

DECISION-MAKING PROCESSES OF UNIVERSITY ADMINISTRATORS IN A
CRISIS: A QUALITATIVE EXPLORATORY CASE STUDY

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ABSTRACT

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This study aims to combine two complex concepts which are higher education administration and crisis decision-making. Studies about decision-making in crisis within the perspective of Educational Administration are limited as most of the studies on this topic conducted with decision-makers from fire departments, police departments and military services who mostly face with situations to make life-and-death decisions. As the crisis decision-making has become very popular in the last two decades and the number of crises seen in the HEIs (Higher Education Institutions) increase day by day, the aim of the study is to explore the decision-making processes of the senior university administrators in crisis in the universities within the scope of their crisis perceptions. Therefore, a qualitative exploratory case study was conducted with the participation of eight senior university administrators of a public university in Ankara, Turkey to see the situation in the university case. Participants were selected by purposive typical sampling to provide balance while choosing administrators from different positions like president, vice-president, dean or director. The data was collected through semi-structured interview questions and data were analyzed through descriptive and content analysis. The results indicated that the way decision-makers perceive crisis may vary. Moreover, the results showed senior university administrators are not fully knowledgeable about possible ways of effective crisis

decision-making. Majority of the participants had the tendency of being rational and analytic during crisis decision-making and they are found to be biased to make intuitive decisions. To conclude, findings provided many steps of decision-making process in crisis situations which are overlap with recognition-primed decision-making.

Keywords: senior university administrators, higher education, crisis decision-making, crisis perception, decision-making processes



ÖZ

ÜNİVERSİTE YÖNETİCİLERİNİN KRİZ OLARAK TANIMLANAN DURUMLARDA KARAR VERME SÜREÇLERİ: NİTEL BİR VAKA ÇALIŞMASI

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Yüksek Lisans, Eğitim Bilimleri Bölümü

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Bu çalışma, iki karmaşık konsept olarak nitelendirilebilecek, yükseköğretim yönetimi ve kriz durumlarında karar vermeyi birleştirmeyi amaçlamıştır. Kriz durumlarında karar verme ile ilgili çalışmalar Eğitim Yönetimi alanında daha önce fazla yürütülmesi de daha çok ölüm kalım kararları veren itfaiye, polis teşkilatı ve askeri hizmetlerdeki karar vericiler ile çokça yürütülmüştür. Kriz durumlarında karar verme son yirmi yılda çok popüler hale geldiğinden ve yükseköğretim kurumlarında görülen krizlerin sayısı günden güne arttığından, bu çalışmanın amacı üst düzey üniversite yöneticilerinin karar alma süreçlerini, onların kriz algıları doğrultusunda anlamak ve keşfetmektir. Bu sebeple, örneklemini Ankara ilinde bir devlet üniversitesindeki sekiz üst düzey üniversite yöneticisinin oluşturduğu nitel bir vaka çalışması yapılmıştır. Katılımcılar, rektör, rektör yardımcısı, dekan ve müdür farklı yönetim pozisyonlarını dengelemek adına amaçlı örnekleme yoluyla seçilmiştir. Veriler yarı yapılandırılmış görüşme soruları ile toplanmış, tanımlayıcı ve içerik analizi ile analiz edilmiştir. Sonuçlar karar vericilerin krizi algılama biçimlerinin değişkenlik gösterebileceğini vurgulamıştır. Ayrıca, üst düzey üniversite yöneticilerinin kriz durumlarında etkili karar vermenin

olası yolları hakkında tam olarak bilgi sahibi olmadıklarını görülmüştür. Katılımcıların çoğunun kriz olarak nitelendirdikleri durumlarda karar verirken rasyonel ve analitik olma eğiliminde olduğu ve sezgisel kararlar vermeleri konusunda taraflı olduğu anlaşılmıştır. Sonuç olarak, bulgular kriz durumlarında tanınırlığa dayalı karar verme modeli ile örtüşen birçok karar alma süreci basamağını ortaya çıkarmıştır.

Keywords: üst düzey üniversite yöneticileri, yüksek öğretim, krizlerde karar verme, kriz algısı, karar verme süreçleri





*Dedicated to the memory of my beloved
cousin Emre and my illustrious grandpa
Nidai Ergun, who taught me to be
determined and strong minded...*

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LIST OF ABBREVIATIONS

HEIs	Higher Education Institutions
CoHE	Council of Higher Education
NDM	Naturalistic Decision Making
RPD	A Recognition-Primed Decision
FFH	Fast and Frugal Heuristics
HB	Heuristics and Biases



CHAPTER 1

INTRODUCTION

In this chapter, sections of background of the study, introduction to the problem, statement of the problem, research questions, purpose of the study, significance of the study, and operational definitions of the concepts and terms used in the study are presented.

1.1. Background of the Study

The key factors of governing HEIs (Higher Education Institutions) are determining the goals, mission and vision which is highly complex as the HEIs are expected to achieve goals about teaching, research and community service (Kreysing, 2002). Models of governance in higher education, higher education institutions (HEIs) administration in an effective way, have always been complex concepts for many academic fields of social sciences like sociology and education (Baldrige, 1971). Not only being aware of organizational structure and organizational culture are enough to govern educational organizations but also being aware of motivation, leadership, communication and decision-making are crucial (Lunenburg & Ornstein, 2012).

This study focuses on the decision-making process among other administrative processes. Adapting the theories of school administration into HEIs has never been an easy issue to be handled as academic autonomy and institutional autonomy have always been non-negligible. Goldschmidt (1978) claimed that European-American concept of autonomy is not applicable to all decision-making structures; however, he described levels of decision-making in terms of power under six levels: (1) chair, institute, department; (2) faculty, school, college; (3) single-campus university; (4) the multi-campus cluster; (5) provincial government; (6) national government. Goldschmidt's article also highlighted that setting different priorities for decision-making on topics like scientific merit, budget issues, policymaking, planning, political impact there is a coordination and cooperation between these six levels. He briefly

claimed that power affects decision-making process directly and HEIs' decision-making processes will not only be affected from the delegation of authority between government policy makers and superiors but also the delegation between superiors and subordinates and he added after 1960's the power structure within the university has become less hierarchical and decentralized day by day. Birnbaum (2000) defines centralization of authority as a 'residual' of higher education management fads, which can sabotage good management.

The nature of the HEIs is highly applicable to conduct a research in decision-making processes of the administrators to clarify one of the ignored steps of educational administration, which is decision-making, because the organizational structure provides administrators perfect atmosphere for group decision-making. However, it is not easy to make group decisions in complex organizations like HEIs. Decision-making is an indispensable concept every human being comes face to face with both personally and in their professional lives. Researchers who have been interested in the area of decision-making classified decision-making processes in terms of many criteria like whether it is group decision-making or individual decision-making, whether it is rational or intuitive or whether it is data-driven or data-informed decision-making.

Another important reality of the autonomous nature of the HEIs is ineluctably the situation of being receptive to many types of crisis. Especially in Turkey, it is reported that discrepancy between the highly centralized and insistent structure of the Council of Higher Education (CoHE) and the HEIs trigger the variety of crisis in Turkish Universities (Penpece & Madran, 2015). In another perspective, the existence of CoHE is contrary to the nature of university and this is the cause of the many crises that have been experienced in the HEIs (Tekeli, 2010). Brennan and Stern (2017) stated that HEIs are sometimes the crisis by itself as they are built to be open and as they allow all ideas. This situation is an easy access to crisis. In 2006, Mitroff, Diamond and Alpaslan claimed the increasing number of risks and crisis are connected to the complexity of institutional operations, technology and infrastructure; therefore, they claimed a large number of existing studies in the broader literature have shown that there is a lack of crisis management plans at the institutional level.

There is not an organization in the world immune to crisis (Coombs, 2015). Crisis management is one of the most essential organizational functions. Failure can result in irremediable harm to stakeholders, losses in the organization, or even end of the organization. A crisis can create three related threats: (1) public safety, (2) financial loss, and (3) reputation loss. Some crises, such as industrial accidents and product harm, can result in injuries and even loss of lives. Crisis management can be handled into three phases: (1) pre-crisis, (2) crisis response, and (3) post-crisis (Coombs & Holladay, 1996). The pre-crisis phase is concerned with prevention and preparation. The crisis response phase is when management must actually respond to a crisis. According to the data collected from broad variety of domestic and international contexts, after crisis situations leaders face six recurring challenges which are (1) preparing, (2) sense-making, (3) decision-making (4) meaning-making, (5) terminating, (6) learning (Boin, Stern & Sundelius, 2017). Brennan and Stern (2017) defines decision-making phase as the tendency of leaders and other who are expected to follow them to ask ‘what do we do now’ questions to each other for the existing decision problem. Protecting the organization and the members of the organization entails interdependent crucial decisions under uncertainty and time pressure. Diagnostic questions that leaders should ask under crisis can be listed as; (1) What core values are at risk?, (2) What are the key uncertainties of the crisis situation?, (3) How can we reduce the uncertainties?, (4) How much time do we have?

The connection among all these complex concepts like models of HEI governance, decision-making and crisis situations form a pattern to conduct an enquiry on decision-making processes of the administrators under crisis in the HEIs. It is thought that fields of decision-making and crisis management can be synthesized under a topic like decision making in crisis.

1.2. Statement of the Problem

First, it is very problematic to make decisions in the universities in Turkey as Council of Higher Education (CoHE) has a highly centralized structure, which is contrary to the autonomous nature of the universities (Çelik & Gür, 2014). Second, In the Turkish context, two violence-based formidable crises occurred very recently. In the first case,

three academic personnel and one administrative personnel were shot to death by one of the research assistants in Eskişehir Osmangazi University and the President of the university resigned (Habertürk, 2018, April). Subsequently, loss of administrative personnel caused crisis and it is known that there is still chaos which is not solved and which keeps harming the reputation of the institution and people. Second case occurred in Çankaya University and one research assistant was first stabbed and then shot to death by one of the students in the Faculty of Law After this crisis the university decided to have a break for one day and Faculty of Law had a break for three days (Cumhuriyet, 2019, January). Moreover, under the category of crises like loss of a personnel and protests, Dean of Cerrahpaşa Medical Faculty was dismissed by CoHE on account of the fact that he approved an opposition politician's visit and protests in the campus supervened upon (Ntv, 2018, May). These may not be just the indicators of increasing number of unique crisis but also point to ineffectiveness of the crisis management applications in the universities as it was reported that the atmosphere of chaos after these specific crises continued in the universities for a long period of time. In Turkish context, as it is possible to find a wide range of devastating crisis in the universities it is thought that exploring the situations in universities in terms of crisis decision-making would be worthy. Significance of this inquiry is starting from exploring the existing situation in the universities in terms of decision-making in crisis to lead a path for further studies on this topic.

Today's managers are increasingly expected to make decisions based on paradigms that depart from traditional rationality and information processing models; however, under crisis situations where decision-makers lack some key information and lack time intuition, tacit knowledge and emotions play prominent role (Sayegh, Anthony & Perrewé, 2004). So, the common problem in crisis decision-making in the universities seems to be the reality that decision-makers in the educational institutions are expected to make programmed, rational decisions and to utilize group decision-making for many decision types (Lunenburg & Ornstein, 2012); however, under crisis situations as the time, information and experience are limited, intuitive decisions are expected to play an important role. This means that role of emotions, tacit knowledge and intuition will be necessary to manage the crisis. For this reason, as literature does not provide

information to understand tendencies of administrators in crisis decision-making to make successful critical decisions in a nonprofit organization like universities it is important to start from exploring their decision-making processes in crisis.

It should be noted that decision-makers in the universities are in need of decision-making models or even softwares to ease their struggle to manage disparate interests in an autonomous organizational culture (Hollands & Escueta, 2017). Other than that, it was discussed in the literature review that university administrators have lack of knowledge about possible decision-making models and steps of crisis management. This situation also arouses interest to explore the existing situation of decision-making processes under crisis in a country in which universities are highly open to crisis. Governmental issues have great influence on the increasing number and variety of crisis situations in the universities in Turkey (Tekeli, 2010). If decision-makers are not aware of the danger and if they are not capable of managing these serious crises, the spread of bad reputation and losses will cost too much for the young population and for the country (Wang & Hutchins, 2010). There is a further problem which is the lack of information in the literature about how decision-makers in the universities make decisions in a crisis (Penpece & Madran, 2015).

1.3. Purpose of the Study

This study aimed to investigate the perceptions of the university administrators about the concept of crisis and how do university administrators make decisions under crisis. More specifically, it aimed to discover the decision-making style tendencies of the university administrators in crisis. It also aimed to discover, what steps do university administrators follow, who are included during the process of decision-making, and why are they included in the decision-making process for specific occasions by collecting the data from a case and analyzing it through this perspective. Overall, the study explores the decision-making processes of the senior administrators at three different levels; (1) President's Office, (2) Deans, (3) Directors at a large university.

1.4. Research Questions

- How do university administrators perceive crisis in the context of the universities?
- How do university administrators make decisions in crisis?

1.5. Significance of the Study

Decision-making is a field that have been barely studied in the field of higher education. So, the main significance of the study is its contribution to the adaptation of the decision-making models mostly studied under social sciences or administrative sciences into educational sciences. The theories and models of decision-making area and crisis management areas had been utilized for understanding decision-making processes of senior administrators in the universities under crisis. According to Mintzberg, Raisinghani and Théorêt (1976), better decision-making models are mostly needed in upper-levels of administration; however, the complexity of unstructured and strategic nature of the decisions made in the upper-level administration overshadowed empirical studies conducted at the strategy level which is little known. As the universities are supposed to have unstructured and strategic natures like many other non-profit organizations, starting to explore this unstructured process can be an important step in decision-making studies within the Turkish context.

