rolündeki öğrencilerin araştırmacı kimliklerinin oluşumunu ve akademik muhitin içerisinde sosyalleşme pratiklerini etkileyerek eşitsizliğin yeniden üretilmesinde rol oynar(Lin, 1999; McDonald & Day, 2010).

Araştırmanın Amacı ve Önemi

Türkiye'de her yıl, milyonlarca öğrenci daha iyi bir kariyere, hayata ve gelire sahip olmak, amacı ile üniversite öğrenimine adım atar. Yüksek öğretim kurumlarında

kaynakların eşitsiz dağıtımı, ve doğru kişiyi tanımanın sağlayabileceği farklı kaynak ve fırsatlar farklı kariyer olanakları ve daha iyi bir gelir sağlayabilir (Heath et al., 2010; Reynolds & Xian, 2014). Eşik tutucu pozisyonundaki kişilerin davranışları sonucunda araştırma görevlileri fırsat ve olanaklara daha kolay ulaşır ve yetkinliklerini arttırarak diğer öğrencilerle kıyasla avantajlı bir pozisyona sahip olurlar (Hanushek & Wößmann, 2014; Hatunoğlu et al., 2018; Mavis Sevim & Akin, 2021).

Bu bağlamda bu çalışma yüksek öğretim kurumlarındaki sosyal ilişki ağlarının ve eşik tutucu mekanizmalarının kaynak ve fırsatlara erişimdeki rolünü araştırma görevlilerinin bağlamında ele alacaktır. Bu amaçla çalışma kapsamında bir araştırma üniversitesinde görev yapmakta olan araştırma görevlileri ve akademisyenlerin deneyim ve algılarına odaklanılmıştır. Buna ek olarak, bu çalışmanın danışmanlık ilişkilerinin iç dinamiklerini açığa çıkararak, araştırma görevlilerinin akademik ortamda sosyalleşme pratiklerini ve araştırma görevlilerin akademik kimliklerininim oluşumuna dair bir perspektif sunması hedeflenmiştir.

LİTERATÜR TARAMASI

Bu bölüm kapsamında, Türkiye'de araştırma üniversitelerinin tarihsel gelişimi, sosyal sermaye ve akademik sosyal ilişki ağının kaynaklara ve fırsatlara erişimdeki rolü ve eşik tutucu mekanizmalarının kaynakların dağıtımındaki rolüne ilişkin literatür taramasına yer verilecektir. Son olarak da sosyal sermaye, akademik sosyal ilişki ağı ve eşik tutucu mekanizmasının araştırma görevlileri kapsamında araştırmacı kimliğinin oluşumu ve akademik muhit içerisindeki sosyalleşme pratiklerine etkisine dair literatür aktarılacaktır.

Türkiye'deki Araştırma Üniversitelerinin Tarihi

Kişilerin eğitim seviyesi ve toplumda sahip oldukları statü arasındaki pozitif ilişki (Young, 1994), eğitim sisteminin nasıl olması gerektiği ve nasıl şekillenmesi gerektiğini etkilemektedir (Gök, 2019).

Tarihsel olarak,1795 yılında modern askerler yetiştirmek üzerine kurulmuş olan Mühendishâne-İ Bahrî-i Hümâyûn üniversitenin ilk örneği sayılır (CoHE, 2019). 1946 yılına kadar üç olan üniversite sayısı 1970 yılına gelindiğinde on sekizi bulmuş ve 1981'de Yükseköğretim Kurulu'nun kurulmasıyla ivme kazanmıştır. YÖK'ün kurulmasıyla birlikte özel üniversitelerin açılması ile ilgili düzenlemeler yapılmış ve yeni açılan bölümlerle üniversitelerin globalleşmesi, akademi-sanayi işbirliğinin yaygınlaşması amaçlanmıştır (CoHE, 2019). 2015 yılında değişen ihtiyaçlar ve çağın gerektirdikleri kapsamında Türkiye'de araştırma üniversitelerinin kurulması ve belirlenmesi kapsamında çalışmalar başlatılmış ve 2017 yılında araştırma kalitesini arttırmak, topluma hizmeti yaygınlaştırmak, alanda yetkin bilim insanları yetiştirmek amacıyla araştırma üniversiteleri belirlenmiştir (Balyer & Özvural, 2021; CoHE, 2019).

