

THE POSSIBILITY OF THE FACULTY OF THEOLOGY UNDER THE ROOF OF RESEARCH UNIVERSITY

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Öz

Devletleri ayakta tutan en önemli unsurlardan birisi, bireylerin eğitilmesi ve kendi yapısı ve kültürüne uygun istendik vatandaş profiline oluşturulmasıdır.

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Diğer bir unsur ise; ekonomik ve teknolojik kalkınmanın sağlanmasıyla devletin güçlendirilmesidir. Eğitim-öğretimde en ileri kurumlar, araştırma ve üretme misyonu taşıyan, fon noktasında devletten en yüksek desteği alan yapılarıyla araştırma üniversiteleridir. Araştırma üniversiteleri bir yandan gelir getiren bilimsel çalışmalar üretirken, diğer yandan mevcut bilgi birikimini öğrencilerine aktararak onların yetişmesine hizmet eden kurumlardır. Bu çalışmanın amacı, araştırma üniversitesi çatısı altında İlahiyat fakültelerinin yer almasının mümkün olup olmadığının tespit edilmesidir. Çalışmada literatür taraması yapılarak önce araştırma üniversitesinin neligi incelenmiş, daha sonra genel bir çerçevede Türkiye’de hizmet veren araştırma üniversitelerine değinilmiştir. Son bölümde ise; İlahiyat fakültelerinin misyonu ve vizyonu ile araştırma üniversiteleri çatısı altında nasıl bir fonksiyona sahip olduğu/olacağı değerlendirilmiştir. Neticede, dinin bireyler ve toplumlar üzerindeki etkisinin incelenmesi ve araştırma ve üretmeye elverişli olması gibi yönlerinden dolayı, İlahiyat fakültelerinin, sosyal bilimlerin araştırma bulgularının göz önünde bulundurulması gereken bir alanı olduğu kanaatine varılmıştır. Ayrıca, İlahiyat fakültelerinin ekonomik üretimde doğrudan katkısı olmasına rağmen mevcudu ve üretileni koruma ahlakının edindirilmesinde dolaylı bir tesire sahip olduğu da söylenebilir.

Anahtar Kelimeler: Din Eğitimi, Araştırma Üniversitesi, İlahiyat Fakültesi, Sosyal Bilimler, Yükseköğretim Kurulu (YÖK).

The Possibility of the Faculty of Theology Under the Roof of a Research University

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Abstract

One of the most essential elements that keep states alive is the education of individuals and the creation of the desired citizen profile by their structure and culture. Another factor is to strengthen the state by providing economic and technological development. The most advanced institutions in education are research universities, which have the mission of research and production, and receive the highest support from the state in terms of funding. While research universities produce scientific studies that generate income, they are institutions that serve their students by transferring their existing knowledge to their education. This study aims to determine whether it is possible to include theology faculties under the roof of a research university. In the study, by doing a literature review, firstly, the nature of the research university was examined, then research universities serving in Turkey were mentioned in a general framework. In the last part, the mission and vision of theology faculties and the function they have/will have under the roof of research universities have been evaluated. As a result, it has been concluded that theology faculties are an area where the research findings of social sciences should be taken into consideration, due to their aspects such as examining the effect of religion on individuals and societies and being suitable for research and production. In addition, although the theology faculties do not directly contribute to economic production, it can be said that they indirectly affect the acquisition of the morality of protecting the existing and of the produced.

Keywords: Religious Education, Research University, Faculty of Theology, Social Sciences, Council of Higher Education (CoHE).

Introduction

University is a Latin word in origin and is derived from the word “Universitas.” It is known that “universitas” means unity and community, and it has been used in this sense in the Middle Ages. Today, when it comes to higher education, the first institution that comes to mind is universities.¹ When we look at the historical process of universities, it is seen that their primary function is education. These institutions, in which educational activities are carried out, have emerged in different names and forms in other regions according to the characteristics of the society and its culture.² One of these university types is the Academia, which Plato first established in 400 BC. Another is the Lyceum, founded by Aristotle in 387 BC, and the schools established in Rome are examples of university types. Another example is the Alexandria Museum, which was established as a research institute.³

Chinese higher education institutions, where Confucian teachings were given, emerged between 771-221 BC, and Indian Universities, where Buddhist teachings were given, appeared in the 5th century BC. The mosque-madrasah systems at the center of Islamic understanding are considered the first source of today’s universities.⁴ The first universities established with modern structuring were the University of Bologna in 1088 and the University of Paris in 1150. Shortly after these universities, Oxford University took place in the history scene in 1167.⁵ Today’s universities are a continuation of this process. Still, universities have continued their structuring by functionally differentiating over time with the development of societies, the acceptance of the world as a global village, and the spread of communication.

¹ Ali Rıza Erdem, “Change of Higher Education in the World”, *Selcuk University Journal of Social Sciences Institute*, No. 15, (2006), 299 (in Turkish).

² Asım Mustafa Ayten - İbrahim Hakan Göver, “Rethinking the Changing Higher Education System in Sociocultural and Spatial Contexts”, *Journal of Higher Education*, Vol. 10, No. 2, (2020), 142 (in Turkish).

³ Muhammet Damar etc. “Transformation Process in Universities and Research University Approach”, *International Journal of Civilization Studies*, Vol. 5, No. 2, (2020), 138; Erdem, “Change of Higher Education in the World”, 299. (All in Turkish).

⁴ Ayten - Göver, “Rethinking the Changing Higher Education System in Sociocultural and Spatial Contexts”, 142. (in Turkish).

⁵ Behiye Özge Sarıkaya Bütün, “New Generation University Evaluation in Entrepreneurial and Innovative University Index”, (Kayseri: Unpublished Master’s Thesis, Nuh Naci Yazgan University Institute of Social Sciences, 2019), 4. (in Turkish).

Today, the most advanced point of higher education is research universities. It is possible to see many definitions of research universities in the literature. Within these definitions, there are many qualifications such as the dominance of academic freedom in its structure, having a strong and qualified academic staff, focusing on research and reaching capable results, increasing the quality of education and training, supporting research with substantial funds, outstanding student level, focusing on graduate students instead of undergraduate students and offering opportunities to international students as well as national students. A new university structure emerged when Wilhelm von Humboldt introduced the research university logic in the 19th century. The Humboldt style has contributed to the broader use of research in universities. While education and training were central in the history of higher education, with this new model, the hierarchy has changed, and research has entered the process and reached the top. After all, it is stated that the research university is not just an institution but a model and an ideal. This idea seems to be still valid today.⁶

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Considering the structuring of research universities or their criteria, it is seen that these universities contribute critically to countries' economic development and growth. In addition, research universities also realize social development by working on the shared values of societies, countries, and humanity. In this case, research universities serve in a multi-faceted way and aim to contribute in-depth to interdisciplinary studies as well as to various disciplines' own fields. However, when a research university is mentioned in our country, it is thought to consist of empirical and experimental studies such as university-industry cooperation or the relations of similar institutions with a university. For this reason, the situation of social sciences in general and faculties of theology, in particular, should be addressed within the research university.