It is assumed from the literature review that have been completed so far that there is a gap in the studies which aim to strengthen educational administration by benefitting from applicable decision-making and crisis management models. First, it is mentioned that certain aspects of both research and practice in higher education will be challenging as HEIs are highly complex organizations (Divjak, 2016). Secondly, not only the number of studies in higher education but also the number of studies about decision-making in educational administration perspective are insufficient in the Turkish context. In Turkey, Association for the Studies in Turkish Higher Education (ASTHE) has recently been established in October, 2015 to support and increase the number of studies conducted in higher education (Yükseköğretim Çalışmaları Derneği [Association for the Studies in Turkish Higher Education], 2015). However, Association for the study of Higher Education (ASHE) was established in 1976 in the

US (ASHE, 2016). This shows how educational sciences in Turkey comes from behind in terms of higher education studies. The number of studies in higher education has been increased in the US and the UK in the last decade (AIDhaen, 2017); however, in the decision-making literature, there are a limited number of studies conducted in the educational perspectives which are mostly quantitative studies about the relation of leadership and decision-making (Petress, 2002).

Moreover, as it is known the trending models of governance in many organizations whether it is a profit or non-profit organization are transforming into decentralized to centralized models or tight to loosely coupling models (Centor, 2016). It is important to see where Turkish HEIs are in terms of academic governance from the perspective of decision-making under crisis. What is significant about narrowing the research topic into crisis is the increasing amount of crisis situations in the universities. It is important to start from a point to investigate the existing situation in the universities in terms of decision-making and decision-making under crisis. Existing decision-making models, types of crisis that can be seen in the universities, crisis management models and academic governance models are exhortative to conduct research on decision-making in crisis in the universities in terms of utilizing them in educational research.

Crisis planning and management, disaster recovery, managing turbulence, risk assessment management and crisis avoidance are some of the titles that can be seen in organizational psychology and strategic management textbooks (Warner & Palfreyman, 2003); however, it is not easy to find information about the relation of crisis management and education. Studies that are transferring the theoretical background of the areas like crisis management and decision-making into educational practices can be found. For instance, Erdur-Baker and Doğan (2016) edited a book, which has many important chapters about crisis management and crisis decision-making strategies in schools which is a great source for school counselling under the concept of crisis in Turkey. However, within the context of higher education studies resources are rarely found. As it was mentioned in the introduction of the study, decision-making is one of the very critical step of crisis management theories. These

are the reasons behind why this study aims to explore decision-making under crisis in the universities.

1.6. Definition of Concepts and Terms Used in the Study

Crisis: A crisis is the occurrence of a dominant, unprecedented, extraordinary, unexpected and distinguished situation which entails administrators to make rapid decisions. If a crisis cannot be managed properly, it will harm the organization (Coombs & Holladay, 2010).

Crisis perception: Beliefs and aspects of the senior university administrators while naming a problem as a crisis or not.

Decision-making: Decision-making is the process that helps human beings while choosing among alternatives (Klein, 2001).

Programmed decision-making: It is made to find solutions to routine problems and it is certain that the solutions applied to similar experienced problems in the past are appropriate for the new routine problem. They are structured decisions. During some crisis programmed decisions can be done if it has been experienced before during history of the institution.

Nonprogrammed decision-making: It is made to find a solution to new, complex problems which are not experienced before. These are unstructured decisions as no decision-maker is lack of establish procedures.

Tacit knowledge: Practical knowledge that senior university administrators tap into past experiences to make action-oriented decisions on “what to do” or “how to do” when they are faced with crisis situations (Sayegh et al., 2004).

Large (Macro)-scaled crisis: A crisis that concerns the whole university and university administration is responsible from the management of it.

Medium-scaled crisis: A crisis that concerns the university administration as the lower units like faculties or institutions shared the crisis with them to ask for support. Mostly Vice-Presidents or Advisors to the Presidents are authorized to manage these crises.

Micro- scaled crisis: A crisis that concerns the lower units like faculties or institutions and they are capable of solving the crisis without sharing it with university administration.

Higher Education Institutions (HEIs): Educational organizations that cover all levels after secondary education like university, vocational university, career colleges and institutes of technology.

Senior University Administrator: Decision-makers who are members of the University Administrative Board or members of the University Senate. They have got academic background and managerial duties. Whether they have or have not got academic duties does not have significance. President, Vice Presidents, Advisors to the President, Deans and Directors are some examples of the layers of the chain of command in senior university administration level.

CHAPTER 2

LITERATURE REVIEW

The literature review basically comprised of three topics which are decision-making, crisis and crisis management. In order to find an answer to the research questions of the study which focused on exploring the decision-making processes of the university administrators, it is highly significant to have a comprehensive description of decision-making and crisis which is mentioned in the literature review. More specifically, the literature review consisted of theories, models and strategies of decision-making, crisis-management and crisis decision-making. These concepts were extremely important to make content analysis in an efficient way after collecting the data in order to explore university administrators' crisis perceptions and crisis decision-making processes. Apart from this, as Turkish Higher Education Institutions are frequently dealing with great number of crises, crises that Turkish universities deal with are described and then the need of effective crises decision-making in the universities of the world and Turkey is discussed. At the end, summary of the literature review is provided.

2.1. Decision-making

Decision-making is a complex cognitive activity which is frequently done by every individual while they are choosing from alternatives and it is sensitive to situational and environmental conditions (Payne, 1982). In this study, the term decision-making refers to both conscious and unconscious preference, inference, classification, and judgment (Gigerenzer & Gaissmaier, 2011). According to Garvin and Roberto "Decision making is arguably the most important job of the senior executive and one of the easiest to get wrong. It does not have to be that way— if you look at the process in a whole new light" (2001, p.1). This study concentrates on decision-making definitions and models of administrative sciences like Business Administration or Economics rather than decision-making in health and medicine as senior university

administrators are the participants of the study. All leaders are asked to detect and solve many problems to move an institution forward, so they are asked to make effective decisions by obtaining accurate information and alternatives to be developed before making strategic decisions; however, it may not be possible to do it in every occasion as it is a complex cognitive activity (Garvin & Roberto, 2001). There are many different types of decision-making like strategic decision-making, data-driven decision-making and data-driven decision-making . Strategic decision-making can be defined as nonprogrammed decisions frequently made by committees of senior administrators which are expected to have long-term effects on the organization (Divjak, 2016). Data-driven decision-making is the procedure of letting data to be the mid-point of an organization's decision-making process. Data plays an essential role in the decisions of the organization. Decision makers mostly use the set of data provided while making decisions. Some decisions can be made without human being involved with the help of software (Klein, 2001). Data-informed decision-making is the procedure of using data only as a factor that can be dismissed from time to time. type of decision-making that allows for other factors such as experience, gut feelings and emotions during the decision-making process (Klein, 2001).

Many classical theories of decision-making defined decision-making as making rational choices to make expectations about the consequences of action for prior objectives (March & Olsen, 1986). Decision-making is strongly linked to its organizational environment, and in organizational environment no two decisions are analogous. Because of this fact, in each problem decision-makers should be able to “muddle through” by making small decisions, checking the consequences, and continuing on until the problem is solved or an adverse reaction arises from the individuals involved (March, 1994). Garvin and Roberto (2001) claimed that decision-making is not an event; however, it is a fact. On the other hand, decision-making process is a consciously or unconsciously revealed sequence of steps while making decisions. This process may unfold over weeks, months, or even years; it may be shaped through personal characteristics or institutional; it may be shaped through discussions and debates; and it may require support at all levels of the institution when it is time for execution.

Models of decision-making:

Decision-making theories can be analyzed under two categories which are rational and nonrational models; nonrational theories are descriptive whereas rational theories are normative (Gigerenzer & Gaissmaier, 2011). In the scope of this, here are two specific and totally distinguishable decision-making models which are the rational model and the bounded rationality model (Hardman, 2009). Rational decision-making model is also known to be the classical and traditional decision-making model. Rational decision-making is a process that prioritize logic, objectivity and analysis over subjectivity and insight. It is a multi-step process to choose among the alternatives to make a decision (Klein, 2001).

For a group of scientists, it is an idealized model which is believed to be against human behaviors and human psychology. Rational model of the decision-making process can be divided into six steps which are (1) identifying the problems, (2) generating alternatives, (3) evaluating alternatives, (4) choosing an alternative, (5) implementing the decision, (6) evaluating the decision (Lunenborg & Ornstein, 2012). Rational theories typically do not assume that agents actually perform optimization or have the knowledge needed to do so. Their purpose is not to describe the reasoning process, but to answer a normative question: What would be the best strategy for a wise being to adopt?

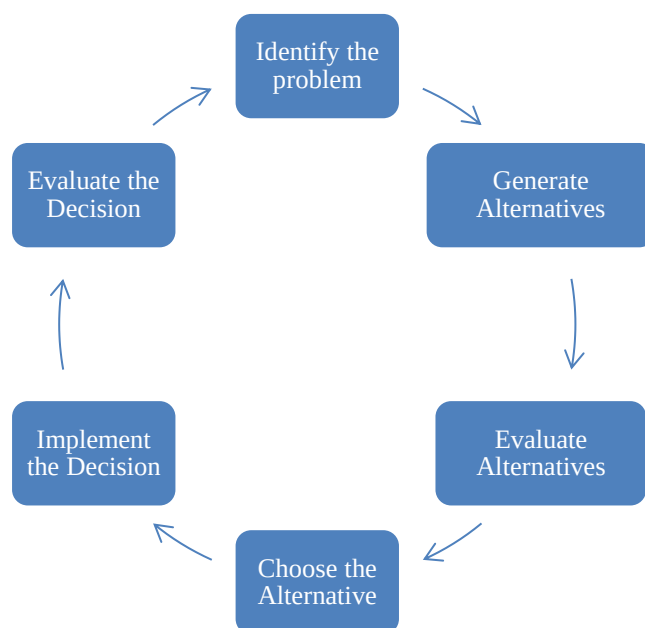


Figure 2.1: Decision-making process in rational model

According to Kohlberg (1973) description of rationalistic decision making is a process where people reason through moral dilemmas by applying moral principles or some other criteria to make more ethical decisions. Most of the defenders of the bounded rationality approach who believed that human-beings cannot think hyperrational and analytic found rational decision-making as a concept which has got both strengths and weaknesses (Klein, 2001).

On the other hand, it is significant to interpret that non-rational models cannot be counted as irrational models as nonrationality is a process rather than an outcome. Some examples of nonrational models are Bounded rationality model, procedural rationality, fast-and-frugal heuristics (FFH) (Gigerenzer & Gaissmaier, 2011). According to the Bounded Rationality Decision-making Model intuitive decision-making is the use of short-cut strategies while making decisions, which are formed without the process of reasoning. Non-actuarial methods are used to analyze these decisions (Klein, 2001). Bounded rationality model can be identified as mental short cuts or heuristics that help us to reach accelerated decisions. It is also known to be an administrative model which explains how decision-making is supposed to be. The model has five assumptions which are:

- 1) Decision-makers are never capable of fully comprehending the true nature of the problem they are dealing with.
- 2) It is never possible to be able to generate all possible alternatives for the solution of the problem as human-beings are not machines.
- 3) Alternatives cannot be fully evaluated as it is impossible to predict the outcomes of each alternative as a human-being.
- 4) Target based on some criterion rather than optimization because it is not even possible to decide on the most optimal one.
- 5) Conflicting goals of different individuals who are in the decision-making process may change the analytics because of being forced to compromising solution.

It can be seen that these assumptions are conflicting with rational models which is found to be impossible to implement for human beings. Herbert Simon is the founder of intuitive decision-making who has criticized rational models claiming that human

beings are not so rational as such he named this idea as bounded rationality in 1950s and wrote that “...there is now some evidence that unconscious mind might well be better suited to making decisions on more complex issues...” (Simon as cited in Hardman, 2009, p.5). The rationale behind this research is Simon’s ideas about irrationality of the humans. An alternative to the accumulative model is Herbert Simon’s satisficing theory. His model acknowledges decision makers have limited access to information and limited ability to process information. In his approach decision makers stop looking for alternatives as soon as an alternative is obtained. After that, decision-maker chooses the alternative that is sufficient or "good enough" which is satisfying for them (Giesecke, 1991). According to Simon (1978), if numerous alternative solution strategies are applicable, the strategies that will be used can be determined by “problem instructions, past experience, or other experimental manipulations” (p. 283). Simon (1978) also proposed that classification of the problems according to their definiteness of structure (whether they are well-defined or ill-defined) may affect the information processing. Definiteness of structure may range from highly structured to puzzle-like (ill-structured) problems. Puzzle-like problems are mostly encountered in real life. Solving puzzle-like problems may require drawing upon large stores of information in long-term memory or in external reference sources. “A human being is confronted with a problem when he has accepted a task but does not know how to carry it out” (Simon, 1978, p. 272).

According to March and Olsen (1986), in organizations in which it is possible to detect “fluid participation” which means members of the organization vary among themselves in the amount of time and effort they consumed for the organizations, decision-making processes are chaotic and complicated. The characteristics of fluid participation provokes “dynamism, unpredictability, and complexity” in higher education organizational structures (March & Olsen, 1986, p. 163). They argue that problems, solutions, participants, and decision-making opportunities are separate components that may exist independently in an institution. This decision-making process is viewed as a “garbage can” where problems, solutions, and participants meet unsystematically. According to Giesecke (1991), this garbage can environment does not necessarily have restrictions to link problems and solutions together to make sure

that problems are solved. It is not easy to examine organizational goals, objectives, rules and regulations as decision-makers may not make rationalistic decisions. Opposite to that, solutions may precede problems, and individual problems, solutions, or participants may appear in any number of decision-making opportunities (Manning, 2018). Similar to this Gary Klein describes intuition in his book *The Power of Intuition* as “The ability to know when a problem exists and to select the best course of action quickly without conscious reasoning” (Lunenburg & Ornstein, 2012, p.141). Most of the real-life decisions are too complex and full of uncertainty to allow rational decision-making processes in which a decision-maker can choose necessary information to identify the best solution to solve the problem for reaching the goals or the target (Simon, 1976). The more they lack knowledge, the more they will tend to use bounded rationality model which will be affected by the biases and representativeness of the information available. The concept of heuristics can be seen frequently in the decision-making literature as “principles or devices that help limit search in problem-solving situations” (Harrison, 1987, p. 387). At that point, first theory of Kahneman et al. (1982) which totally consists of four theories under the roof of the heading Fast and Frugal Heuristics; (1) recognition heuristics, (2) take the best heuristics, (3) take the last heuristics, and (4) minimalist steps in. Under Herbert Simon’s bounded rationality two programs of research were provided. The first program’s name is *Judgement Under Uncertainty: Heuristics and Biases* pioneered by Kahneman et al., 1982 and the second program’s name is Gigerenzer and Todd’s (1999) *Simple Heuristics that Make Us Smart* (Hardman, 2009). However, Naturalistic Decision Making (NDM) community which rose after 1980’s defines intuition as based on large numbers of patterns gained through experience, resulting in different forms of tacit knowledge.