Altbach ve Salmi (2019), araştırma üniversiteleri belirlenirken üç yöntem olduğunu belirtir. Bu yöntemler; potansiyel vadeden az sayıda üniversite arasından seçilenlere araştırma üniversitesi statüsünü vermek, araştırma odaklı kurumların birleştirerek yeni bir kurum oluşturmak ve yeni bir araştırma üniversitesini kurmak (p. 3). Türkiye'de araştırma üniversitelerin belirlenmesinde ilk yaklaşım olan potansiyel vadeden üniversitelerin araştırma üniversitesi ilan edilmesi yöntemi seçilmiştir, bu seçimde üniversitelerin uluslararası sıralamaları, araştırma performansları ve ulusal

öncelikler göz önünde bulundurulmuştur. (Mammadov & Aypay, 2020) Buna ek olarak YÖK araştırma üniversiteleri için ek finansal ve teknolojik kaynak ayırdığını ve bu kaynakların dağıtımında toplam öğrenci sayısı, toplam akademik personel sayısı, toplam bütçe, yayın sayısı, atıf sayısı ve yükseköğretim istihdam endeksi kriterinin etkili olduğunu belirtmiştir (CoHE, 2022b, 2022a).

Akademik Ortamda Sosyal Sermaye ve Ağ Oluşturmanın Rolü

Serow (2000)'e göre Araştırma üniversitelerinde sadece çok az sayıda akademisyen ders verme yükümlülüğü olmadan sadece araştırma yapmaya odaklanabilmektedir. Akademisyenler araştırma yapmayı ve araştırma gruplarının parçası olmayı odaklarına aldıklarından akademik bilgi ağının parçası olmak bu anlamda kritiktir (Serow, 2000). Akademisyenler akademik bilgi ağından kariyer gelişimi, yeni iş ve araştırma fırsatlarına erişim konularında faydalanmaktadır (Batistic & Tymon, 2017; Kearney & Lincoln, 2013; Vătămănescu et al., 2018).

Sosyal ağların etkisi işe alım süreçlerini, işe alım süreçlerini kolaylaştırma, işe alım sonucunu belirleme ve iş fırsatı ile ilgili adayın önden bilgilendirilmesi noktalarında gösterir (Pedulla & Pager, 2019; Van Hoye et al., 2009). Daha geniş ve zengin sosyal ağa sahip adaylar fırsat ve bilgilere daha kolay erişim sağladığından daha iyi bir statüdeki ve maaşa sahip iş bulma olasılıkları yüksektir (Lin, 2017; McDonald & Day, 2010; Mouw, 2003). Türkiye'de araştırma görevlilerinin işe alım sürecinin esasları belirlenmiştir, bu kapsamda araştırma görevlisi olmak için öğrenciler belirlenmiş merkezi sınav sonuçları ile başvurdukları bölümün mülakatına girmek zorundadır. (T.C. Resmi Gazete, 2018) Aydoğan (2009)'un araştırma sonuçları akademik ortamda işe alım süreçlerinin ilgili bölümün yaptığı ve yine ilgili bölüm

tarafından değerlendirilen mülakat sürecinin öznel sonucunun önemini ortaya koymuştur. Bu noktada daha iyi sınav sonuçları olsa bile kayırmayı ve bunun etkilerini vurgulamıştır (Aydogan, 2009).