In recent years, the issue of social sciences status within the body of research universities in Turkey has been on the agenda. It is seen that under the umbrella of social sciences, the position of theology faculties is approached with prejudice since the sources of religion are clear and new things cannot be added to them. In this context,

⁶ Council of Higher Education, "Specialization and Mission Differentiation in Higher Education: Research Universities", *New CoHE Projects in Higher Education*, (Ankara: 2020), 12. (in Turkish).

the study aims to determine whether it is appropriate to include theology faculties under the roof of a research university.

1. Method of the Research

In this study, a literature review was conducted to examine in depth the possibility of theology faculties being located on the campus of research universities.⁷ Thus, related books, articles, papers, theses, and internet sites were scanned, and a conclusion was reached by evaluating the data obtained from all documents found.

Our research consists of three parts, excluding the introduction and conclusion parts. The first part discusses what a research university is and its historical process; in the second part, research universities in Turkey are mentioned; in the third part, the suitability of theology faculties working within a research university is discussed.

2. The Importance of Research

When the literature was scanned, no study was found on the possibility or suitability of theology faculties to serve under the roof of a research university, nor any criticism or negative point of view regarding the presence of theology faculties in research universities. In this sense, the study fills a gap in the field and is the first of the studies that can be done on this subject. Since this subject has never been studied before, it will also serve as a source for future research.

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3. What is a Research University?

As a result of movements such as the Renaissance and humanism, the pressure of the church on universities decreased in the Middle Ages, and Bonn University, which was established in 1818 without a papal decree, became a turning point in higher education. Prussian Education Minister Wilhelm von Humboldt kept up with this change and was influenced by the philosopher Schleiermacher's interpretation of the mission of universities as the awakening of the idea of science in the mind of the educated person and the discovery of knowledge depending on the fundamental laws of science, rather than the transfer of accepted knowledge. Based on this philosophy, Humboldt founded the University of Berlin in 1810, later becoming the Humboldt University. In addition to teaching, this university also

⁷ Niyazi Karasar, *Scientific Research Methods: Concepts-Principles-Techniques*, 35th Edition, (Ankara: Nobel Academic Publishing, 2020), 229-232. (in Turkish).

focuses on transparency-based research that can be proven, tested, and verified by others and can be disseminated.⁸ Thus, the first research university model took its place on the stage of history.

Research universities are advanced education institutions at the highest level of the world's academic systems, with the mission of researching and producing, educating doctors of science in many disciplines, and acting with the task of discovering new knowledge. The research university has a history of nearly 200 years, with many beautiful examples spread worldwide. There are basically three comprehensive approaches in Humboldt University, known as the German model. The first of these approaches is to update the aim of the education carried out within the scope of the university as teaching students to think instead of training staff who are specialized in a profession and aim to close the employment gap. The second approach is the belief that the way of teaching students how to think can be achieved by combining research and teaching, and therefore research has an important role. The third approach is that the university should not aim to serve the state directly, its academic freedom should be protected from various pressures, and it should be independent in terms of using reason and producing knowledge.⁹

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Today, although the influence of Humboldt University still continues, third-generation universities have been formed. This new understanding of university has developed due to reasons such as the increase in the demands for higher education and thus the number of students, the rise of multidisciplinary research, the increase in research costs, the effect of cooperation between the university and the industry, together with the globalizing world structure. The mission of third-generation universities is not limited to research and teaching. In addition, third-generation universities, whose functions of use and marketing the produced knowledge are added to their responsibilities, are sometimes referred to as entrepreneurial universities in the higher education literature. Because these universities hold their stakeholders responsible for outsourcing and are in close relationship with the business world through tools such as planning,

⁸ Erol Gürpınar etc., "The Process of Akdeniz University to Become a Research-Oriented University: Institutional Structure, Goals, Activities and Outputs", *Journal of Higher Education*, Vol. 11, No. 1, (2021), 176. (in Turkish).

⁹ Ramazan Şamil Tatık, "Views of Faculty Members on the Structuring of Research Universities: Education Faculties Example", (İstanbul: Unpublished Doctoral Thesis, Marmara University Institute of Educational Sciences, 2017), 28-30. (in Turkish).

leadership, and corporate governance. Entrepreneurial universities are the expanded form of research universities.¹⁰

The Humboldt model of higher education, which emphasizes the concept of research, public service, and the establishment of academic discipline-based departments, influenced many countries; Japan and the USA were the leaders of these countries. Between 1815 and 1914, the US Federal Government sent thousands of students to Germany to study in different departments and levels of higher education, paving the way for their education. This influential cadre, who grew up with the Humboldt model, established a new and effective American Academy when they returned.¹¹ Founded in the USA in 1876, Johns Hopkins University, Clark University in 1890, Stanford University in 1891, and the University of Chicago in 1892 formed a school for other research universities in the world by establishing their primary function on research and postgraduate education. Research universities, located at the top of educational institutions, have a significant influence as a model for other institutions, although they have a small share in higher education. Because these universities are busy with discovering new information, producing doctorates in many different disciplines, training professionals for various positions, transferring technology and providing service to society while continuing their education for undergraduate students. Research universities are elite and complex structures with many roles, both academic and social.¹² These institutions, whose mission is not limited to pioneering technological developments, also produce new information and analyses that mediate a better understanding of human emotions, spheres of influence, conditions, and individual and social structure through “social sciences and humanities.”¹³ The establishment of world-class universities by adopting the university model applied in Western countries and the changes in their policies to increase the quality of higher education have led to the formation of research universities. Ultimately, research universities have pla-

¹⁰ Gürpınar etc. , “The Process of Akdeniz University to Become a Research-Oriented University: Institutional Structure, Goals, Activities and Outputs”, 176. (in Turkish).

¹¹ Council of Higher Education, “Specialization and Mission Differentiation in Higher Education: Research Universities”, 12. (in Turkish).