This contrasts with Fast and Frugal Heuristics (FFH) researchers, who view intuition in terms of general-purpose heuristics. The NDM view also differs from the Heuristics and Biases (HB) community, which sees intuitions as a source of bias and error (Klein, 2015). Also, scholars in the field of NDM use actual context while studying the role of intuition in decision-making while the scholars in FFH and HB use laboratory tasks rather than actual context and NDM community hasn’t got an aim to teach ways of

decision-making but they have an aim to direct decision-makers to have more and more experience (Klein, 2015).

In *Sources of Power*, Klein (2001) identified ten features of NDM setting. One of them is *time pressure* and according to Klein found out that time pressure may not always be measured with seconds, minutes or hours; however, even a week or a month can be felt as a time pressure for some individuals. Another important feature was its appropriateness with *high-stakes*; however, Klein found that if *experienced decision-makers* was open to NDM. Later on, it is found that *inadequate information*, *unclear goals* and *poorly defined procedures* were indicators of NDM. All these features were crowned with *cue learning* which refers to tendency to look for patterns while making decisions and making distinctions among these patterns. Additionally, NDM is found to be suitable if the *context* includes different tasks and stress factors, the existing situation has *dynamic condition* and if decision-making process is a *team work*. Recognition-Primed Decision (RPD) model is the actual form of NDM. The current study focuses on NDM because experience and tacit knowledge are the key factors of decision-making in a crisis (Sayegh et al., 2004). Klein (2001) defined the RPD model as a detailed model to conceptualize and theorize the NDM. During his studies, as he found that experience let decision-makers to see the situation in nonroutine events and identify a reasonable reaction which is not a mule and standard reaction. It was observed that they were trying to be skillful rather than being perverse. This model blends two processes which are sizing up the situation to recognize which course of action makes sense and evaluating the course of action by imagining it. After he produced the three variations of the RPD model, he published the integrated version of the RPD model. In the Figure 2.2 the model can be seen with its all directions.

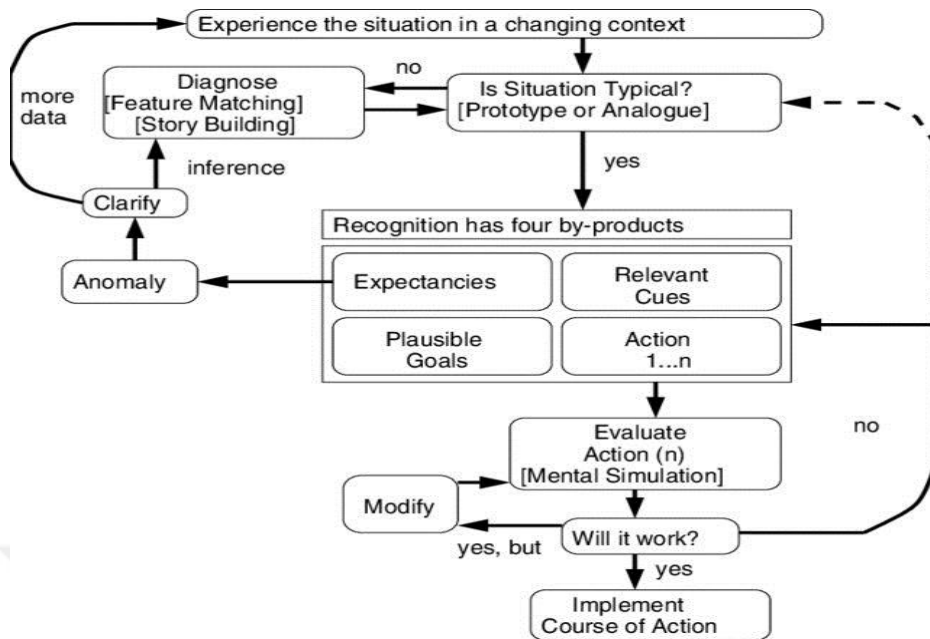


Figure 2.2: Klein's integrated version of RPD model (Klein, 2001, p. 27)

In managerial decision research, the interest for the role of intuition is steadily increasing (Sadler-Smith, 2016). Dane and Pratt (2007) defined intuition “as affectively charged judgments that arise through rapid, non-conscious, and holistic associations” (p. 33). This definition differentiates intuitive from analytical decisions as rational and analytic problems are slow, conscious and sequential deliberations. Moreover, Fotr and Svecova (2010) believed there are numerous models and strategies for decision-making and no model is superior to the and categorized decision problems under four categories to better choose the best model of decision-making to construct healthy decisions:

- a) well-and ill-structured decision problems,
- b) decision-making under certainty, uncertainty and risk,
- c) dependent and independent decision-making processes,
- d) other types of decision problems.

Decision-making styles:

It can be said that not only the leadership styles of the decision-makers but also the feasibility of the decisions under the aspects of *quality of decisions*, *time constraints (timeliness)* and *team commitment (decision acceptance)* may affect the decision-making styles (Lunenburg & Ornstein, 2012). Moreover, that the type of the problem may affect the decision-making process as well. For instance; deterministic problems

are the problems in which all the necessary information to solve the existing problem is easily accessible or already available. Level of uncertainty is highly low and they are more open to individualistic decision-making processes (Gladwell, 2018). On the other hand, game theoretic problems are the problems in which administrators have to describe, predict and explain the existing situation. You have no idea about the source of the problem, risks of the problems. These are not foreseeable and predictable problems as like humans. Strategic decision-making with the help of a group of people is important in these problems (Gladwell, 2018).

In 1973, Vroom and Yetton classified five decision-making styles in terms of the level of interaction and collaboration of the decision-maker with other individuals. The model has got five continuum levels starting from autocratic decision-making to group decision-making. In Table 2.1 methods of these levels can be found.

Table 2.1: *Five decision-making styles of the Vroom-Yetton model*

<i>Style</i>	<i>Method</i>
Autocratic Leader	
A1	The decision-maker individually makes the decision by using the information available.
A2	The decision-maker individually makes the decision the after obtaining information by consulting other group members, stakeholders or subordinates. The aim of the cooperation is to provide input. They do not help to generate or evaluate options.
Consultative Leader	
C1	The decision-maker shares the problems individually with the relevant group members, stakeholders or subordinates, get their ideas individually. The decision-maker is free to make his/her anomalous decision.
C2	The decision-maker shares the problems in a group meeting where ideas and suggestions are shared. The decision-maker is free to make his/her anomalous decision.
Group-based Leader	
G2	The decision-maker shares the problem in a group meeting. Group members, stakeholders or subordinates generate and evaluate the alternatives. Consensus is expected for the solution. Decision-makers role is conducting the discussion atmosphere to ensure that everyone agrees on a decision.

Team decision-making has always been found as a strength in both classical decision-making models and bounded rationality models. According to NDM, the idea of team mind is natural and it views teams as intelligent entities which develop basic

competencies and relies on filtered information (Klein, 2001). According to the Vroom-Yetton model, while decision-making for nonroutine and unstructured problems as decision-maker is possibly lack of information C2 or G2 styles should be selected (See Table 2.1). Woiceshyn (2011) that group decision making increases the feeling of trust and stated that ethical and honest decisions always strengthen the transactions and relationships with so many people that belong to an organization.

2.2. Decision-making in Crisis

In this part, decision-making models will be analyzed within the context of stress, anxiety, fear, uncertainty and risk as crisis may stimulate those situations in the cognitive systems of the decision-makers. Both rational models and bounded rational models of decision-making provided models to make decisions under stress, uncertainty, anxiety and fear through-out the history of the field. Janis and Mann's (1977) Conflict Model of Decision-Making is known to be one of the most accepted models among classical approaches for decision-making under stress. They believe that emotion as a cognitive appraisal is an ineffective way of coping with decision-making process under stress and uncertainty. They offer prescriptions for making better decisions under uncertainty and stress. They suggested to construct wide range of options, to carefully weigh the costs, risks and benefits of each option, to look for new information, reconsider the positive and negative effects and outcomes, and to think about the contingencies. It can be seen that is a rational, descriptive and prescriptive model of decision-making which is assumed to take lots of time to make it actual. However; based on the literature rapid and experience-based intuition is seemed to be prior to elaborate and effortful analysis (Bakken & Haerem, 2011).

On the other hand, some researchers in the field believe that NDM and FFH have commonalities as they are both non-analytic processes and these two models are both applicable in decision-making under environmental constraints (Bryant, 2000). Bryant also believed that upper-level decision-makers should be able to reject classical decision theory as these two approaches consider a wide range of possible mechanisms by which decision makers can deal with different tasks. Moreover, both approaches are not only open to be adapted to variety of environmental constraints but also, they

reject traditionally normative compensatory processes which necessitates extensive and time-consuming computation. Moreover, Klein (2001) reported that “the power of intuition” and “the power of mental stimulations” are important while making decisions in complex situations which has time pressure or other factors that interfere. Therefore, he structured RPD model to synthesize intuition and analysis for effective decision-making in time-pressure.

In crisis occasions, many decisions that administrators have to make are perplexing and they have high degree of uncertainty. What is meant by uncertainty has always been a complexity. In 1996, Schmidt and Klein identified four sources of uncertainty which are (1) missing information, (2) unreliable information, (3) conflicting information, (4) complex information. To make such decisions under uncertainty, it is claimed that senior administrators can rely on heuristics that have been coincided by their life experience and are consistent with their values and personality. The task for the administrators is to identify and understand the origins of his or her personal set of decision-making tools and continuously challenge the validity of those tools in a changing environment (Walumbwa, Maidique & Atamanik, 2014). Fotr and Svecova (2010) suggested to use multistage decision-making processes in crisis occasions which are about uncertain problems. Furthermore, Fast and frugal heuristics is known to be occurred under time pressure, when information search is costly, or when information has to be retrieved from memory. Klein (2015) also claimed that RPD model will not work under uncertainties as experience may not be able to guide decision-makers for rapid actions.

More recently in 2004, Sayegh et.al formed a conceptual model of decision-making (See Figure 2.3) in crisis by using role of emotion and tacit knowledge while making intuitive decisions; however, they believed rational decision-making is also necessary in crisis decision-making.

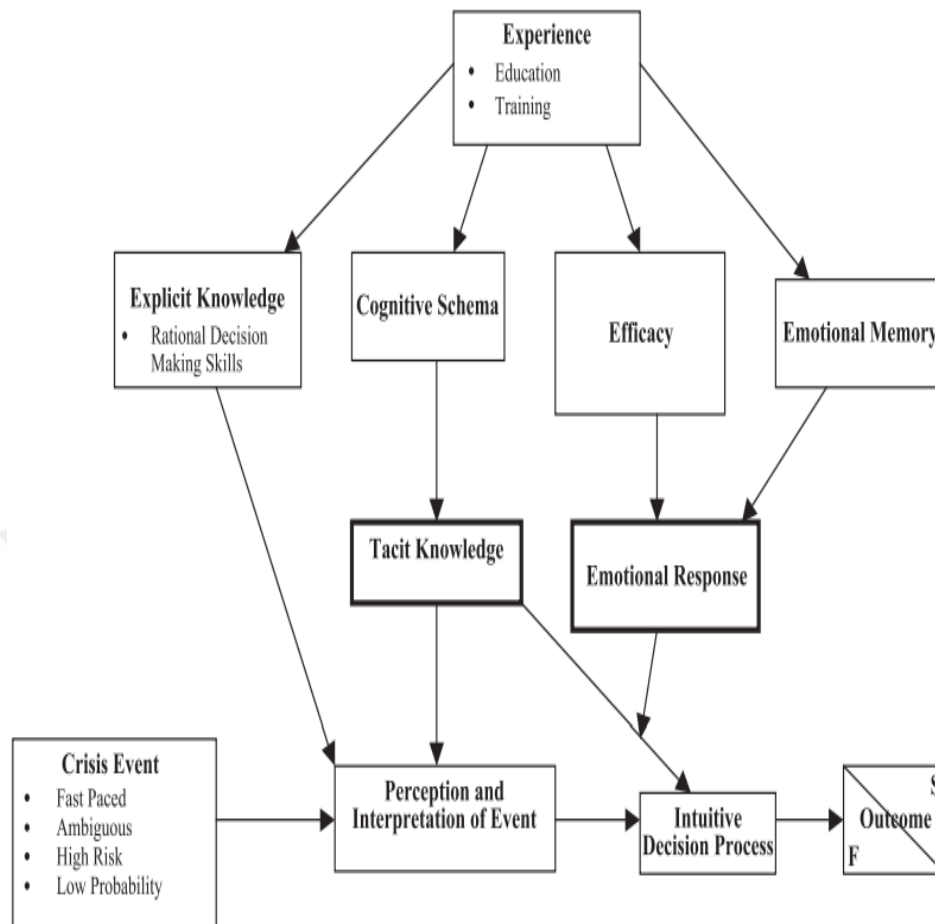


Figure 2.3: Managerial decision-making model (Sayegh et.al, 2004, p. 185)

Sweeny (2008) described three stages for decision processes in crisis decision-making; (1) estimating the severity of the negative event, (2) determining response alternatives, (3) evaluating response alternatives. In stage one, gathering information is necessary to assess the possible harm and risk factors. Sweeny (2008) reports if a decision-maker finds out the situation is not a threat the crisis response may be the first alternative that come to his or her mind. While finding out the severity of a crisis administrators make NDM unconsciously (Klein, 2015). In stage two, the decision-makers may choose to actively participate to the crisis response or not. In stage three, positive sides and negative sides of each alternative are evaluated. During crisis, this last stage may be affected from direct and indirect consequences to choose the best action response. Sweeny (2008, p.70) summarizes direct consequences as “efficacy of a response for improving the problem”, “the magnitude of the potential improvement”, “reversibility of the response’s effects. And indirect consequences “going from the most important

to the least important”, “potential emotional consequences”, “self-presentational consequences”, “consequences for other areas of life” and “consequences of others”.