Kişisel ilişki ağı, daha iyi bir öğrenme ortamına zemin hazırladığından akademik üretim verimliliğini arttırır (Burt, 2000; Ortega et al., 2020; Rossano-Rivero & Wakkee, 2019). Akademik sosyal ağ sonucunda akademisyenler kurum içinde ve dışında aynı ve farklı departmanlardaki akademisyenler ile ilişki kurarlar. Bu bağlamda akademisyenler eş yazarlı makale yazımı, araştırma projelerinin parçası olma ve seminerlere katılım konularında avantajlı konuma geçerler (Kong et al., 2019). Buna ek olarak Göktürk ve Yıldırım-Taşcı (2022)'nın araştırması, aynı kurumdan mezun olup yine aynı kurumda çalışan akademisyenlerin terfi süreçlerinin aynı kurumdan mezun olmayanlara kıyasla farkını ortaya koymuşlardır. Sosyal ağların parçası olmanın sonucunda aynı kurumda bulunmanın ve sosyal ağların parçası olmanın avantajı belirtilmiştir (Gokturk & Yildirim-Tasti, 2022; Lin, 2017).

Akademik ilişki ağında paylaşılan bilginin sıklığı, yöntemi ve paylaşımın gerçekleştiği ortam bilginin kritikliğini belirler (Huffman & Torres, 2002; Pauksztat et al., 2011). Bu noktada bilgiye sahip olan ve paylaşan kişinin eşit tutucu davranışları sosyal ağ içinde benzer bilginin benzer insanlarla paylaşılması ve eşitsizliğe sebep olur (Girard et al., 2015; Mcpherson et al., 2001). Akademik muhitin içerisinde kişilerin kendilerine benzer kişilerle sosyal ve bilgi paylaşma ilişkisi içerisinde olması kayırma ve kaynak dağıtımında gizli paradigmaların yarattığı eşitsizlik olarak tezahür eder (Connolly et al., 2007; Elfenbein & Sterling, 2018). Doğru kişi ile kurulan ilişkinin ve bu ilişkiden doğan bilgi aktarımının sonucunda

akademisyenler ve araştırma görevlileri avantaj elde ederler (McNamee & Miller Jr, 2005; Mcpherson et al., 2001).

Araştırmacı Kimliği ve Akademik Kültürde Sosyalleşme

Akademik, araştırmacı kimliğinin gelişimi kurum kültürü, araştırmacının kurumdaki pozisyonu ve sosyal ilişkilerden etkilenmektedir (Nordbäck et al., 2022). Akademik sosyalleşme pratikleri ile akademisyenler, araştırma görevlileri ve araştırmacılar kurumun sahip olduğu değerleri ve kültürü öğrenir ve kurumun bir parçası olarak araştırmacı kimliklerini zaman içinde oluştururlar (Austin, 2000; J. Davis, 2006; Dimaggio & Garip, 2011). Schlosser, Knox, Moskovitz and Hill (2003)'ün yaptığı araştırma gösteriyor ki; araştırma görevlilerinin ve akademisyenlerin kimlik gelişmesinde kişisel ve eğitsel faktörler etkilidir. Kişisel faktörler iş ile ilgili ve iş ile ilgili olamayan faktörler olarak ikiye ayrılmaktadır. İşle ilgili faktörler, periyodik toplantılar ile iletişimde olmak, akademik gelişime katkı sağlayacak deneyim ve gözlemleri paylaşılması iken işi ile ilgili olmayan kişisel kaygı ve problemler ve mutlulukların paylaşılması, pozitif ve sürdürülebilir kişisel ilişkinin varlığıdır. Bunun yanında eğitsel faktörler ise araştırmacıyı konferansa, seminere katılmak için cesaretlendirmek gibi profesyonel ve akademik gelişim için destek ve takibin yapılmasıdır (Schlosser et al., 2003). Araştırma görevlilerinin gelişiminde danışman ile kurulan pozitif ve sürdürülebilir bir ilişki ve yapıcı geribildirimin araştırma görevlilerinin akademi ile ilgili alglarını pozitif etkiler ve lisans üstü eğitimlerinden tatmin olmalarına yardımcı olur (Weng, 2020). Son olarak kişisel ve eğitsel faktörlerin olumlu etkisi ile araştırma görevlisi pozisyonundaki lisansüstü öğrencilerinin akademik üretkenliği daha yüksek olduğundan akademik