¹² Gürpınar etc., “The Process of Akdeniz University to Become a Research-Oriented University: Institutional Structure, Goals, Activities and Outputs”, 176. (in Turkish).

¹³ Philip G. Altbach, “Past, Present and Future of Research Universities”, *The Path to Academic Excellence: Building World-Class Research Universities*, trans. Kadri Yamaç, Eds. Philip G. Altbach-Jamil Salmi, (Washington: Efil Publishing House, 2011), 9. (in Turkish).

yed a critical role in the development and growth of their states by making significant contributions to their countries both socially and economically.¹⁴

Research universities have several distinctive features stemming from their own missions. Chief among these are the highly qualified, distinguished teaching staff who have been given the opportunity to focus on research by reducing the course load. Relevant institutions work with advanced research infrastructure and their goals for the results they achieve are excellence. In addition, they keep the quality of education high by choosing their graduate students from distinguished people. They also have a vast funding opportunity from government and private sector resources. In addition, due to research performance being an important criterion for academic promotion, academics are focused on research and may compete for access to external research funding. Research is carried out about “scholarship, economic efficiency, and world leadership.” The quality of the human resource to be managed is also very high.¹⁵

The students trained by these universities are students equipped with many talents, and academic freedom is prioritized at every level of the institutions. Research universities, which also draw attention with their well-defined self-government structures, are designed as highly equipped facilities for reasons such as research and teaching, managerial and student life, and being multi-departmental and large institutions. Even at the undergraduate level, students have the opportunity to participate in the research of academicians, and they are offered in-class and out-of-class learning experiences. When we look at the student ratios in these universities, it is seen that the graduate students are more than the undergraduate students. Because the role assigned to the relevant institutions is high-quality postgraduate education where research studies have priority.¹⁶ In this context, the

¹⁴ Okan Gülbak, “Research University Initiative from the Perspective of Faculty Members: An Example of a Foundation University”, *Journal of University Studies*, Vol. 3, No. 3, (2020), 124-125. (in Turkish).

¹⁵ Nihat Erdoğan, “Research University Structure: Opportunities and Challenges”, *Policy Notes*, ILKE Science Culture Education Association, Policy Note-07, (June 2018), 6-7. (in Turkish).

¹⁶ Elifcan Öztekin etc., “Research Potential of the Faculty from the Perspective of Faculty Members and Research Assistants: The Situation of Boğaziçi University Faculty of Education”, *Bosphorus University Journal of Education*, Vol. 37, No. 2, (2020), 108; Erdoğan, “Research University Structure: Opportunities and Challenges”, 6-8. (in Turkish).

number of students per lecturer is deficient.¹⁷ The effectiveness of research universities is not only limited to the national level; they also contribute to the international research field. These world-renowned institutions, which work by taking their universal ethical values as a measure, can exchange students or academics with other domestic and foreign universities, request issues such as research cooperation and strategic partnership, and respond to requests. The understanding of excellence of research universities is not only limited to research activities, but they also have excellence in education and knowledge sharing. These institutions are institutions that develop tolerance and even encourage different views and approaches by professionalizing in preserving their scientific objectivity. Research universities can determine their strategic roadmaps and priorities and have the opportunity to make appropriate choices and fulfill their obligations to society by contributing to solving social problems.¹⁸

According to the data of “QS World University Rankings 2022”, 1300 universities were determined as the best universities in the world. The top 10 universities identified as the best in research universities are as follows:

1. Massachusetts Institute of Technology (USA)
2. University of Oxford (England)
3. University of Cambridge (England)
4. Stanford University (USA)
5. Harvard University (USA)
6. California Institute of Technology (USA)
7. Imperial College London (England)
8. ETH Zurich (Switzerland)
9. UCL (England)
10. University of Chicago (USA)¹⁹

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¹⁷ Ali Rıza Erdem, “The Critical Element Differentiating Higher Education and University: Academic Strategy”, *Higher Education in Turkey: Its Field, Scope and Policies*, Ed. Ahmet Aypay, (Ankara: Pegem Akademi Publishing, 2015), 8. (in Turkish).

¹⁸ Turkish Research Universities Alliance, *Research Universities and International Competition in Higher Education, Research and Innovation*, (2016), 3. (in Turkish).

¹⁹ QS 2022: World’s Best Universities Ranking, QS 2022: World’s Best Universities Ranking ([hotcourses-turkey.com](https://www.hotcourses-turkey.com)) (Access Date: 05.01.2022). (in Turkish).

4. Research Universities in Turkey

When we look at the historical process of higher education institutions in Turkey, it is possible to talk about the existence of 19 universities until 1981. However, it was seen that many universities were established between 1982 and 2018. Thus, as of 2021, the number of universities in Turkey has reached 207, of which 129 are state universities, 74 are foundation universities, and 4 are foundation vocational colleges. Currently, most universities established in the country are new and young institutions.²⁰ Looking at the structuring of universities, it can be said that universities in Turkey are just beginning to diversify. As pointed out, there exist different types of universities in around the world. One of them is the “Research universities” whose importance is increasing day by day. This situation has also affected Higher Education policies in Turkey. In a statement made by the Council of Higher Education (CoHE) in 2016, it was announced that five research universities would be determined in the first stage within the scope of the “Regional Development-Oriented Mission Differentiation and Specialization Project.” Subsequently, the CoHE announced the subject, and the universities requested were allowed to apply to the project. As of 2017, the process of determining research universities has started.²¹

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In the first stage of determining research universities, 58 state universities applied. In the initial assessment, the universities’ scores were calculated according to the indicators used by the research universities in the world, and 25 universities were determined according to the results. In the second stage, the “Self-Evaluation Report prepared by the universities within the scope of the request to become a research university” was evaluated. The evaluation criteria are as follows:

- “Research performance (SCI, SSCI, and A&HCI journal articles, impact factor, citations)
- Research Grants and Budgets (National and international research projects and budgets)

²⁰ Gürpınar etc., “The Process of Akdeniz University to Become a Research-Oriented University: Institutional Structure, Goals, Activities and Outputs”, 177; <https://istatistik.yok.gov.tr/> (Access Date: 06.01.2022). (All in Turkish).

²¹ Erdoğan, “Research University Structure: Opportunities and Challenges”, 13. (in Turkish).