Li, Zhang, Huang and Ni (2016) declared decision-making is an essential unit for successfully dealing with crisis situations such as escaping a fire. They conducted an experimental study to see the effects of intuition and deliberation under different complexities of a fire crisis situation. It is found that, intuition has more significant influence than deliberation. Likewise, Klein (2001, p.31) claimed that stress does not cause decision errors, it prevents people to reach much information. He also stressed the fact that mental stimulations and intuition cannot be separated from each other by claiming that “intuition depends on the use of experience to recognize key patterns that indicate the dynamics of the situation”.

It is known that time pressure, uncertainties and increasing risk factors are some indicators of crisis. These indicators may increase the decision-maker’s stress level. This negative impact has been reported by many researchers. According to Svenson and Maule (1993), the effects of stress on decision-making are:

- 1. A reduction in information search and processing.*
- 2. An increased importance of negative information.*
- 3. Defensive reactions, such as neglect or denial of important information.*
- 4. Bolstering of the chosen alternative.*
- 5. A tendency to use a strategy of information filtration, that is, information that is perceived as most important is processed first, and then processing is continued until time is up.*
- 6. Increased probability of using non-compensatory choice strategies instead of compensatory ones.*
- 7. Forgetting important data.*
- 8. Wrong judgment and evaluation.*

To conclude, intuitive decision-making was found to be effective in such occasions where being rational under stress is not believed to be possible (Klein, 2001, 2015; Bakken & Haerem, 2011; Hardman 2009). Bakken and Haerem (2011) states that:

A person’s intuitive cognitive style refers to that persons preference for automatic, rapid and effortless information processing, whereas an analytic cognitive style refers to preferences for conscious slow and deliberative information processing. (p. 126)

2.3. Importance of Decision-making in the Universities

In an explanatory qualitative study conducted by Apkarian, Mulligab, Rotondi and Brint in 2014 which is about observing the change in decision-making processes of the administrators in higher education institutions of US during twelve years (from 2000-2012) in terms of thirteen different kinds of decisions like selection of the deans or department budgets found that levels of participation increased during decision-making processes during these twelve years. Other than that, they claimed shared governance and managerial governance models partially reflect decision-making and it was a call for other governance models for HEIs. Strategic management, strategic planning and strategic decision-making have been recognized as important in the HEI context recently (Divjak, 2016). In 1971, three university governance models were redefined by Baldrige in terms of legislative processes like decision-making. He claimed that decision-making in bureaucratic model is rationalistic and formal within the scope of Weber's bureaucratic model, decision-making in collegial model is shared within the scope of human relations approach and decision-making in political model involves negotiation and bargaining within the scope of conflict theory, interest group theory, open-systems theory and community power theory. The literature review shows that university administrators have lack of knowledge in possible decision-making models for specific occasions and they are mostly familiar with traditional decision-making models. Decision-making in universities is definitely defined as a complex concept as any independent agents influence the process and making a decision is typically found to be time-consuming as the philosophies of decentralization characterize complexity (Centor, 2016).

Furthermore, organizational structure in terms of tight vs. loose coupling systems affects the decision-making processes. In the universities loose coupling systems contribute to the autonomy of the academic and non-academic staff and impacts innovativeness of the organization by decreasing the amount of supervision or instruction whereas tight coupling systems highlight the prescriptive rules to the staff and binds members under the organizational goals to increase organizational effectiveness (Hautala, Helander & Korhonen, 2018). In loosely coupled systems, universities do not adjust to formal or bureaucratic control; so, the greater is the control

over the units, the tighter the coupling. However, in terms of crisis decision-making loosely coupling systems were found to decelerate the process. According to the many theories, organizations in times of crisis should tighten up their couplings and adopt centralized analytical strategies; however, since the characteristic feature of university decision making is ambiguity, if universities become tightly coupled, they will lose flexibility and autonomy to the environment and fail to adapt themselves to environmental changes (Tsuchiya, 1992). There are strategies to balance loose and tight aspects of the institutions in terms of decision-making. The Garbage Can Model is one of them which limits rational decision-making as it is impossible to make optimal decisions within the context of crisis as factors like politics, time constraints, finances may limit logical sequences of classical decision-making models (March & Olsen, 1986).

2.4. Crisis and Crisis Management

Crisis can be defined as unexpected, highly complex situation, which include dynamic elements to involve multiple stakeholders (who may have wide influence with sharing experiences). Crises are more complex than the normal emergencies because crisis comes as a surprise and decision-makers are not generally staffed, structured and trained to handle that situation. Crises are not emergencies or tremendous incidents as they “typically require a holistic, strategic, adaptive and highly ‘political’ approach” (Brennan & Stern, 2017, p.123).

Mitroff (2000) classifies major crisis types under economic, informational, physical, human resource, reputational, psychopathic acts and natural disasters and for the sake of a great crisis management, he mentions “every organization should plan for the occurrence of at last one crisis in each category” (p.36). According to Hutchins, Annulis and Gaudet (2007), there are three important steps to have an effective crisis plan. These are (1) cross-functional crisis team, (2) business continuity plans that demonstrates technological and human resources categories, a crisis communication plan and (3) crisis training. Crisis management model of Ian I. Mitroff is well documented, it is also well acknowledged that there are six phases of the crisis management. (1) signal detection, (2) probing/ preparation, (3) containment/damage

limitation, (4) business recovery, (5) no-fault learning, (6) redesign. In the current study, the third phase of the crisis management model is significant. 'Containment which means protecting is the phase organizations do their best to prevent the harm, losses, stress and tension (Mitroff & Pearson, 1993). According to Wang and Hutchins (2010) a great example of this phase is communication with internal and external stakeholders about how do the organization captures the crisis situation. Crisis communication should necessarily be strategic. Crisis communication has a narrower branch which is crisis response. Crisis response has got two broad strategies which are managing the information and managing the meaning (Coombs, 2015). Managing the information is the part that crisis-related information is collected and managing the meaning part is how the organization and the members of the organization perceive that crisis. Healthy communication and healthy decision-making process are important while instructing information, adjusting that information and reputation repair phases (Coombs, 2015).

Bakken and Haerem (2011) discussed why the concept of intuition is important in crisis management and how intuitive people perform better in a crisis. According to them crisis leaders have two tendencies which are intuition or analysis in crisis management.

2.5. Importance of Crisis Management in the Universities

It is found that associations like IAU (International Association of Universities), EUA (European University Association), UNICA (Network of Universities from the Capitals of Europe), and HUMANE (Heads of University Management & Administration Network Europe) drew attention to the increasing number of variety of crisis occur in the universities. It can be seen that crisis management in universities are one of the topics they gave priority. For instance, HUMANE had a congress in which the theme was Crisis leadership in universities in a volatile world in 2017 in their 20th anniversary.

The universities may find themselves confronted by different types of significant disruptions like natural disasters, infrastructure failures like accidental IT breakdowns,

and human actions like violence, malfeasance, protests, cyber-attacks (Brennan & Stern, 2017). Brennan and Stern strongly mentioned that universities and university administrators are disposed to crisis and reputational threats.

In the context of the Turkish universities, Penpece and Madran (2015) found that the most frequent crisis types are problems about prestige (58.5%), security problems (20%), Criminal problems (12.9%), problems about human resources (4.7%). Problems about prestige are examined under harming the reputation of the organization and the academics (48.2%), backbite (6.6%), rumors (2.8%), meaningless declarations (0.9%). Security problems are examined under demonstrations (11.2%), protests (6.5%), campus safety (2.3%). Problems of criminals are examined under violence at the work place (9.1%), terror (3.1%), corruption (0.7%). Problems about human resources are examined under loss of important administrators and academic personnel (16.9%). Brennan and Stern (2017) also indicated that university leaders should be capable of creating a 'crisis mindset' by orienting themselves and subordinates into instilling ideas. The paradigm of crisis mindset has key elements like accepting the crisis exists, moving rapidly by taking initiative, working to make sense what has happened, becoming comfortable with making decisions and communicating under lack of information, and permitting people to communicate without approvals.

2.6. Studies on Crisis Decision-making in the Universities

Within the scope of theoretical framework, it can be seen that the topic of the study is based on a strong and consolidated theories, concepts and models of decision-making and decision-making in crisis since there is decidedly limited literature specifically on crisis decision-making in the universities not only in Turkish context but also in the field of higher education administration. Nevertheless, it is possible to find studies about crisis and universities which generally concentrates on the management of a specific crisis and studies to build tactics for better crisis-management.

In 2010, Wang and Hutchkins conducted a qualitative crisis management study in Virginia Tech after campus shootings that caused 32 people's death and more people wounded. They followed Mitroff's Crisis Model (2006) while dealing with this crisis.

They found that the organization is not successful at building emergency operation center which could have been used as long as all communication and decision-making process continued. It is reported that there was a lack of communication and coordination between the units of the crisis management team. They concluded their study with the necessity of developing crisis leaders for the universities, facilitating crisis communication (in some types of crisis like mass shootings time is crucially important and communication needs to be quick and clear), designing crisis management programs and promoting organizational learning. It is important to see whether universities in the Turkish context are making-decisions like it is suggested in these crisis management models.

In 2018, Dunn conducted an exploratory case study to discover the condition of the HEIs in terms of crisis-management programs and the results showed that crisis preparedness and management programs are under-developed. Moreover, it is claimed that many surveys, assessments, and studies have been carried out to find out emergency preparedness of HEIs; nevertheless, improvements in only three dimensions can be figured out which are planning, engagement, and resources. The roles of HEI emergency management programs are found to be “ill-defined and, regardless of the national climate and policy guidance, there has been little progressive change in the academic community regarding campus preparedness and resiliency.” (Dunn, 2018, p. xvi). Another finding of Dunn’s study showed the absence of engagement especially between the top-level administrators and lack of crisis-management staffing.

In 2017, Siefkes-Andrew conducted a quantitative study to see the role of trust in effective crisis management. Findings of the study showed that according to the frequency analysis e-mails, phone-calls, face to face communications and meetings, workshops, drills and trainings increase the effectiveness of the crisis-management. Moreover, it is stated that trust is important in crisis-management and higher education administrators should be aware of the importance of including faculty, staff and student perceptions to crisis-management.

2.7. University Administration in Turkey

Before presenting the literature on university administration in Turkey it is important to understand the complex structure of university governance and administration. In this study differentiating the terms governance and administration have a critical role; as the study concentrates on administration. Cohen and Brawer (1996) stressed the terms ‘governance’ and ‘administration’ overlap and they are used interchangeably. Monroe (1972) defines governance as “...all aspects of control and direction of the college, including the state constitution, statutes, state board of education or higher education, local boards of control, the administration, and in some institutions, the faculty and the student body” (p.101). Furthermore, governance encompasses both the policymaking mechanisms and the agencies. Although, Kiesler (1999) describes administration as "having an impact," "creating new models or visions," or "meeting a personal challenge." (p.185). In this sense this study adopts the term administration rather than governance since administration deals with implementation of the products of governance (total of regulations and laws). University administration can never be defined as a single type of organization. An organization that is very large is fundamentally different from one that is very small, and an organization that makes substantial use of public funds is very different from one that does not. (Kiesler, 1999).

At that point, understanding the organized anarchy which is a theory which was outlined by March and Olsen in 1986 should be considered. Their theory was constructed through their research about college Presidents. They discuss organized anarchy as:

The American college or university is a prototypic organized anarchy. It does not know what it is doing. Its goals are either vague or in dispute. Its technology is familiar but not understood. Its major participants wander in and out of the organization. These factors do not make a university a bad organization or a disorganized one; but they do make it a problem to describe, understand, and lead (Cohen & March, 1986, p. 3).

According to Manning (2018) organized anarchy connects dynamism and complexity, it exposes hyperbole and disorientation as this theory exaggerates higher education’s irrational and sometimes unreasonable side at the risk of understating its well-managed, convincing aspects.

In a university anarchy each individual ... is seen as making autonomous decisions. Teachers decide if, when, and what to teach. Students decide if, when, and what to learn. Legislators and donors decide if, when and what to support. Neither coordination ... nor control ... [is] practiced (Cohen & March, 1986, p. 33).

HEIs have traditionally been polyphonic organizations as the organizational structure of the HEIs allows faculty to administrate through self-governance structures, students to administrate through their governance structures and representation on administrative and academic committees, and administrators to administrate through formal processes (Manning, 2018).

In 2017, Kurt, Gür and Çelik stressed the fact that higher education management is a topic that is frequently discussed not only in the world but also in Turkey. Many universities around the world had structural reforms as it is not easy for academicians to administrate university alone and the most significant issue of these reforms were increasing the number of external participants in the university administration by forming Board of Trustees. Middle East Technical University (METU) was the first examples of this application in Turkey. With this opportunity METU was the first university in Turkey which used to have a special status and legal personality; however, this regulation had been removed from the regulation in a short period of time. They also claimed that the application of having University Board of Trustees increase the autonomy of the universities.

Since the establishment of the Council of Higher Education (CoHE) with the Law No. 2547 in 1981, the autonomy of universities and the administrative systems of higher education in Turkey has been a controversial issue. University autonomy is an institutional form of academic freedom, and the 1997 UNESCO Recommendation stated that it is the first condition for the existence of academic freedom (UNESCO, 2008). Academic freedom refers not only to the freedom of faculty, but also to the freedom of all members of the academic community. In this respect, students are considered to be a community of academic environments that should have academic freedom. In short, academic freedom means the freedom of all members of the academic community to carry out their academic activities comfortably and without

pressure as a result of all of their individual rights and freedoms such as university autonomy, tenured staff assurance, freedom of thought, conscience, religion, expression, assembly, association and travel (Seggie & Gökbel, 2014). In addition, with the unexceptional growth in higher education system in Turkey in the last decade, the performance of satisfying the needs and demands became a popular issue to be discussed. In other words, the systemic growth experienced in recent years still forces the higher education system to a serious change in the understanding of university administration (Çelik & Gür, 2014).