muhitin içerisinde yer almaları, kendi akademik sosyal ilişki ağlarını oluşturmaları ve araştırmacı kimliklerini geliştirmelerinde etkilidir (Mantai, 2019).

Araştırma görevlilerinin kimlik gelişiminde önemli bir yere sahip olan kişisel ve eğitici faktörlere ek olarak akademisyenlerin kimlik gelişimini etkileyen farklı unsurlar da vardır. Akademisyenlerin zengin ve geliştirici bir lisansüstü deneyimine sahip olmaları kendi akademik kimliklerinin gelişiminde rol oynar, kendileri danışanken edindikleri deneyimler onların danışmanlık pratiklerinde belirleyicidir (Hopwood, 2010; Remich et al., 2016).

YÖNTEM

Model

Bu bir yüksek öğretim enstitüsünde eşik tutucu mekanizmalarının ve akademik sosyal ilişki ağının etkisinin kaynakların ve fırsatların dağıtımının nasıl şekillendirdiğini anlamak amaçlanmıştır. Bu kapsamda aaştırma üniversitesi ortamında, araştırma görevlisi ve akademisyenlerin deneyimlerinin odağa alındığı nitel bir desen ve tekli araçsal durum çalışması yöntemi kullanılmıştır.

Örneklem ve Çalışmanın Ortamı

Çalışma Türkiye'de bir araştırma üniversitesinde gerçekleştirilmiştir. Görüşmeler için COVID-19 pandemisinden dolayı online ortamda Zoom uygulaması kullanılmıştır. Bu araştırma kapsamında çalışmaya altı araştırma görevlisi ve sekiz akademisyen katılım sağlamıştır. Araştırma görevlileri için aranan şart çalışmanın yapıldığı araştırma üniversitesinde araştırma görevlisi rolünde aktif olarak çalışıyor olmaktır. Buna ek olarak akademisyenler için kriter çalışmanın gerçekleştiği araştırma üniversitesinde aktif olarak çalışıyor olmak, çalışmanın gerçekleştiği

araştırma üniversitesinde idari bir role sahip olmak ve daha önce bir yüksek lisans veya doktora öğrencisi ile iş birliği, danışmanlık ilişkisi içinde bulunmaktır.

Çalışmanın gerçekleştiği araştırma üniversitesinin seçilmesinin kriterleri ise aşağıdaki gibidir.

a. Üniversitenin stratejik planında araştırma, akademik yayın ve liyakatin önemi vurgulanmaktadır (*Strategic Plan*, 2018).

b. Üniversitesin sıralaması 2021-2022 yılı genel sıralamada 573, ulusal sıralamada birince ve 2018 ve 2020 yılları arasında birincidir (Global 2000 List by the Center for World University Rankings, 2022; "World University Rankings 2019-20," 2019).

c. Son olarak araştırmacı araştırma üniversitesinden lisans derecesini ve yüksek lisans derecesini almıştır. Bu durumdan araştırmacının bu araştırma üniversitesinin kültürünü ve normlarını bilmesini sağlamıştır.

Veri Toplama Aracı ve Veri Analizi

Bu çalışmada yarı-yapılandırılmış görüşme metodu kullanılmıştır. Araştırmacı tarafından hazırlanan soruların hedefi, yüksek öğretim kurumundaki kaynak dağıtımı etkileyen dinamikleri, kaynak dağıtımında eşik tutucu mekanizmaların etkisini, kaynak dağıtımında akademik sosyal ilişki ağının etkisini ve idari göreve sahip akademisyenlerin kaynak dağıtımındaki etkisini açığa çıkartmaktır. Sorular araştırmacı tarafından hazırlandıktan sonra uzman görüşü alınış ve revize edilmiştir.