- Internationalization (Number of international faculty and students, projects)
- Teaching and Postgraduate Education (Quality of teaching staff, number of international students and faculties, number of graduate and doctorate degrees)
- University-industry partnership (Techno-city company numbers, patent numbers).²²

As a result of the evaluation, 19 universities were selected. At the last stage, after the interview conducted by the jury consisting of representatives of the Ministry of Science, Industry, and Technology, Ministry of Development, TUBITAK, Quality Board, State and Foundation Universities, a total of 16 universities, 11 original and five substitutes, were determined and the process was completed. In this determination process, the current situation and future plans of universities, R&D studies, and leadership dimensions were considered.²³ After the process announced 11 research universities and five candidate research universities. The research universities selected by CoHE are Ankara University, Bosphorus University, Erciyes University, Gazi University, Gebze Technical University, Hacettepe University, Istanbul Technical University, Istanbul University, Istanbul University-Cerrahpasa, Izmir Institute of Technology, and Middle East Technical University. Candidate research universities are; Cukurova University, Ege University, Selcuk University, Uludag University, and Yildiz Technical University.²⁴

After the research universities and candidate research universities were identified, the process was as follows: These universities were monitored by a monitoring and follow-up commission, research universities that could not meet the objectives and strategies presented were excluded from the system, and it was stated that one of the candidate universities could be included in their place. The same situation was considered valid for candidate research universities, and their status was followed by CoHE. In addition, the Chairman

²² Serap Emil - Şehabettin Akşab, "Understanding the Concept of Research University in Turkish Higher Education: Comparative Analysis", *Educational Administration Research*, Ed. Celal Teyyar Uğurlu et al., (Sivas: 2018), 5. (in Turkish).

²³ Meeting with "Research and Candidate Research Universities" at CoHE: 4 October 2017/Ankara, <https://www.yok.gov.tr/Sayfalar/Haberler/yok-te-aday-ve-aday-arastirma-universiteleri-ile-toplanti.aspx> (Access Date: 06.01.2022). (in Turkish).

²⁴ Evaluation of Research and Candidate Research Universities 2020, <https://www.yok.gov.tr/Sayfalar/Haberler/2020/yok-ten-arastirma-ve-aday-arastirma-universiteleri-degerlendirilmesi.aspx> (Access Date: 06.01.2022). (in Turkish).

of CoHE at the time, Yekta Saraç, said that the criteria used in the evaluation of universities in the world were taken as a basis in the process of determining research universities.²⁵

Three different ways are followed regarding the determination processes of research universities worldwide. The first of these is the selection of a few universities with potential among the existing universities and their support by the state; the second is the creation of a new institution by merging some of the existing universities; the third is the establishment of a university from scratch for this purpose. When these three ways are examined, it is understood that the first way is preferred in determining the research universities in Turkey. Looking at the top ten research universities, it can be seen that well-established universities were primarily selected.²⁶

The 2017-2018 data of the current research universities and candidate research universities were announced by the commissions. In 2019, the performances of universities were examined with 32 indicators under the headings of “Research Capacity,” “Research Quality,” and “Interaction and Cooperation,” and the current score rankings of universities were made. In addition, three-year performance comparisons of universities are also discussed.²⁷ In the *Research Oriented Mission Differentiation Program* in 2021, the changes made to research universities were announced. One of the changes stated that 20 state and three foundation universities would take place within the scope of research universities. It has been noted that the candidate research university will be abolished, and all universities will be included in the scope of research universities. Still, these research universities will also be divided into three performance groups. In addition, it has been explained that the performances of universities will be monitored by the “Monitoring and Evaluation Commission” established by CoHE and the support provided to research universities will be determined according to the performance group of the university. The research universities announced as a result of the evaluations made during the year, new decisions and changes are as follows:

²⁵ Erdoğan, “Research University Structure: Opportunities and Challenges”, 15-16. (in Turkish).

²⁶ Erdoğan, “Research University Structure: Opportunities and Challenges”, 16-17. (in Turkish).

²⁷ Evaluation of Research and Candidate Research Universities 2020, <https://www.yok.gov.tr/Sayfalar/Haberler/2020/yok-ten-arastirma-ve-aday-arastirma-universiteleri-degerlendirilmesi.aspx> (Access Date: 07.01.2022). (in Turkish).

1. Middle East Technical University
2. Istanbul Technical University
3. Bosphorus University
4. Izmir Institute of Technology
5. Yildiz Technical University
6. Ankara University
7. Istanbul University
8. Erciyes University
9. Hacettepe University
10. Gebze Technical University
11. Ege University
12. Istanbul University-Cerrahpasa
13. Marmara University
14. Bursa Uludag University
15. Dokuz Eylul University
16. Ataturk University
17. Gazi University
18. Cukurova University
19. Firat University
20. Karadeniz Technical University

Foundation research universities are:

1. İhsan Doğramacı Bilkent University
2. Sabanci University
3. Koc University²⁸

When we look at the understanding of research universities established in Turkey and research universities worldwide, it is seen that research universities differ from the model known as Humboldt university at the center. This is because no changes have been made in the functioning, purpose, and functions of universities that have become research universities. In this case, universities are thought to be market-oriented rather than research universities. For this reason,

²⁸ Chairman of CoHE Özvar Announces New Arrangements for Research Universities, <https://www.yok.gov.tr/Sayfalar/Haberler/2021/arastirma-universiteleri-ile-toplanti.aspx> (Access Date: 07.01.2022). (in Turkish).

it is clear that the philosophies of the research-oriented university being tried to be established in Turkey and the research-oriented model in question do not fit together.²⁹ As a result, it is quite clear and understandable that research universities' founding purposes differ from those of other universities.

In his study on research universities in Turkey, Erdogmus stated that a planned change effort is needed to be like exemplary research universities in the world. The stages in realizing this situation are analyzing the current situation in the resources and capabilities of universities, designing a model research university, introducing strategies for transitioning from the current situation to the new model, and developing and increasing projects and activities according to the new situation.³⁰ On the other hand, Erdogmus also stated that the position, management, and structuring of research universities in Turkey in the new process is an important issue and that the government and CoHE have a great responsibility in this regard. Because, in order for research universities to do their part, all relevant regulations, especially the necessary laws and regulations, must be made.³¹

5. Possibility of Faculty of Theology

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Theology faculties in Turkey are faculties designed by the academic structure. It is possible to understand this by examining the work missions determined by the theology faculties. Here, as an example, the mission of Ankara University Theology Faculty, which was opened in 1949 and is the first of today's theology faculties, will be discussed:

The genuine vision of our Faculty is to educate students who can evaluate their cultural heritage, demonstrate lifelong learning skills, strive to improve themselves by interiorizing knowledge, try to become virtuous, interpret life, and produce solutions to problems by using scientific data. To contribute to the its field through academic research, to support social development through social responsibility projects held by itself, to pioneer in the field of theology. The unique mission of our Faculty is to enable society to understand and

²⁹ C. Ergin Ekinci etc., "Higher Education Models and Evaluation of the Turkish Higher Education Model", *International Journal of Scientific Research*, Vol. 3, No. 2, (2018), 787-789. (in Turkish).