Autonomy in HEIs constantly became a debated issue in Turkey after Turkey's actually experience the modern university after 1933 and the right of autonomy has been given to universities in 1946 for the first time with the Law of Universities; however, with the establishment of the CoHE the administration of the universities had been criticized for being highly centralized. One of the reasons behind the establishment of CoHE in Turkey was the existence of intense ideological campuses and in a highly politicized university environment (Çelik & Gür, 2014). Between 1960 and 1980, universities were administrated by the Presidents and administrators selected by the academic members. Selection of Presidents through this selection method caused many political problems and some universities have not been elected presidents for months (Kurt, Gür & Çelik, 2017). However, when the administration of the Turkish HEIs are compared with various universities around the world, it is possible to widely see buffer organizations like CoHE in many countries (Doğramacı, 2007; Gürüz, 2008). President assignment system of Turkish Republic has been changed three times in the last three years according to decree with the power of law published two times in 2016 and one time in 2018. The recent situation in the assignment of the university president is declared as:

In the state universities, the President is assigned by the President of the Republic from the candidates to be elected by the university faculty members to be convened upon the call of the existing President among the faculty members who has professorship (Article 13, Law of Higher Education, Law No: 2547).

The Turkish Higher Education System has developed rapidly between 1982 and 2012. By year 2012, the number of universities in Turkey reached to 181. The rise in the

number of the universities brought out increasing competition among universities as universities are required by students to be preferred by potential students. Universities are one of the service sectors with the highest number of stakeholders. From this point, possible crises in universities may affect these institutions negatively due to the competitive environment and cause expectations not to be met. Therefore, universities' effort for better crisis communication has significance (Penpece & Madran, 2015).

2.8. Discussion and Summary of the Literature Review

In brief, it is possible to see administration of HEIs is not only a national problem but also an international problem as the number of crises that can be seen in the universities arise day by day around the world. Internalizing the administrative problems in the universities and the competitive environment of the universities all around the world are immensely important to understand the importance of effective crisis-management. The literature also showed that effective decision-making is one of the key steps of effective crisis management; however, it is seen that cracks in the administrative systems may negatively affect the crisis decision-making. Moreover, the literature presented studies on crisis-management and crises management communication of the universities, yet none of them focused on the decision-making processes of the crisis response phase of crisis-management model.

When it comes to decision-making in the universities, the literature presented were mostly about decision-making of university administrators for strategic plans or strategic management. In that sense the organizational structure of the universities found to be remarkably essential. As Dunn (2018) conducted an exploratory case study to discover the condition of the HEIs in terms of crisis-management programs and found that crisis preparedness and management programs are under-developed, it was highly preferable to start interpreting the situation in Turkey.

CHAPTER 3

METHOD

This chapter provides detailed information about the design of the study, rationale of the research design, background information about the case, selection of the participants, demographics of the participants, sources of data, data analysis, and trustworthiness. Moreover, the researcher's role is discussed in this chapter.

3.1. Design of the Study

This study was designed as a qualitative exploratory and descriptive case study as the researcher seeks to describe the university administrators' perceptions of crisis and to explore the process of decision making in crisis. Thereupon, the data are collected and analyzed through qualitative approach. According to Yin (2003) if the researcher tries to explore a complex social phenomena indispensable need for case studies arises as case study method provides the researchers the opportunity to maintain the holistic understanding of the characteristics of real-life events. According to him, organizational and managerial processes can be explored through case studies. Additionally, case studies are known to be an approach that answers how questions when the researcher has little control over events (Yin, 2003). As the two main research questions of the study are 'how' questions, designing the research as a qualitative case study was found to be appropriate.

3.1.1. Rationale of the Research Design

The study was designed as an exploratory qualitative case study. As it was stated before there is little known about the decision-making processes of the senior university administrators in crisis situations. Qualitative studies can be preferred to explore a phenomenon when there is not enough information related to it (Merriam, 2002). Moreover, Creswell (2008) stated the researchers who seek to reach a conclusion through overall tendencies of the responses of the participants can make use of qualitative research methods. Therefore, as I constructed the research questions

of the study in order to explore and understand a concept, the design was qualitative case study. Moreover, it is claimed that if a researcher from the field of education who conducts a qualitative case study has sufficient data, the researcher will be able to:

- (a) to explore significant features of the case,
 - (b) to create plausible interpretations of what is found,
 - (c) to test for the trustworthiness of these interpretations,
 - (d) to construct a worthwhile argument or story,
 - (e) to relate the argument or story to any relevant research in the literature,
 - (f) to convey convincingly to an audience this argument or story,
 - (g) to provide an audit trail by which other researchers may validate or challenge the findings, or construct alternative arguments
- (Bassey, 1999, p.58).

Therefore, the researcher decided to study the experiences of the senior university administrators in a university to explore significant features of the case within the context of decision-making in crisis. However, it was important to be aware of the fact that the main aspect of the case studies is not making generalizations back to the population, thus to provide similar situations or attitudes occurred in a case or among cases (Yıldırım & Şimşek, 2013).

3.2. Selection of the Participants

The participants of the study were chosen by purposive typical (representative) sampling method. As the sampling method is based on maximum variation principle, it was ensured that there are sufficient number of participants who represent each layer of the chain of command in between senior university administrators. The current senior administrators and the senior administrators who had been administrators over the last 5 years and who are still the members of the university were the target participants of the study. The list consisted of 40 senior administrators. While it was important to make a selection among these 40 senior administrators on voluntary basis, the most important criterion was balancing the number of senior university administrators from different levels of hierarchy to find out whether there is agreement or discrepancy between the perceptions of the university administrators from different levels of authority like Presidents, President's Office Administrators, Deans, and Directors. The second important criterion was the study areas of the administrators to explore whether their study areas change their decision-making routines. Moreover,

while choosing the participants third criterion was including senior university administrators who had a chance to experience working with the current and previous Presidents in order to see whether there is a consistency in their styles of administrating in terms of decision-making in crisis or not. In accordance with this purpose, 8 senior university administrators participated to the study.

3.3. Background Information of the Case

Before providing information about the setting of the study and the demographics of the participants, it is significant to explain the reason behind choosing this university as a case. What is specific to this university which is one of the oldest public universities in Ankara, Turkey is its openness to crisis scenarios during its history mostly because of its political stance (Tekeli, 2010). This university is known to be one of the highly institutionalized and highly experienced universities in Turkey not only in academic issues, cultural issues, but also in administrative concerns (Ernek-Alan, 2016).

It is found that, this case university was in the sample of Penpece and Madran's (2015) study in which the universities were chosen based on the frequency of experiencing crises. Their study focused on clarifying the frequently seen crisis types in the universities. The case university in this study is selected from the ten universities of included in their study in which the ten universities were selected through judgement sampling. Judgement sampling is a non-probability sampling technique in which the sample members are chosen only on the basis of the researcher's knowledge and judgment (Creswell, 2013).

3.3.1. Setting of the Study

The study was conducted in one of the oldest public universities in Ankara, Turkey. This university is one of the most competitive universities in Turkey. In Ernek-Alan's (2017) study, this university has been found to be the first potential third generation university according to the standards of Wissema which mainly included standards like (1) basic scientific research, (2) transdisciplinary research, (3) cooperation with partners, open universities, (4) international and competitive market, (5) multicultural organizations, (6) the role of creativity, the role of design faculties, (7) cosmopolitan

university, (8) use of information, (9) the state does not provide direct funding, there is no state intervention.

At the time data collection period started, the university's organization chart included 1 President, 3 Vice-presidents, 1 by proxy Vice-president, Secretary General, 1 Vice Secretary General who is also advisor of the president, 6 Advisors to the President (1 of them is Dean of students), 5 Deans, 5 Graduate School Directors, 2 Directors (Vocational School of Higher Education and School of Foreign Languages) as senior university administrators. Vice-presidents and Advisors to the Presidents have specific distribution of task for the division of the duties. Non-academic administrative officers were not included in the target population. However, they were the important constituents of the oral triangulation of the study.

The existing President was assigned by the new system of the government. At that point, it is important to remember that the President assignment system of Turkish Republic has been changed three times in the last three years according to decree with the power of law published two times in 2016 and one time in 2018. The current President of the case university is the first president assigned by the new system which declared:

In the state universities, the President is assigned by the President of the Republic from the candidates to be elected by the university faculty members to be convened upon the call of the existing President among the faculty members who has professorship (Article 13, Law of Higher Education, Law No: 2547).

After this declaration the system changed more two times in a short period of time. The university administration team was structured in a chaos as nobody was expecting the President of the Turkish Republic to assign the candidate who got less vote than the winner. So, the situation in the higher education system proved the high level of uncertainty while the President's Office team was constituted.

According to the Articles 5 and 6 of the Regulations on Higher Education Institutions Organization, (March 28, 1983) members of the University Senate consist of senior university administrators like president, vice-president, deans and directors and they

are assigned for three years; however, members of the University Administrative Board consist of president, deans and three professors selected by the president who are connected to university and they are assigned for four years. According to these articles the frequency of the meetings is determined by the president. It can be seen that neither the vice-deans, advisors to the presidents nor the directors are members of the University Administrative Board. Furthermore, advisors to the president are not the members of the University Senate when the participants of the study are taken into consideration.

When the current senior university administrators' departments and fields of study were examined in order to see the background of the existing administrators of the case university, it is found that there is a diversity in terms of academic fields; however, minority of the senior university administrators in the President's Office layer is academicians of Administrative Sciences. Moreover, it is known that the case university had a chance to have a president whose field of study was Administrative Sciences for many long years in more recent times.

According to 2017-2018 annual activity reports, the university has approximately 27,582 students, 2223 academic staff and 2632 administrative staff. What is specific to this university is its large settlement plan. The total campus area is 4500 hectares and the 3043 hectares of it is the forest. The campus includes a Technopolis, 430 laboratories, 19 dormitories with the capacity of approximately 7358 students who benefit from a shopping area, banks, post office and many eating places. There are also lodgments, variety of sports facilities, forest which includes a lake. Moreover, it is one of the leading international universities. Over 2000 international students from 85 different countries studying toward a myriad of academic degrees. The numbers of the annual mobility flow of the international students and staff were reported as 950+ students and 260+ staff.

3.3.2. Demographics of the Participants

In Table 3.1 demographic information like gender, age, last administrative affiliation with its length and previous administrative affiliation or affiliations with their length about the participants can be found. Under the category of last administrative

affiliation, the current or the last administrative position of the participants were presented. Under the category of previous administrative affiliations section, the previous experiences in administration were presented. Demographic information about faculty and department names or institution or school names of the participants were collected; however, for the purpose of ensuring the confidentiality of the participants were not mentioned in the table. However, participants from variety of different departments were included to provide maximum variation.

Table 3.1: *Demographics of the participants*

<i>Participant</i>	<i>Gender</i>	<i>Age</i>	<i>Last Administrative Affiliation/ Length</i>	<i>Previous Administrative Affiliation(s)/ Length</i>
P	Male	69	President/ 8 years	Vice President/ 8 years Dean/6 years
PO1	Female	55	Advisor to the President (Dean of Students)/ 1.5 years	Vice Chair/ 2 years
PO2	Female	40	Advisor to the President/ 3 years	Vice Dean/ 1.5 years
D1	Male	59	Dean / 6 years	Vice Dean / 6 years
D2	Male	54	Dean / 6 years	Department Chair/ 7 years
D3	Male	51	Dean / 6 months	x
DIR1	Female	53	Director of an Institute / 2.5 years	Department Chair/ 5 years
DIR2	Female	50	Director of a School/ 6 years	Department Chair/ 3 years

3.4. Source of Data

In this study, qualitative data collection instruments were used. The main data collection instrument of this study is semi-structured interviews in order to explore the how do university administrators perceive crisis and how do they make decisions in crisis.

3.4.1. Interview Questions

The semi-structured interviews questions which were formed by the researcher had been used to collect the data. Hamilton, Shih and Mohammed's (2016) Decision Styles Scale (DSS) which is the latest scale in the field of decision analysis, Tuten's (2006) decision-making interview questions, Smith and Shoho's (2007) Higher Education Faculty Trust Inventory (HEFTI) modified by Siefkes-Andrew in 2017 and the literature review had been used while forming the exact interview questions which serves a purpose to answer the research questions of the study. After formation of the questions, three experts who had studies in the fields of administration of the higher education institutions, crisis management and decision-making contribute to the last version of the interview questions. Their comments included points to be redrafted which were mainly related to the number of the questions and the words chosen to convey the context of the study and content of the questions. After the interview form was changed according to the feedback of the experts, the final version of the interview form that includes 17 questions was sent to ethical committee. With the approval of the Middle East Technical University's (METU) Graduate School of Social Sciences Ethical Committee, period of searching for volunteer high-level decision makers had been started. It is important to know that the aim of the study is to explore the decision-making processes of the administrators in crisis; however it was assumed that the crisis definitions in the literature and the administrators crisis perception may vary, some questions were added to understand how do they perceive crisis instead of providing the crisis definition accepted by the researcher to the administrators with the help of expert opinion. Therefore, the last version of the questions was designed to be able to address questions according to the way they defined crisis in order to give them a ground.