Görüşme sırasında uygulama kullanılarak görüşme kayıt altına alınmıştır. Araştırmacı tarafından ses kaydı titizlikle defalarca dinlenilmiş ve yazıya

geçirilmiştir. Sırasıyla görüşmede açığa çıkan kodlar, kodların gruplandırılmasıyla kategoriler ve temalar belirlenmiştir.

SONUÇ

Bulgular

Bu çalışmada iki ana odak noktası ortaya çıkmaktadır. İki odaktan biri danışmanlık ilişkisi ve bu ilişkiyi etkileyen kişisel ve eğitsel faktörleri kapsayan araştırmacı kimliği gelişimi; diğeri ise akademik iş birliği yapısı, kariyerlerinin başlangıcındaki akademisyenlerin kaynak erişimi ile ilgili durumu ve idari göreve sahip akademisyenlerin eşik tutucu rollerini kapsayan akademik hayatın sosyalleşme pratikleridir.

Araştırmacı Kimliğimim Gelişimi

Araştırmacı kimliğinin oluşumunda araştırma görevlileri için ortak faktörlerin etkisinden söz etmem mümkündür. Kültürel değerlerin benimsenmesi, akademik pratiklerin içselleştirilmesi, organizasyonel kültürün ve sosyalleşme ağının bir parçası olmak bu çalışma kapsamında katılımcıların deneyim ve aktarımlarının kesişiminde yer almaktadır (Graven & Lerman, 2003; Wenger, 1998).

Akademisyenlerin ve araştırma görevlilierinin farklılaştıkları noktalar ise danışmanlık ilişkisinin içerdiği hiyerarşik iktidardan etkilenmektedir. Danışanlar danışmanları ile sürdürdükleri ilişkinin hiyerarşik iktidarının farkına vararak bu ilişkiye başlamakta ve yürütmektedir. Bu noktada ilişkinin dinamikleirini bozmamak adına danışmanın tutum ve davranışlarını kabul etmeye ve uygulamaya hazırlar. Danışmanlık işbirliğinin dinamikleri sosyal bilimler ve mühendislik ve fen bilimleri çerçevesinde değişmektir. Mühendislik ve fen bilimlerinde araştırma öğrencileri

çoğunlukla danışmanı ile fonlanmış bir projenin içerisinde yer alıyorlar. Bu durum danışanları ile sistemli ve çalışmanın gelişimi odağında gerçekleşen toplantılar ve bir araya gelmeler, danışanın gelişim ve kimlik oluşturma yolculuğunda katkıda bulunuyor. Bunun tam tersi durumunda danışanı ile birlikte ortak hedef için çalışma fırsatı bulamayan ve düzensiz görüşmeler ile sürecini yönetmeye çalışan danışanlar kendilerini yalnız ve tek başına hissediyorlar ki bu durum genelde sosyal bilimlerde zuhur ediyor.