³⁰ Erdoğan, "Research University Structure: Opportunities and Challenges", 30. (in Turkish).

³¹ Erdoğan, "Research University Structure: Opportunities and Challenges", 34-35. (in Turkish).

*learn about religious issues in a proper way. To investigate the phenomenon of religion from its basic sources, to evaluate it in the light of new developments, to follow the needs and tendencies of society, and find solutions to the problems encountered in religious issues.*³²

While determining the faculty's mission, it is seen that the Turkish people, who have embraced Islam and whose national and religious culture have been intertwined for many years, aim to learn and understand their religion correctly. It can be said that reasons such as preventing misperceptions and superstitions and preventing abuse of the public due to the structure of religion that plays an active role in mass management are effective. While doing this, the faculty underlines that it adheres to universal ethical values, handles the phenomenon of religion with interdisciplinary cooperation, puts the primary sources of religion in the center during research, and produces solutions to religious problems in line with the current needs and tendencies of the society. The missions mentioned so far have the quality to form an opinion about why a theology faculty should be. Because it is unthinkable to leave the religious discipline, which has a significant influence on society, to be casual, keeping the correct information in a preserving and auditable quality within an education system under state control is necessary.

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Kant emphasizes that a state administration uses some factors to achieve its purpose and points out that these are the eternal happiness of the individual, happiness as a citizen, and physical happiness. Theology, Law, and Medicine faculties reflect the aforementioned factors in education. Kant, in this regard, states:

By public teachings about the first of these, the government can exercise very significant influence to uncover the innermost thoughts and guide the most secret intentions of its subjects. By teachings regarding the second, it helps to keep their external conduct under the reins of public laws, and by its instructions regarding the third, to make sure that it will have strong and numerous people to serve its purposes. So the ranks were customarily assigned to the higher

³² <http://www.divinity.ankara.edu.tr/en/mission-and-vision/> (Access Date: 12.01.2022). Also, for a general evaluation of the missions of theology faculties in Turkey, see: Mustafa Köylü, "Higher Religious Education in Turkey and Western Countries: A Qualitative Comparison", *MANAS Journal of Social Research*, Vol.7, No.3, (2018), 262-265 (in Turkish).

*faculties-theology first, law second, and medicine third-are in accordance with reason.*³³

Kant states that in human societies governed by teaching, these three faculties must be based on the courses made up of the writings presented to them by the administration. Because in this way, an accessible and stable norm that will appeal to people is revealed.³⁴ In his statements above, Kant also mentions the importance of theology faculties for state administration and law and medicine faculties. In this context, it can be said that in societies mixed with religion, religious education must be given for the social life to have a certain order and for the benefit of the state.

Later, Ankara University Faculty of Theology continued its mission based on the idea of meeting the religious needs of society and humanity. Relying on Kant's point of view again, it can be stated that this mission is not only used for otherworldly interests but also aims at the moral development of individuals and the desired construction of social structure with fixed norms. The faculty draws attention to the aim of educating theology scholars who are equipped with the professional knowledge and skills suitable for the needs of the age, who can carry out scientific research in the field, who are participative, sharing, and conciliatory, and have superior qualifications so that they can serve this goal.

At this point, it is understood that the working style of theology faculties is not only to make new generations memorize the main sources of religion. Theology faculties produce scientific data that seeks answers to the following questions: What can be done to design society according to the requirements of the age, how effective it is, how it is applied, to what extent it is addressed to whom, where it is applied, how long it should be continued, the extent of individuals' need for spirituality, the consequences of giving or not providing religious education or its lack. In addition, these faculties are also investigating issues such as examining the main sources of religion to be understood correctly and the equivalent of some scientific developments in fields such as physics, astronomy, and biology in the Qur'an.

In order to evaluate the possibility of theology faculties being included in research universities, it is helpful to start out with the

³³ Immanuel Kant, *The Conflict of the Faculties – Der Streit der Fakultäten*, trans. and int. Mary J. Gregor, (New York: Abaris Books, 1979), 31, 33.

³⁴ Kant, *The Conflict of the Faculties – Der Streit der Fakultäten*, 31, 33.

unique structure of these higher education institutions. Delbanco states that a research university should have different purposes. According to him, these purposes are to transfer knowledge from the past to future generations as a living resource and to carry out research activities by graduate students and faculty members in order to put new information on existing knowledge.³⁵ At the point of realizing the goals that Delbanco mentioned, it is possible to see various science institutes in the center of universities in Turkey. Social Sciences Institute, Science Institute, and Health Sciences Institute are a few of them. Within the Institute of Social Sciences, besides many departments, departments belonging to faculties of Theology continue to exist. Related departments include Basic Islamic Sciences, Philosophy, Religious Sciences, and Islamic History and Arts. The Department of Basic Islamic Sciences, one of them, aims to conduct academic studies by putting the Qur'an and Sunnah in the center in terms of belief, worship, and morality, aiming to contribute to the understanding of the basic sources of Islam. Philosophy and Religious Studies, on the other hand, deal with the sociological, psychological, and philosophical dimensions of the relationship between man and religion, the place of religion in individual and social life, and the relationship between religion and reason. On the other hand, the Department of Islamic History and Arts tries to academically present the social, cultural, historical, and artistic aspects of Turkish-Islamic history, taking into account the historical process of the religion of Islam.³⁶

³⁵ Andrew Delbanco, *College : What It Was, Is, and Should Be*, (Princeton and Oxford: Princeton University Press, 2012), 2.