3.5. Data Collection Procedure

After forming the interview question form and receiving feedbacks from the experts, data collection instruments were sent to the Ethics Committee. During the time of waiting for approval from the Ethics Committee, the researcher searched for the list of participants. The current website and archives of the website was visited to make a list of the senior university administrators who is currently a senior administrator and

administrators who had been in administration over the last 5 years and still a member of the university for choosing the participants. The list consisted of 40 senior administrators; however, the researcher considered balancing the number of senior university administrators from different levels of hierarchy to find out whether there is agreement or discrepancy between the perceptions of the university administrators from different levels of authority like Presidents, President's Office Administrators, Deans, Directors. The researcher also considered the study areas of the administrators to explore whether their study areas change decision-making routines of the administrators. For this purpose, an e-mail list that consisted of 15 high-level administrators had been created. Invitation letters (See Appendix D.) were sent via e-mail to these 15 senior administrators of the university. The participants were briefly informed that the study is about decision-making processes of the university administrators in a crisis. It was explained that the interviews will approximately take an hour. When a participant kindly refused to participate, another administrator who has a similar position had replaced. When a participant volunteered to be interviewed, time and place for the meeting were scheduled. Some of the administrators did not reply to the e-mail, some of them kindly refused to participate and 8 participants volunteered to participate. It was important to ensure that the participants are willing to participate in the study. They were asked to read and sign the informed consent form (See Appendix C.) before the meetings. It was restated that anonymity and confidentiality would be assured in all parts of the study and they have right to withdraw from the research whenever they want.

While conducting the interviews, all participants were asked to define the concept of crisis. If their definitions were close to the crisis definition of the research, they were directly asked to give crisis examples. If not, researcher directed the participants by using adjectives like not unprecedented, unexpected, nonroutine to let them share crisis scenarios which will be analyzed. This part was important to ensure the participants convey their experiences of crisis decision-making under the same conditions. The data collection approximately took 3 months and the first interview took place on December 27 and the last interview took place on April 10. The longest interview took 85 minutes and the shortest interview took 42 minutes. All of the interviews were

recorded with the permission of participants and transcribed verbatim by the researcher. Moreover, one of the participants asked for the voice recording and that was sent via e-mail. At the end, there were 110 pages of transcription.

3.6. Trustworthiness

Trustworthiness can be defined as necessity in increasing the degree of confidence in data, interpretation and methods used (Polit & Beck, 2014). Lincoln and Guba (1985) preferred to use concepts like credibility instead of internal validity, dependability instead of reliability, confirmability instead of objectivity, and transferability instead of external validity to express the quality of the data and the interpretations in qualitative research to differentiate it from the rigor of quantitative research. These concepts are accepted by many qualitative researchers (Guba & Lincoln, 1994). Now, the protocols and procedure of this study is shared in consideration of the standards highlighted in the literature.

Most importantly, the concept of credibility and how it was applied to this study will be mentioned. The main question for credibility in qualitative method is “Are we observing or measuring what we think we are observing or measuring?” (Merriam, 2002, p.25). So, this shows the importance of objectivity and being free from biases in qualitative studies. Therefore, the details of the data collection procedures and data analysis procedures were provided above guide the readers to follow the procedures to increase the credibility while designing the research. It is also significant to state that Merriam (2002) categorized the ways of providing credibility as triangulation, member check, peer review, prolonged engagement and in-depth data collection. In this study, triangulation, peer review and in-depth data collection were used. Triangulation can be defined as using different sources of data and comparing them to increase the credibility of a study. In this study e-mails sent via university administration to a group in which all members of the university are included were used. Moreover, in order to increase the credibility, as a part of oral triangulation an interview was arranged to see the consistency of the findings gathered from senior administrators in the university with the non-academic administrative staff. It is found necessary as the findings showed non-academic administrative staffs have active role in crisis decision-making

in the universities. In-depth data collection can be defined as “having a long enough period to ensure an in-depth understanding of a phenomenon (Merriam, 2002, p.26)”. Therefore, she stated that if the researcher finds and hears the same things over and over again the number of participants can be found to be enough. While conducting this study, the researcher started to hear the same things and preferred to take an adequate time to internalize the data for a valid data analysis process.

Secondly, the concept of confirmability, transferability and dependability and how it was applied to this study will be mentioned. Merriam (2002) stressed that audit trail and rich, thick descriptions are some of the strategies to increase all reliability, external validity and generalizability. In this study, in order to support, the researcher preferred to provide rich and thick descriptions of the data and detailed presentation of the research procedures with the consideration of ethical issues was provided. Moreover, during the coding process an expert shared idea for categorizing the themes and sub-themes for consistency.

3.7. Data Analysis

In this study, the data was collected through the interviews. In order to analyse the transcribed data, both descriptive analysis and content analysis in which human behaviour was analysed through their communications (Fraenkel, Wallen & Hyun, 2015) was used. Qualitative content analysis is found to be the strongest and the most prevalent approach by Bryman (2004) for the analysis of the documents. He emphasized the importance of how content analysis enables researchers to search for underlying themes in the documented materials. Moreover, he defined qualitative content analysis in that way:

An approach to documents that emphasizes the role of the investigator in the construction of the meaning of and in texts. There is an emphasis on allowing categories to emerge out of data and on recognizing the significance for understanding the meaning of the context in which an item being analysed (and the categories derived from it) appeared (Bryman, 2004, p.542).

Fraenkel et al. (2015) mentioned an advantage of content analysis by claiming its unobtrusive nature in which the researcher is not limited by time or space. Yin (2003) claimed that data analysis of qualitative case study should include "examining,

categorizing, tabulating, testing, or otherwise recombining both quantitative and qualitative evidence to address the initial propositions of a study" (p.109). Moreover, Creswell (2008) widely listed the steps of qualitative data analysis as; (1) organize data, (2) transcribe data, (3) explore the general sense of the data, (4) code the data. Creswell (2015) mentioned if the database is less than 500 pages of transcripts and if the researcher has time and want to be close to the data, hand analysis of the qualitative data is appropriate. Therefore, I preferred to analyse the data by hand analysis rather than using data analysis software as the condition of the database and the researcher was suitable to the hand analysis. While analysing the data I followed steps of Yin (2003) and Creswell (2008). I started by organizing the data, transcribing the data and then I read the transcriptions several times to explore the general sense of the data.

After that step, I analysed each participant descriptively one by one with the aim of understanding the general tendencies of the participants in terms of crisis decision-making and with the aim of understanding whether I need more data or not. As the codes were shaped to construct the themes, I reviewed the transcriptions to find other relevant themes and codes. The first version of the codes and themes were saved to see the differences after the developed version of it was constructed. The last version consisted of seven themes with many sub-themes which can be seen in the Figure 4.1 and Figure 4.2.

As the identity of the interviewees cannot be shared to ensure the confidentiality, abbreviations were used instead of pseudonyms while presenting the results of the data analysis (Fraenkel et al., 2015). Abbreviations were assigned to the participants by taking their administrative positions were taken into consideration. Therefore, the President was abbreviated as P. Two attendants from the President's Office were abbreviated as PO1, PO2. Three deans were abbreviated as D1, D2 and D3. 2 Directors were abbreviated as DIR1 AND DIR2.

3.8. Researcher's Role

In this section, I would like to share my role as a key instrument in the current study in order to show how I would be biased about topics related to the study and the case

university. I was totally aware of the fact that my bias will become a potential threat to decrease the validity of this study. For this purpose, I had an opportunity to discuss how my personal background might positively or negatively influence the study. Most significantly, as a researcher I have always been a member of the case university from my childhood as my family members were the alumni of the case university. Therefore, I have personally experienced some of the crisis scenarios shared during the data collection process. I sometimes struggled to act neutrally to the data shared with me when there were issues that I thought opposite to the participants. I was aware of the fact that I have to reflect everything within the perspective of the interviewees. Since I became a student in the case university three years ago which means I had the opportunity to see strengths and weaknesses of the university administration before collecting the data. As a researcher, I tried to take the advantage of this situation. I believed it is impossible to know the mechanisms of an institution's administration just by observation. The feeling of not fully knowing the structure of the institution's administration deeply as a member of this university gave me the opportunity to neutralize my biases to become transparent and objective.

I would also like to state that my ideology, my identity, my personality and my background information lead me to conduct this study. First of all, while choosing the topic of the study, I found myself wondering about topics in which the individuals and society are inseparable. Therefore, I understood without understanding the small units, it is not possible to explore the whole society. As a researcher from the field of educational sciences who is interested in decision-making and higher education, I desired to start from exploring a small unit. That was the rationale behind conducting a qualitative study within the perspectives of interpretivist paradigm which assumes that all human action and all interactions between human beings are meaningful and hence worth for being interpreted (O'Donoghue, 2007). Therewithal, perspectives, perceptions, behaviors, attitudes and actions of the individuals were the key words for me to explore the decision-making processes of the senior university administrators.

As a researcher, I was aware of the many schools and researchers defined *perspective* in different ways; however, what the common fact was all human-beings are limited

by their perspectives while making sense of the earth (O'Donoghue, 2007). Researchers should be able to limit their curiosity to concentrate on just to discover what they are supposed to know not what they are wondering about, so that research outcome becomes reliable, valid and inaccurate (Chenail, 2011). At that point, several times I found myself wondering about details and I learned to limit my wonder and I immediately started exploring what I supposed to know.

During the study, I always questioned my role as a researcher from the early steps of designing the research to the final steps of presenting the findings of the study. Objectivity was the key word for me mostly while conducting the interviews and analyzing the data. I not only found myself as a novice in conducting a research, but also found myself novice in conducting a qualitative research. I linger over to understand the philosophy behind the qualitative research and it really helped me to understand the importance of controlling my insight while conducting this research. I always found myself in a critic position as my insight or biases may affect the results and trustworthiness of the study. Therefore, I always tried to be careful and conscious about the fact that I should be totally unbiased while interpreting the experiences of the participants while exploring. For instance, even while collecting the data, I had the tendency of making everything clear by asking extra questions to support my interpretations. I recognized that my assumptions about the findings of the study which are listed below affect the way I choose the theories of the decision-making, write the interview questions and analyze the data. To hamper this, I wrote my assumptions and I forced myself to stay objective. I found out that my assumptions were mostly about the senior university administrators' unawareness in crisis decision-making; however, I was not biased about the decision-making processes of the decision-makers as the steps and the procedures were totally unknown for me. Being a stranger to the topic which is the process of decision-making in crisis in universities was an advantage for me as I have not got any chance to witness as a whole. My assumptions were listed below as:

1. The senior university administrators may be unconscious about the decision-making theories.

2. They may be biased towards making intuitive decisions during crisis decision-making.
3. The decision-making process of the university may be found to be getting worse and being ineffective due to the fact of pressure in political orders.

As a researcher, to stay objective, I asked three experts from the field to help me to modify my interview questions. I also clarified the data by asking extra questions to the participants if I have the tendency of misunderstanding the provided data due to lack of information. I tried to increase the trustworthiness of the research by triangulating the data. I reanalyzed the data to catch the codes which were invisible at first sight. While coding and analyzing the data, I tried to see and present both the positive and negative sides of the provided scenarios by always repeating the key word objectivity.

Furthermore, I would like to share how conducting this research contribute to me. Most importantly, the concept of qualitative research thought me how to get rid of my biases. Secondly, I really desired to conduct a research about decision-making; however, I was considerably biased to conduct a qualitative research and conducting a research in HEIs. When I reached to the end, I am not only satisfied with the fact that I learned much about decision-making approaches from the literature and but also successfully answering the research questions of the study. Moreover, I am satisfied the fact that I broke down my prejudices and conducted a qualitative research in HEIs. Now, I can introduce myself as a researcher who is highly interested in conducting a qualitative research in a better way by using the knowledge I acquired while writing my dissertation. In the end, I have learned a lot about being determined because finding volunteered participants was a great deal for me while conducting this research. I have never been upset by this situation and I always tried to do my best to answer my research questions within the boundaries of qualitative research approaches.

At the end, I would like to share my challenges during the process of conducting this study. First of all, finding volunteered university administrators to participate was really difficult and time consuming. Time was an obstacle by itself as many of the

university administrators claimed they were really busy to participate. Moreover, as a consequence of the fact that some university administrators justifiably worried to participate as right of conscience, freedom of speech and freedom of thought are restricted day by day within the context of the governmental policies. These obstacles during the process ended up with low number of participants; however, these obstacles have not affected the results as the data had already been started to repeat itself. On the other hand, as the result of these obstacles collecting data from the perspective of Vice-presidents and Secretary generals was not possible which ended as a limitation of the study.



CHAPTER 4

RESULTS

It is mentioned that the aim of this study is to explore the decision-making processes of the university administrators in crisis situations, therefore research questions of the study were constituted in accordance with this purpose. For this motive, it is found to be more elucidatory to extract the data with the help of descriptive analysis and after that continuing with the content analysis. Therefore, descriptive analysis is a powerful way of conveying the nature of the interviews to the readers. Yıldırım and Şimşek (2013) claimed descriptive analysis of the interviewees is a necessity. For this purpose; first of all, descriptive analysis of the participants had been presented. After that, content analysis of the interviews had been presented as content analysis is a profound way of analyzing and discerning the data. It is important to remember President was abbreviated as P. Two attendants from the President's Office were abbreviated as PO1, PO2. Three deans were abbreviated as D1, D2 and D3. 2 Directors were abbreviated as DIR1 AND DIR2.

4.1. Descriptive Analysis of the Interviews

In this part, each interview was analyzed descriptively. It was thought that it would be easier for the readers to understand the content analysis if they would have general idea of the atmosphere of the interviews and the administrators' mentality and tendencies in general during the interview. Moreover, the descriptive analysis provided in this part may help the readers to interpret the results provided under the themes and sub-themes that emerged in a holistic perspective.

Descriptive analysis of the first interview (D1):

First interviewee has been working as an academican for twenty-five years in the case university. He was the previous Dean of his faculty who had been in that position for six years. Before becoming the Dean, he was the department chair for six years. The

interview approximately took 65 minutes as he was very interested in the subject of the thesis. He claimed that he is excited about sharing his experiences and opinions. He was looking enthusiastic to start. As he does not have administrative position anymore, he was more relaxed and transparent to share his ideas when it is compared to the other decision-makers. However, there was a disadvantage of this situation as he sometimes had difficulties to remember the details of the crisis scenarios he shared.