Akademisyenlerin araştırmacı kimliği gelişiminde üniversitenin kültürünü ve normlarını belirleme ve akademik sosyalleşme pratiklerinin içerisinde yer almanın dışında faktörler de etki etmektedir. Akademisyenlerin kimlik oluşunda akademik başarıları ile benliklerini inşa etmeleri, çalıştıkları alana kendi ideolojik duruşlarını yansıttıkları akademik çalışmalar ile kendi çalıştıkları alana katkıda bulunmaları etkilidir (Åkerlind, 2008). Kaynak dağıtımının eşitsizliği özellikle kariyerlerine yeni adım atmış akademisyenlerin akademik kimliklerinin oluşumunda rol oynar. Kariyerlerine yeni başlamış ve çalıştıkları kurumun kültürü normu ile bilgiye sahip olmayan, çalıştıkları kurumda daha önce lisans veya lisansüstü öğrenci olarak bir deneyeme sahip olmayan akademisyenler akademik çalışmaları kapsamında ihtiyaç duydukları maddi, teknolojik ve fiziki kaynağa ulaşmak için yorucu ve uzun bürokratik süreçlerle baş etmek zorundadır. Buna karşın daha önceden ilgili kurumda lisans veya lisansüstü eğitimini tamamladıktan sonra yine aynı kurumda çalışmaya başlayan akademisyenlerin durumları farklıdır. Hali hazırda kendi akademik sosyal ağları olduğundan, kurumun kültür ve normlarını bildiklerinden akademik çalışmaları için ihtiyaç duydukları kaynaklara erişim yolları ve süreçleri çok daha

zahmetsiz gerçekleşmektedir. Bu durum akademik üretkenliklerini ve akademik kimliklerinin oluşumunu etkilemektedir.

Akademik Kültürde Sosyalleşme

Pıerre Bourdıeu, sosyalleşme pratiklerini problematize eder kişilerin düşünme ve algılamalarının arkasında ve içselleştirilmiş kurum ve topluluk kültürü ve normaların olduğunu belirtir. Buna ek olarak kurum ve toplulukta yer alan, kabul görmüş düşünce ve davranış biçimlerinin de sosyalleşme, düşünce ve davranış pratiklerine içkin olduğunu belirtir.

Bu çalışma kapsamında akademisyenlerin kaynak dağıtımına olan tutum ve düşüncelerinin kendilerinin geçmiş deneyim ve tutumlarından etkilendiği görülmektedir. Buna ek olarak geçmiş sosyalleşme pratikleri akademisyenlerin danışanları ile kurdukları akademik iş birliği ve danışmanlık ilişkisinin yapısını da belirler. Kendi deneyimlerinde danışanlarından pozitif ve geliştirici bir tutum deneyimine sahip olan akademisyenler kendi danışanları ile ilgili aynı tutumu sergilerler. Bazı durumlarda bu gelişim desteğini ileri götürerek danışanlarının gelişiminde dönüm noktası olacak fırsatları kendi bağlantılarını kullanarak yaratırlar. Tüm bu süreç bu durumdaki araştırma görevlisi için diğer araştırma görevlilerine kıyasla farklı bir noktadan kariyerine başlama fırsatı verir.

Akademisyenler için durum çok da farklı değildir. Araştırmanın yürütüldüğü araştırma üniversitesinde bulunma deneyimine sahip olan akademisyenlerin kendi kaynaklarını ararken daha avantajlı durumdadır. Bu avantajlı durum sosyalleşme pratiklerini de etkilemektedir. Bu sayede akademik muhitin içerisinde daha kolay yer bularak kendilerini gerçekleştirme süreçleri daha sorunsuz geçmektedir. Tam tersi

durumda ise özellikle kariyerinin başında olan akademisyen zaman içinde yalnızlaşarak izole bir şekilde süreçlerine devam ederler.

Tartışma

Bu çalışma kapsamında sonuçlar araştırmacı kimliğinin oluşu ve akademik sosyalleşme pratiklerinde eşit tutucu mekanizamalarının ve sosyal ilişki ağının rolünü ortaya koymuştur. Araştırmacı kimliğinin oluşumunda araştırma görevlileri danışanları ile kurdukları ilişkinin dinamiklerinden etkilenmekte bu durum hem araştırma görevlilerinin mesleki gelişimlerini hem de kimlik oluşum sürecini etkilemektedir. Akademisyenler danışanları ile olan ilişkilerinde göz önünde bulundurdukları bazı kriterleri bulunmaktadır. Öncelikle akademisyenler araştırma görevlilerini geleceğin akademisyenleri olarak gördükleri için akademik gelişimleri için destekliyorlar. Fakat özellikle mühendislik ve doğa bilimleri alanında bu desteğin sosyal bilimlerden alanından farklı olduğu gözüküyor. Mühendislik ve doğa bilimlerinde akademisyenler endüstri, devlet ve sanayi kururumları ile içi içe çalıştıkları için daha çok fırsat yaratabiliyorlar. Yine aynı bölümlerde özellikle üniversite dışı fonların imkanı daha fazla olduğundan araştırma görevlileri maddi güvence ile çalışmalarına daha üretken olabiliyorlar.