³⁶ Tahsin Görgün, "Turkish University and Religious Sciences: What Should the Academic Structure, Departments and Departments of Theology be?". *How Should Today's Theology Be? -Problems and Solution Suggestions-*, Ed. Süleyman Akyürek, (Istanbul: Ensar Publications, 2015), 149-164. (in Turkish). Theology faculties, where researchers with doctorate degrees in the three mentioned fields are trained, are also higher education institutions where educational activities are carried out for undergraduate students. In recent years, necessary monitoring and evaluation activities have been carried out in accordance with the criteria determined by the Council of Higher Education (CoHE) in order to examine and supervise the educational, social and cultural activities carried out at undergraduate and graduate level in theology faculties, as in other faculties. CoHE evaluation criteria gathered under five different headings as "quality assurance system, education and training, research-development and social contribution, management system" and their realization within the faculty are closely followed by the relevant commissions established within the institution. In this context, the relevant committees examine and report the planning, implementation and achievements of the issues specified in the sub-headings concerning the five main topics and send them to the relevant units at the university. Universities, on the other hand, combine the relevant data from different institutions and make them a single file, and transmit

In this sense, theology faculties are faculties suitable for operating within a research university. Because religion is a phenomenon that has existed in all societies from past to present and has an intense knowledge accumulation with its effects on social life and history, for this reason, it is impossible to ignore the theology field or to claim that it has no scientific value. It is worth investigating what kind of consequences such an influential phenomenon, which has affected countless societies, has had both in the life of the individuals and in the structuring of the communities. In the same way, it becomes necessary to measure which religion is understood in which society and at what time. In these areas of life, it dominates, and as a result, its positive or negative effects, in building and maintaining a healthy society and understanding the cultural structure.³⁷

The reason why today's research universities exist is summarized in a few articles. The first of these items is that research universities contribute to the nation's economy. The university should have a competitive nature both nationally and individually. The second issue is political. For a strong, developed state to survive, citizens need to be educated. The third argument is that higher education opens the door to the student's mental world and develops their emotional world to gain new knowledge and different experiences.³⁸ When theology is considered in this context, these faculties do not produce research and inventions that will provide a direct economic return. In general, none of the faculties of social sciences do such studies. Because studies with financial returns are not within the framework of research and knowledge production of social sciences. However, the main question to be asked here is: Does this prevent social sciences in general and faculties of theology in particular from being included in a research university? It is possible to say that although

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them to CoHE between the specified dates. For further info, see: https://yokak.gov.tr/Common/Docs/Site_degerlendirme_prog_doc/GenelDegerlendirme20152019.pdf (Access Date: 19.06.2022)

³⁷ For further information, see: Recai Doğan, "How Should The Educational Understanding of Theology Faculties Be?", *How Should Today's Theology Be? -Problems and Solutions- Controversial Scientific Specialization Meeting, 01-04 June 2014*, (2015), 351-370; Recai Doğan, "Republican Theology Faculties/ Religious Higher Education: Historical Development, Problems and Future", in the *Process of Institutionalization of the History of Religions in Turkey*, by Prof. Dr. Abdurrahman Küçük, (2016), 231-250. (All in Turkish); Saadettin Özdemir, "The Role of Program Diversity of Faculties of Theology/Islamic Sciences in Increasing the Quality of Service in the Field of Religious Services", *Higher Religious Education*, Ed. Z. Şeyma Altın, (Istanbul: Dem Publishing, 2018), 399-422, (in Turkish).

³⁸ Delbanco, *College : What It Was, Is, and Should Be*, 25-32.

these faculties do not produce studies that bring economic income directly, they indirectly contribute to the economy. Because, as much as production, the value and protection of the created things are also very important. The way to do this is by educating and disciplining people and society morally and in terms of virtues. In other words, it can be said that social sciences and theology faculties are a spiritual wing that preserves the material attachment that builds society by fulfilling this mission. It can be argued that in this balancing act, the preservation of matter is as necessary as its production and that one cannot exist without the other.

According to the second point, which is political, if the theology faculties are considered, the following inference can be obtained: It can be said that the faculties of theology can play an active role in the construction of a developed and strong state because religion is a structure that educates its followers on issues such as the love and protection of the homeland and contains arguments such as having good morals and interlocking individuals based on the understanding of the discipline. In this sense, it can be stated that faculties of theology are schools that have a high impact on creating the desired citizen profile. Education, which determines whether scientific research that generates income, such as technological or medical developments, will ultimately be used for the good or evil of humanity, is a conscience education. It can be said that social sciences and theology, in particular, undertake this task. Regarding the third thesis of making the student's mind and emotional world open to new information, theology faculties are compatible with other faculties. Theology studies are exciting and intriguing since their fields of study are human, human spirituality, education, psychology, and actions. For example, it can be stated that research to be conducted on the religious perspectives of individuals who perpetrate violence against women or those who commit child murders, the adequacy of the religious education they receive, or how much and to what extent they include religion in their lives, will generally enlighten both the mental and emotional worlds of students.³⁹

Theology faculties carry out research with their different main branches and sub-disciplines. For this reason, theology faculties are under the roof of various research university campuses in Turkey.

³⁹ For similar findings, see: Cemal Tosun, "Theology at the University: An Evaluation in Terms of Science Theory and Social-Political Grounding", *Turkish Journal of Religious Education Studies*, No.13, (2022), 13-24 (in Turkish).

Among the research universities in Turkey, those with a faculty of theology are as follows:

1. Ankara University⁴⁰
2. Erciyes University⁴¹
3. Istanbul University⁴²
4. Marmara University⁴³
5. Bursa Uludag University⁴⁴
6. Dokuz Eylül University⁴⁵
7. Ataturk University⁴⁶
8. Cukurova University⁴⁷
9. Firat University⁴⁸

In addition, Ege University has a Faculty of Islamic Sciences.⁴⁹

Having a Faculty of Theology in a research university is not unique to Turkey. Among the research universities located in different parts of the world, different institutions have a Faculty of Theology. Because at the university, religion is considered a phenomenon that affects individuals and societies rather than being an internal and individual option. Among the institutions that are determined as the best universities in the world, the ones that have a faculty of theology among the top ten universities are as follows:

1. University of Oxford⁵⁰
2. University of Cambridge⁵¹
3. Stanford University⁵²

⁴⁰ <http://www.divinity.ankara.edu.tr/> (Access Date: 12.01.2022).

⁴¹ <https://ilahiyat.erciyes.edu.tr/> (Access Date: 12.01.2022).

⁴² <https://ilahiyat.istanbul.edu.tr/tr/> (Access Date: 12.01.2022).

⁴³ <https://ilahiyat.marmara.edu.tr/> (Access Date: 12.01.2022).

⁴⁴ <https://uludag.edu.tr/ilahiyat> (Access Date: 12.01.2022).

⁴⁵ <https://ilahiyat.deu.edu.tr/tr/> (Access Date: 12.01.2022).

⁴⁶ <https://birimler.atauni.edu.tr/ilahiyat-fakultesi/> (Access Date: 12.01.2022).

⁴⁷ <https://ilahiyat.cu.edu.tr/> (Access Date: 12.01.2022).