According to him, if a problem is not experienced before it can be seen as a crisis for the decision-maker. He believed that there are situations in which a problem can be seen as a crisis for him; however lower-level administrators may not see it as a crisis if they have experienced similar things during their administrative lives before. During the interview, he evoked the idea that there are serious deficiencies and uncertainties in decision-making procedure of the university in crisis situations. However, he claimed he never found himself deficient while making decisions in crisis as his prior experience in administrating taught him how to do things. According to him, it is not possible to reflect decision-making mechanism as it is highly destabilized in the university; though he believed as the size of his faculty is bigger than the other faculties in terms of settlement plan and population, decision-making process is more chaotic than the others. However, he found his university more successful in terms of healthy decision-making processes when it is compared to the other universities. He believed that the organizational culture and the roots of the university is highly affected in this success. He regretted to mention that governmental regulations affect the autonomy of the university and it lowers the transparency of the decision-making processes in crisis gradually day by day as he has a chance to evaluate both university administrations. Overall, it was a very extensive interview which is full of information to explore his tendencies of mental decision-making processes and interpersonal interactions during decision-making.

Descriptive analysis of the second interview (D2):

Second interviewee has been working as an academician in the case university for thirty-two years. He also worked abroad as an academician for two years. He has been the Dean of one of the smallest faculties of the university for six years and he was the

Department Chair for seven years before serving as a Dean. The interview approximately took 40 minutes. During his deanship he had the opportunity to see the atmospheres of several University Administrative Boards Meetings and University Senates Meetings which gives him a sight to compare the decision-making climate in terms of crisis. According to him, those meetings used to cover decisions about all stages of crisis and they used to hold emergency meetings more often. He claimed nowadays these meetings only cover post-crisis evaluations.

He was interested in politics and legislations as his sister is a person of law. His field of study and his interests were highly influencing his illustrations. According to him, the participatory nature of the decision-making in crisis decrease day by day within the context of university; however, in his faculty mechanism is totally different as he gives importance to participatory decision-making even in crisis situations. He tries to include lower-administrators and student representatives to the decision-making processes.

He strongly emphasized that the context and scale of the crisis may affect the decision-making processes. Especially the crisis related to governmental mandates or politic movements bubbled with the purpose of defamation and featuring divergency between the public and the university are the most complex crisis types in which variety of other organisms like top government officials, society or alumni rather than university's own organisms may be taken into consideration while making decisions. In conclusion, it was a very inclusive interview which is full of information to explore his tendencies of mental decision-making processes and interpersonal interactions during decision-making.

Descriptive analysis of the third interview (DIR1):

Third interviewee has been working as an academician for twenty-nine years in the case university and she had worked abroad in the USA for one year. She is the Director of one of the most crowded institutions of the university for two and a half years. She had been Department Chair for five years before coming to her current position. The interview took approximately 55 minutes. She claimed she brainstormed about many

crises scenarios to share; however, at the beginning her crisis perception was different than the literature; therefore, she was asked to report more crisis scenarios suitable for the crisis definition of this study. She looked a little bit stressed about it; however later she provided many other crisis scenarios and this ended up with a period of time she criticized herself and the university. After a while she started to see the problematic and unproblematic sides of the decision-making processes. In some of the crisis scenarios she was sharing, she was very emotional and she had difficulty to choosing the correct words to express the event.

What is important about her is; as she is the Director, she is a member of the University Senate but she is not a member of the University Administrative Board. She claimed that many important decisions about extraordinary situations are taken in the University Administrative Board. At the end of the interview she acknowledged the importance of the topic and she thanked for letting her question herself and her decision-making strategies. She mentioned she would try to be more conscious about her decisions during crisis.

Descriptive analysis of the fourth interview (P):

Fourth interviewee worked as an academician for thirty-seven years and he also worked abroad in different countries for two years. He is the previous President of the university and he was in this position for eight years. Before this position he had been Vice-President for another eight years and he had been Dean for six years. These information shows us he is the most experienced participant of the study. Moreover, his field of study is also related to Administrative Sciences which makes him fully equipped about the decision-making theories. He did not have any trouble to remember his crisis experiences during the interview. The interview took 70 minutes as he was well-equipped and full of experiences. He has deep knowledge about the decision-making processes of the university and administrative theories of decision-making in crisis management. As he administrated the campus for long years his contribution to the current study was certain.

The way he perceived crisis was different than the other administrators as he claimed he learned everything through working in the field and master-apprentice relationship. This can be the indicator of the importance of prior knowledge and experience while perceiving crisis. According to him, most of the tremendous incidents or problems are not crisis anymore. If something is unprecedented than it can be named as crisis.

He was unassuming while he was sharing crisis scenarios which they successfully managed with his team or by himself. Opposite to that he was not regretful while he was sharing crisis scenarios in which they were not successful because he was well-equipped about decision-making and crisis management and it was totally normal for him to fail unlike many other administrators.

He claimed that the nature of the universities is open to deterministic, probabilistic and game theoretic problems; however according to him game theoretic problems are the most challenging problems which obligate administrators to make decisions with heuristics and intuition. According to him, the case university sometimes come face to face with game theoretic problems and he claimed problems which are mostly related to governmental relations as the university is always in the public eye with the purpose of defamation for the politic benefits. These are complex crisis with complex decision-making balances which necessitates prior experience supported by organizational culture and strong organizational commitment.

To summarize, it was a sophisticated interview which helped me to deduce from a holistic point of view as he shared his experiences from the perspective of someone at the top of the university. The crisis scenarios he shared not only contributed to the study to explore his tendencies of mental decision-making processes and to understand interpersonal interactions during decision-making but also to see the decision-making processes of the university in a comprehensive way.

Descriptive analysis of the fifth interview (PO1):

Fifth interviewee has been working as an academican for nineteen years in the case university. She also worked abroad for two years. She is the Advisor to the President

of the existing university administration for three years and she was the Vice-Dean for one and a half year before this position. She is an active member of the University Administrative board and University Senate and she is one of the top-level administrators as she works for the President's Office. The interview approximately took 30 minutes.

She was one of the interviewees who seem as if there are problems in the crisis management originating from unsystematic nature of the decision-making. For instance, she suggested she felt lost when she first started to work for the university administration. She believes transfer of experiences both written and oral are highly important to solve the crisis with better decisions on the basis of her experiences and her observations about the university administration. She looked open to criticism; however, she claimed the fact that the general structure of the administration may not always be open to criticism. She believed that their communication between top-level administrators is not problematic during crisis management; however, she claimed that they rarely ask for advice to make sure the decisions they made are approved by the selected attendants (faculty, staff, students, vs.) to contribute to the decisions from the university members.

While sharing the crisis scenarios she was very emotional and she claimed that she sometimes cries when she is sharing her day with the other family members. She also stressed the fact that she sometimes share what happened with her colleagues to relieve her emotional baggage. As she was the youngest participant of the study, she looked more determined and hopeful than the other administrators in order to make implementations for more efficient and quicker crisis decision-making.

To summarize, it was a highly inclusive and transparent interview which is full of information to explore her tendencies of mental decision-making processes and interpersonal interactions during decision-making. Sometimes she was anxious to share the details. The information gathered helped me to understand and confirm communication flow and communication mediums in crisis occasions. She kindly said thank you to me for studying a crucial topic like decision-making in crisis and she

claimed this study increased her awareness about the deficiency to cause the university administration to struggle.

Descriptive analysis of the sixth interview (D3):

Sixth interviewee has been working as an academician for twenty-six years and he has been working as an academician in this case university for thirteen years. When it is compared to the other Deans participated to this research, he worked in the case university less than the deans. He is the Dean of one of the medium sized faculties of the university for six months. It is again a short period of time when it is compared to the other Deans participated to this study. He worked abroad in the USA as an academician for seven years. He had been worked in administrative positions like Advisor to the President in other universities. The interview approximately took 45 minutes.

While he was answering the interview questions, he strongly emphasized on the fact that he has the opportunity of comparing this university with the other public universities in Turkey. His ideas about the university were always positive and he was one of the optimistic participants who thought decision-making processes of the university is how it supposed to be and it is sufficient. The reason behind this was his on-point inferences based on other public universities in which Presidents are making the decisions without the participation of other administrators.

What is significant about D3 is his field of study. As he is familiar with the concepts and theories, he was more aware of the aim of the study. Therefore, his answers were valuable and gave the researcher the opportunity of seeing how being knowledgeable affects the way they perceive things; however, the way he makes decisions in crisis was also affected from the nonautonomous nature of the university and pressure of accountability. Contrast to the other interviewees, this interviewee was a little bit uncommunicative as he shared many of the crisis scenarios implicitly. Furthermore, was the only interviewee who claimed that he has not experienced any crisis in which he is authorized to make-decision as he is the Dean for just six months.

Overall, it was a very inclusive interview which helped me to explore the importance of how cultural backgrounds of the society and cultural backgrounds of the university affect the nature of decision-making. He strongly claimed that as the families do not let their children to make their own decisions, we do not learn how to make our own individualistic decisions processed by our gut and intuition. He added that as the number of leaders who make successful decisions with the help of irrational decisions is almost nonexistent not only in the universities but also in the government, nothing can be held up as an example for the administrators.

Descriptive analysis of the seventh interview (PO2):

Seventh interviewee has been working as an academician for thirty years in the case university. She is the Advisor to the President of the existing university administration for one and a half year and she was the Vice-Department Chair for two years before this position. She is an active member of the University Administrative board and University Senate and she is one of the top-level administrators as she works for the President's Office. The interview approximately took 45 minutes.

According to her, university administration is doing its best to successfully manage the crisis with healthy decisions and the university is aware of the fact that there are some deficiencies to be resolved. She claimed that she is actively participating to the decision-making processes of the large-scaled crisis and she also tries to make participatory decisions during the process of making decisions of medium-scaled crisis which are mostly in jurisdiction of her. In some of the crisis scenarios she was sharing she was very emotional and she was about to cry. She stressed the fact that sometimes dealing with many of the crisis is an emotional baggage.

To summarize, contents she shared during the interview was informative for me to explore her tendencies of mental decision-making processes and interpersonal interactions during decision-making as she was highly transparent. Sometimes she felt uneasy to share the details of the crisis scenarios. The information gathered helped me to understand and confirm communication flow and communication mediums in crisis occasions. At the end of the interview, she believed that she has lots of things to learn

about crisis decision-making as being cold-blooded is sometimes not enough to make rational decisions. She did not skip to say thank you as for studying a significant topic like crisis decision-making and she added the questions of the interview let her question herself about how can she develop her skills.

Descriptive analysis of the eighth interview (DIR2):

Eighth interviewee has been working as an academician for twenty-two years in the case university. She has been working as the Director of one of the most crowded Schools for six years and she was the Department Chair for three years before this position. The interview approximately took 40 minutes.

She strongly emphasized the fact that she is a member of the University Senate but she is not a member of the University Administrative Board. She claimed that many important decisions about extraordinary situations are taken in the University Administrative Board. She was feeling the absence of this situation as her school is open to many crisis scenarios and as she is in need of working cooperatively with the other faculties to show consistency to make decisions as students of her school are novice at the campus and they are normally registered to other faculties.

She claimed that she has the opportunity of comparing two different university administrations and she defined the current administration as a closed book. She strongly emphasized that the university administrations do not work cooperatively while managing large-scaled and medium-scaled crisis. She claimed decision-making of micro-scaled crisis is more cooperative and participatory.

To summarize, it was an inclusive and transparent interview to explore her tendencies of mental decision-making processes and interpersonal interactions during decision-making. Moreover, the data obtained from her contribute to the idea that Directors as the third level of administrators determined for the study are not included to the decision-making of large-scaled crisis as they are not Members of the University Administrative Board.

4.2. Content Analysis of the Interviews

In this section, the data were analyzed inductively. This section was basically divided into two frames as there are two research questions in the study that aimed to explore how university administrators perceive crisis and how do they make decisions in crisis. First part is mainly about the themes emerged about crisis and the second part is about the themes emerged about decision-making processes. The illustrated version of the seven themes and many sub-themes emerged during the content analysis for the first research question (RQ1) and the second research question (RQ2) can be found below in Figure 4.1 and Figure 4.2.