Bu noktada araştırma görevlilerinin kimlik gelişimini negative etkileyebilecek tek nokta sponsorlu çalışmalarda süreç akademisyenler tarafından titizlikte takip edildiğinden araştırma görevlilerinin nsiyatif alacakları ya da süreci yapısına katkı yapmak için neredeyse hiç fırsatları olmuyor. Bu durum bağımsız araştırmacı olarak kimliklerinin gelişminde kendini gösteriyor.

Akademik sosyalleşme pratikleri ise akademik ortamda bilgi paylaşımının akademik sosyal ilişki ağı ile bağlantılı olduğunu gösteriyor. Akademisyenler ve araştırma görevlileri sosyal ağları dolayısıyla resmi olarak duyurulmayan veya resmi olarak duyurulmadan bilgiye erişebiliyorlar. Zengin ve geniş bir sosyal ağa sahip akademisyenlerin eşik tutucu pratikleri dolayısıyla danışanların da diğer araştırma görevlileri veya lisansüstü öğrencilerinin erişemediği fırsatlara erşişme imkanları bulunuyor.

Öneriler

Akademide sosyalleşme pratikleri ve eşik tutucu mekanizmalarının kaynak ve fırsatlara erişimine etkisine odaklanıldığında, öncelikle kariyerlerinin başındaki akademisyenlerin sosyalleşmesi ve üniversiteye alışma süreçlerini kolaylaştırmak için yapılandırılmış bir oryantasyon program yürüyülebilir. Bu oryantasyon kapsamında bölümde yönetici rolundeki akademisyenler yeni dahil olan akademisyenin sosyalleşme sürecini kolaylaştırmak için kaynaştırma toplantıları planlayabilir. Buna ek olarak kariyerine yeni başlamış akademisyenler için ek bütçelerin tahsis edilmesi süreci deneyimleyerek öğrenmeklerini destekleyecek aynı zamanda ihtiyaçları olan teknik ve maddi destek için bürokratik süreçler ile boğuşmaları gerekmeyecektir. Ayrıca üniversiteye yeni dahil olan akademisyene kendi bölümünden ya da fakültesinden başka bir akademisyen ile mentorluk eşleşmesi yapılabilir. Bu sayede kariyerinin başındaki akademisyen rahatça iletişim kurabileceği birine sahip olur hem de ilk günden farklı bölümleri kapsayan bir akademik sosyal ağ kurmaya başlar.

Kaynak paylaşımı teşvik etmek ve kaynaklar bağlamında ihtiyacı net bir şekilde yürütmek için bir uygulama veya platform kurulabilir. Bu sayede akademisyenler ihtiyaç duydukları kaynağı net bir şekilde ve açık bir şekilde belirtebilir ve kaynaklar anlamında paylaşım artar.

Bu çalışmada araştırma görevlilerine odaklanılmıştır. Gelecekte araştırma görevlisi pozisyonunda olmayan lisansüstü öğrencilerine de odaklanılması fırsat ve kaynakların dağıtımında ve araşırma görevlisi olmanın etkisini ortaya çıkarabilir.

Buna ek olarak gelecekte bilgi paylaşım ağlarının detaylarının ortaya çıkması için akademik işbilriğinde olan devlet ve sanayi kurumlarının bilgi ve fırsatın akademisyenler ile paylaşım yapısına odaklanılabilir.

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