⁴⁸ <http://ilahiyatf.firat.edu.tr/tr/> (Access Date: 12.01.2022).

⁴⁹ <https://biif.ege.edu.tr/> (Access Date: 12.01.2022).

⁵⁰ <https://www.ox.ac.uk/admissions/undergraduate/courses-listing/theology-and-religion> (Access Date: 12.01.2022).

⁵¹ <https://www.divinity.cam.ac.uk/> (Access Date: 12.01.2022).

⁵² <https://religiousstudies.stanford.edu/> (Access Date: 12.01.2022).

4. Harvard University⁵³
5. University of Chicago⁵⁴

Conclusion

Research universities are educational institutions that have more research activities in the study structure compared to higher education institutions with a focus on teaching. Faculties serving within their bodies are expected to produce continuous knowledge in their own fields. Each scientific discipline's research and its ability is specific to its field. While technological productions, chemical compositions, medical developments, innovations in treatment methods, and drugs are marketable, faculties serving under the roof of social sciences work on factors that concern people and society. In this sense, social sciences, which can be said to have not had much of a share in economic production, mainly work on the management and construction of a society and, on this occasion, the establishment of a healthy social structure that is connected to each other. Thus, they examine the nation, one of the essential elements of the state, and offer suggestions. It should not be forgotten that the social structure has a share as well as the economy in the strength and continuity of a state. In this context, it is concluded that faculties of social sciences have a place under the roof of research universities and faculties focused on production.

Theology faculties are institutions that conduct education and research within the scope of social sciences. Theology faculties focus on religion as a phenomenon, the contributions of the primary sources of religion to history and today, and the effects of belief structures on people, societies, and various areas of life. Religion is a phenomenon that has a wide range of influence in terms of time and space, which has affected all societies from the first human to the present. For this reason, examining the effect of religion on today's social structures and human existence is important for the protection of states. Because the conflicts arising from the differences in belief styles, religion, and sectarian conflicts have caused the collapse of many states with both civil wars and external attacks, this chaotic environment continues under the roof of different states today. The-

⁵³ <https://hds.harvard.edu/> (Access Date: 12.01.2022).

⁵⁴ <https://divinity.uchicago.edu/> (Access Date: 12.01.2022).

refore, it can be said that it is of vital importance to conduct research on such a highly influential phenomenon.

Another issue is the fact that religions are basically moral structuring systems. Individually successful religious education reduces or eliminates undesirable behaviors such as theft, adultery, alcohol consumption, violence, and murder that will corrupt society. Apart from this, values such as patience, tolerance, justice, respect, self-sacrifice and hard work are also brought into society through religious education. This means that a society where daily life is well maintained qualifies as a liveable, virtuous society. Because these values are promoted in the primary sources of religion, it can be said that religion is an issue that should be dealt with in both teaching and research.

Another issue is that the faculties of theology produce information by the general rules of religion about the issues that arise in today's world. In addition, relevant institutions are primarily places where religion is taught how to approach actions that cause moral and spiritual regression of the social structure. Afterward, they are higher religious education institutions where experts are trained to provide the service of educating society by using this information. In societies where a particular religion has been lived for centuries, that religion becomes an inseparable part of the living culture by permeating many different areas of life. In this context, it can be said that in the lands of Turkey, where Islam has been practiced for over a thousand years, religious education, like general education, is a branch of the service of protecting, supporting, and developing national and local values. When the subject is handled from this point of view, it is seen that research universities' development task and theology faculties' task to build the desired society are two wings of a state structure. Because, as well as strengthening the state budget with productions that will provide an economic return, matters such as protecting these productions, not being a tool for projects that are against humanity, and providing benefits to the state and the nation are also significant. Religious education, which includes the teachings of developing common sense and opposing oppression, strengthens the society's perception of value and effectively prevents the silencing of conscience. Supporting economic wealth with a quality society can contribute to building a strong state in all respects. Therefore, the mission of theology faculties to create a desirable community is among the factors that enable them to be in a research university.

Consequently, it can be concluded that it is both possible and necessary for theology faculties to be under the roof of research universities; since, in the relevant literature review, no criticism or negative point of view was found against the existence of theology faculties in research universities.

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ARAŐTIRMA ÜNİVERSİTESİ ÇATISI ALTINDA İLAHİYAT FAKÜLTESİNİN VARLIĞININ İMKÂNI

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Geniřletilmiş Özet

Bu çalışmanın amacı, araştırma üniversitelerinin bünyesinde İlahiyat fakültelerinin varlığının mümkün olup olmadığının tespit edilmesidir. Araştırma üniversitesi anlayışının 1810 yılında Wilhelm von Humboldt tarafından Berlin Üniversitesi'nin kurulması ile ortaya çıktığı kabul edilmektedir. Araştırma üniversiteleri, yapısı gereği araştırma ve üretme misyonu ile farklı disiplinlerde lisansüstü eğitimi önceleyen, dünya akademik sisteminin zirvesindeki ileri seviye eğitim kurumlarıdır. Üniversiteler içerisinde sayılarının az olmasına rağmen ortaya koydukları etki bakımından oldukça önemli bir yer işgal etmektedirler. Araştırma üniversitelerinde hem farklı yeteneğe sahip öğrencilerin olması hem de akademik özgürlüğün ön planda tutulması esastır. Bununla birlikte öğrencilerin, akademisyenlerin arařtırmaları ile sınıf içi ve dışı faaliyetlere aktif katılım sağlaması da öncelenmektedir. Ayrıca araştırma üniversitelerinde lisans öğrencilerinden çok lisansüstü öğrencilere ağırlık verilmektedir. Zira bu kurumlara biçilen rol düşünüldüğünde lisansüstü eğitime öncelik verilmesi ve farklı disiplinlerde doktora derecesine sahip akademisyenler yetiştirilmesi kaçınılmaz olmaktadır. Dünyada iki yüz yıllık bir geçmiři bulunan araştırma üniversitelerinin Türkiye'deki mazisi ancak 2016 yılına gitmektedir. Bu tarihten sonra Yükseköğretim Kurulu (YÖK) tarafından "Bölgesel Kalkınma Odaklı Misyon Farklılaşması ve İhtisaslaşma Projesi" kapsamında ilk aşamada 5 adet araştırma üniversitesi belirleneceği açıklanmış ve 2017 yılında çalışmalara başlanmıştır. Şu an itibariyle araştırma üniversitesi kapsamında bulunan ve mevcut kriterleri sağlayan 20 devlet ve 3 vakıf üniversitesi bulunmaktadır. Türkiye'deki ve dünyadaki araştırma üniversitelerinin oluşma şekline bakıldığında ortaya konan girişimlerin/yaklaşımların birbiriyle tam olarak uyuşmadığı görülmektedir. Ülkemizdeki araştırma üniversitelerinin kuruluş gayeleri dikkate alındığında ise birbirleriyle benzer yönlerinin olduğunu söylemek mümkündür.

Bu çalışmada; İlahiyat fakültelerinin araştırma üniversiteleri bünyesinde yer almasının imkanının derinlemesine incelenmesi ve ileride yapılacak arařtırmalara

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zemin oluřturması için literatür taraması yapılmıřtır. Mevcut bulunan belgelerin ve kaynakların incelenmesi sonucu veri toplanması biçiminde uygulanan bir yöntem olan literatür taraması, arařtırmaların önemli evrelerinden birisidir. Arařtırma kapsamında konuyla ilgili kitaplar, makaleler, bildiriler, tezler ve internet siteleri taranmıř, bulunan tüm belgeler üzerinden elde edilen veriler bir araya getirilip deęerlendirilerek bir sonuca ulařılmıřtır. Buna göre arařtırma, giriř ve sonuç kısımları hariç, üç bölümden oluřmuřtur. İlk bölümde arařtırma üniversitesinin ne olduęu ve tarihsel süreci ele alınmıř, ikinci bölümde Türkiye'deki arařtırma üniversitelerine deęinilmıř ve üçüncü bölümde ise İlahiyat fakültelerinin bir arařtırma üniversitesi bünyesinde çalışmasının uygunluęu/mümkünlüęü tartıřılmıřtır.

Ülkemizdeki İlahiyat fakülteleri akademik yapıya uygun bir şekilde ortaya çıkan fakültelerdir. Bu fakültelerin kurulma gerekçelerine ve halihazırdaki farklı İlahiyat fakültelerinin misyonlarına bakıldıęında bu kurumların amacının yalnızca dinin ana kaynaklarını yeni nesillere ezberletmek olmadıęı anlařılmaktadır. İlahiyat fakülteleri gerek insanı gerekse toplumu merkeze alarak ihtiyaç duyulan konularda bilimsel veriler üretme hedefi tařımaktadır. Tüm bunların yanında dinin ana kaynaklarının daha iyi anlařılabilmesi ve bir bütünlük içerisinde incelenebilmesi için İlahiyat fakültelerinin fizik, biyoloji, astronomi vb. gibi çeřitli alanlardaki bilimsel verilerden yararlanması icap etmektedir. Ayrıca bu durumların Kur'an'daki karřılıklarının da ele alınması ve ilgili hususların disiplinlerarası bir anlayıřla arařtırılması da fakültenin çalışma biçiminin içerisinde yer almaktadır.

Sonuç olarak; arařtırma üniversitelerinin, bu vasıfta olmayan dięer yükseköğretim kurumlarına göre arařtırmayı önceleyen bir yapıya sahip olduęu görülmektedir. Arařtırma üniversiteleri, kendi bünyesinde bulunan fakültelerden devamlı bir şekilde bilgi üretimi yapmasını beklemektedir. Zira her fakültenin kendine özgü bir bilgi üretim alanı vardır. Bundan dolayı İlahiyat fakültelerinin de kendine özgü arařtırma alanları mevcuttur. Genelde sosyal bilimler bünyesinde bulunan fakülteler ve daha özelden İlahiyat fakültelerindeki durum fen bilimleri alanındaki fakültelerden farklıdır. Saęlık bilimleri ve doęa bilimleri daha çok ekonomiye yönelik çalışmalar, teknolojik üretimler, tıbbi gelişmeler gibi çeřitli alanlarda ilerleme kaydederken, İlahiyat fakülteleri ise toplumsal yapıyı etkileyen din ve eğitim bağlamında insan ve toplum merkezli akademik çalışmalar yürütmektedir. Bir toplumun, devletin güçlü ve kalkınmıř olmasında ekonomik payın etkisi önemli olsa da, toplumsal refahın saęlanması ve sürdürülmesinde ahlaki ve etik deęerlerin katkısı da yadsınamaz bir gerçektir. Dinî öğretilerle temellendirilen ahlak sistemleri ve etik deęerler, bireysel ve toplumsal kaliteyi domine/takviye edici etkiye sahiptirler. Bu bakımdan İlahiyat fakülteleri; din, ahlak, eğitim bağlamında ilahiyat bilimi alanı başta olmak üzere dięer fen ve sosyal bilimlerle de işbirlięi yaparak pek çok konuda çalışma yürütmekte, projeler geliřtirmekte ve sorunlara çözüm önerileri sunmaktadırlar. İlahiyat fakülteleri çağın gerektirdięi bilgi üretimini gerçekleştirerek insanlıęı ve toplumu manen zayıflatan pek çok deęerin dinî bir bakıřla öğretilildięi ve bunların öğretimini gerçekleřtirecek uzmanların yetiřtirildięi yüksek din eğitimi kurumlarıdır. Arařtırma üniversitelerinin kalkınma odaklı bir misyona sahip olduęu görülmektedir. Kalkınma ise bir toplumun top yekün deęiřerek istenilen kořullara geçebilecek özellikler kazanması olarak deęerlendirilmektedir. Kalkınmayı oluřturan kořulların ekonomik olduęu kadar siyasal, toplumsal ve kültürel boyutları da bulunmaktadır. Türkiye'de genel eğitim ve din eğitimi, milli ve yerli deęerler kapsamında toplumsal ve kültürel deęiřimi destekleyici ve geliřtirici bir misyona sahiptir. Bu bağlamda kalkınma odaklı arařtırma üniversitelerinin misyonu ile İlahiyat fakültelerinin misyonu paralellik arz etmektedir. Ayrıca, ekonomik getiri saęlayan bilgilerin ve ürünlerin

muhafaza edilmesi, insanlığın ve ülkenin yararına kullanılması gibi noktalarda din eğitiminin toplumun değer algısını geliştirerek koruyucu bir misyon üstlenmesi de İlahiyat fakültelerinin araştırma üniversitesi içerisinde bulunmasına imkân sağlayan faktörler arasında yer almaktadır.

Anahtar Kelimeler: Din Eğitimi, Araştırma Üniversitesi, İlahiyat Fakültesi, Sosyal Bilimler, Yükseköğretim Kurulu (YÖK).