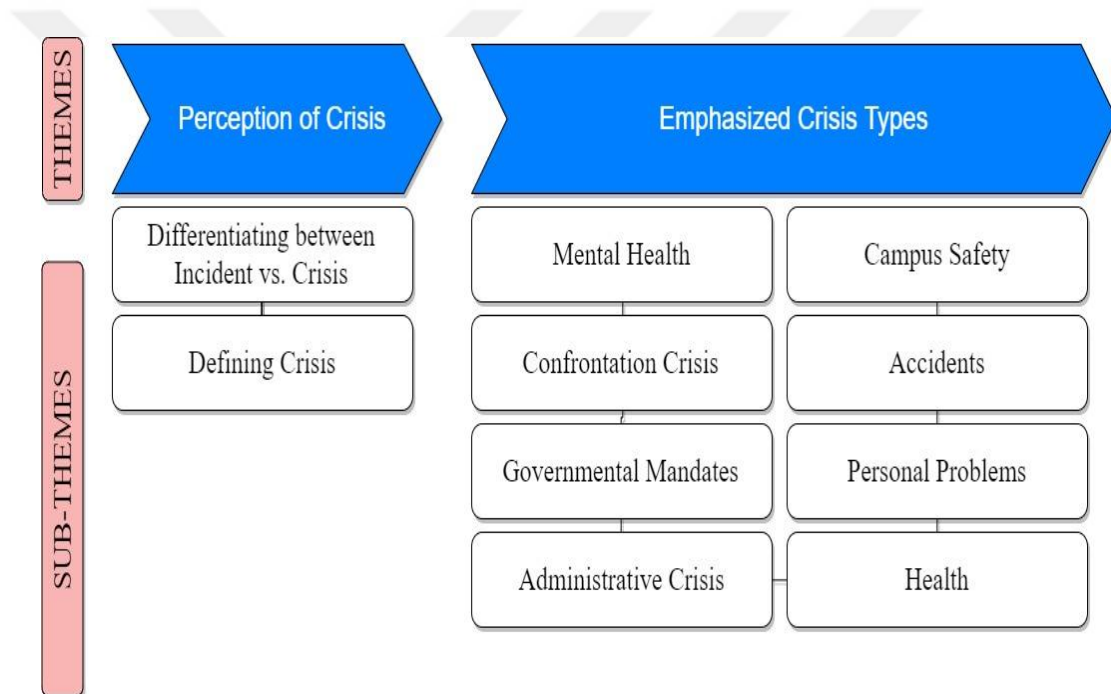


Figure 4.1: Themes and sub-themes for the RQ1

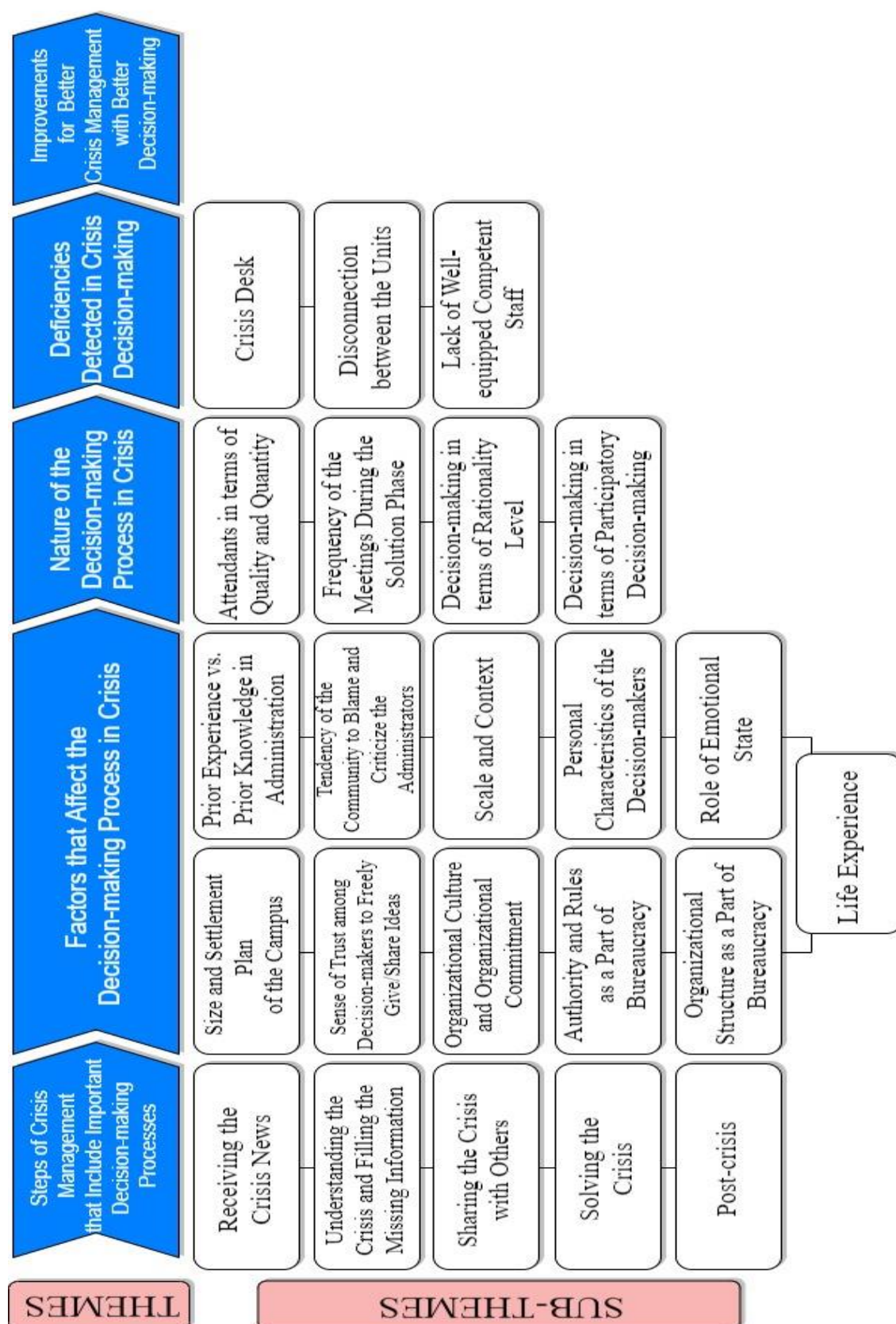


Figure 4.2: Themes and sub-themes for the RQ2

4.2.1. Crisis

In this section, the data were analyzed in order to understand how university administrators perceive crisis. It was important to analyze and present these findings as their decision-making processes may vary by their perception of crisis; therefore, it is also found significant to see how university administrators define and perceive crisis. There were specific interview questions to understand this; however, during the conversations it was seen that participants mentioned key factors that represent their crisis perceptions. Moreover, the types of the crisis they have shared gave us clues to explore their crisis perception as well. At the end, three themes emerged which are perception of crisis, emphasized crisis types and features of the unprecedented crisis scenarios.

4.2.1.1. Perception of crisis

As it was important to understand according to what features do university administrators name a problem, tremendous incident or emergency as crisis, it is found that most of the participants stressed that the way each administrator perceive the problems is something individual. In order to analyze this individual process, two sub-themes emerged which are differentiating between incidents vs. crises and defining crisis.

4.2.1.1.1. Differentiating between incident vs. crisis

According to the all findings of this sub-theme two different tendencies were interpreted. There are some administrators who had the idea of strongly differentiating incidents from crisis and some administrators who counted incidents as crisis and claimed it is not easy to differentiate them as they emerged as codes.

Most of the decision-makers believed that all incidents are crisis. The reason behind this can be the idea of deliberation because according to PO1, PO2, DIR1, DIR2 some incidents should be evaluated as crisis as they may become wider. Decision-makers who believed all incidents are crisis mostly mentioned that if a tremendous incident is unprecedented and extraordinary for them, it may be evaluated as a crisis; but if it is not unprecedented and extraordinary for the other administrators or other members of the community who have experienced a similar incidents before, it may not be

evaluated as crisis. Therefore, it can be seen that administrators are generally open to the idea of evaluating an incident as crisis if they are just unfamiliar with the situation. This is important because as decision-making is a mental process, how an administrator perceived a problem may change the quality of decisions.

Contrast to this finding, D1, D3 and P strongly differentiated crisis from the other tremendous incidents not only within the context of an individual's life experience which can be also found as a sub-theme of factors that affect decision-making in crisis theme but also within the context of disarray in the way of solving it. For instance, D1 claimed that:

Let's assume that there is a disagreement between groups as a routine. I got the news and it is reflected to me but perhaps it doesn't need to be resolved that day; it can be extended over a period of time. These examples that spread over time give us opportunity to reflect on and internalize it better. I think it is more accurate to say call these events as incidents.

D1 and P differentiated incidents and crises in terms of the level of leaving your routine way of managing a problem and they claimed administrators should find themselves questioning the existing mechanism in the crises. D3 also strongly differentiated crisis from incidents. Moreover, according to him crisis should have uncertainty in terms of solution process. So, it can be deduced that if a person has experienced such a similar thing before, it is not a crisis.

4.2.1.1.2. Defining crisis

As it was foreseen that administrators' perception of crisis may affect the decision-making processes, participants were asked to make their own crisis definitions. The option of sharing the crisis definition accepted by the researcher was an option; however, letting the administrators make their own definitions was important to deduce how their perception of crisis affect decision-making processes. When the researcher understood that the definition of the interviewee contradicts with the crisis definition of the research, they were asked to provide crisis examples that matches with the crisis definition of the study. The researcher guided the interviewees to forge a link between focused crisis definition. Overall, it can be said that experienced administrators' perception of crisis is different from the new administrators. Moreover, it can be inferred that if a decision-maker is from the Faculty of Economics and

Administrative Sciences have nearly the same perception of crisis with the experienced ones. Their perception of crisis corresponds to the crisis definitions in the administrative theories in which incidents are strictly separated from crisis in terms of uncertainty level and risk factors. It is deduced that, the administrators who are out of these two groups have tendency to name incidents as crisis. When their definitions were analyzed, eight codes emerged which are unexpected events, unprecedented/extraordinary, nonroutine, uncertainty, time pressure, be blindsided/caught unaware, and bad reputation/damage. The patterns according to the interviewees can be found in Table 4.1.

Table 4.1: *Codes of crisis perception*

<i>Sub-theme</i>	<i>Codes</i>	<i>Participants</i>
Crisis Perception	○ Unexpected Events	P, D1, D3, PO2, DIR2
	○ Unprecedented/Extraordinary	P, D1, D2, D3
	○ Nonroutine	P, D1, D2, PO1, PO2
	○ Uncertainty	P, D3
	○ Time Pressure	P, D1, D3
	○ Be blindsided/Caught Unaware	P, D1, PO2
	○ Bad Reputation and Damage	P, D1, PO1, PO2, DIR1, DIR2

Codes that emerged under the theme of defining crisis were analyzed which are bad reputation and damage, unexpected events, unprecedented/extraordinary and nonroutine. When we look at the table it can be seen that P made reference to all of the codes emerged from the data and D1 almost made reference to all of the codes. It can be deduced that two participants' crisis perception was more sophisticated. At that point, P defined the crisis as:

What I think is the real crisis; it should obviously threaten the institution once. Let me tell you this; it should perhaps affect or stop the functioning of the organization. You can understand it if a change occurs in the way of doing your business in the institution as the crisis make you to question your current mechanism and possible require change. Expected crisis is hardly possible. What I call as crisis requires to be an unexpected event in which you have to intervene in short-period of time.

It can be seen that majority of the participants claimed that crises damage the university and create bad reputation. It is deduced that P, D1, D3, PO2 and DIR2 believed that crisis are unexpected events as they mentioned situations like it is not possible to guess when and where will it happen. It is possible to see participants from all three levels of administration; however, when it comes to adjectives like unprecedented and extraordinary the distribution shows us important things to interfere. Only P, D1, D2 and D3 claimed crisis are unprecedented and extraordinary events. This is a significant finding; because it is the most important adjective that helps us to differentiate incidents from crisis. This finding also accords with the participants who strongly differentiate incidents and crisis. More importantly, when the background of these participants is considered, it can be seen that they are at least one of the most experienced participants or the ones who are familiar with the administrative theories. Lastly, most of the administrators emphasized crises are nonroutine events. According to P, crisis can be defined as necessity of leaving the routine bureaucracy. As they believe that crisis situations are nonroutine events, it can be said that crisis in the universities seem to be unstructured complex problems.

When less frequently mentioned codes were analyzed which are caught unaware, uncertainty and time pressure, it can be seen that three participants claimed that crises are the problems that the organization caught unaware and the administrators are blindsided at the moment. Three participants mentioned that time pressure is an important indicator of the crises as there can be crisis types which necessitates time management or not. According to P and D3, some crisis may have been solved in a short-period of time and some crisis may have been solved in a long-period of time. However, according to D1, most of the crisis have been solved in a short period of time. In both occasions, time pressure can be seen as the nature of the crisis according to their perception. It can be seen that time pressure is not a must for all crises according to these participants. At the end, it is one of the most significant findings of the study that only two administrators mentioned uncertainty. As it was stated in the literature review *uncertainty* is a key word of the crisis situations and it shows that senior university administrators. For example, D3 claimed that:

Crisis is a situation that you do not even have an idea of making Task Management or Time Management. In other words, you don't even have an idea of how to solve this problem.

According to him, uncertainty level of an incident or problem is important in naming them as crisis; however, even the uncertainty levels of the oft-repeated problems of the university may change in terms of the decision-maker's experience.

4.2.1.2. Emphasized crisis types

Under the theme of emphasized crisis eight sub-themes which can be seen in Table 4.2 were emerged through two directions. One direction is when the participants were answering the question in which they were asked to share the frequently seen crisis types in the universities and the second direction is the real crisis scenarios shared by the participants. According to these directions eight sub-themes emerged under the category of emphasized crisis types helped us to understand the nature of the university in terms of variety of crisis types.

Table 4.2: *Sub-themes of emphasized crisis types*

Theme	Sub-themes	Participants
Emphasized Crisis Types	○ Mental Health**	D1, D3, PO1, PO2, DIR1
	○ Campus Safety*	P, D1, D2, PO1, DIR2
	○ Confrontation Crisis*	P, D2, PO1, PO2, DIR2
	○ Accidents**	PO1, PO2, DIR1
	○ Governmental Mandates*	P, D1, D2, PO2, DIR1, DIR2
	○ Personnel Problems***	PO1, PO2, DIR2
	○ Administrative Crisis****	D1, DIR1, DIR2
	○ Health**	P

* demonstrates the crisis types which are both mentioned under the category of crisis which are experienced for the first time and frequently seen crisis in the universities.

** demonstrates the crisis types that are mentioned only under the category of crisis which are experienced for the first time.

*** demonstrates the crisis types that are mentioned only under the category of frequently seen crisis.

4.2.1.2.1. Mental health

Crises like suicides, academicians and students who have psychological problems are the types of crises evaluated under the sub-theme of mental-health. D1, D3, PO1, PO2 and DIR1 found crises caused by mental health of the university members are highly problematic and these are increasing day by day. Moreover, in the interviews they criticized the existing situation as they always mentioned on improvements oriented to crises that occur through mental health as they were found to be highly complex problems. For instance, PO1 stated that:

Psychological problems of the students, students especially coming from out of Ankara, [...] during the process of getting used to university, campus, classes and Ankara these problems merge with their previous problems from childhood.

According to majority of the participants, problems that are related to mental health may be escalate and crises like suicides may occur. Participants emphasized that:

I think especially like in the last five years, mental health of both the faculty staff and students is getting worse. We seriously need support. (PO2)
Now, we work with young people. They are both in critical stages of development and have a difficult time due to academic difficulties. (DIR1)

Moreover, participants added that they have experienced such a crisis as a psychological problem ended up with suicide just a short time ago and they stressed on the fact that there are many suicidal attempts in the campus which are hampered. Suicidal attempts found very risky among the participants of the study as the scale of this types of crises are wide as it may affect the other students, friends, roommates, family members, faculty members. This can be interpreted as crises occurred through mental health problems are prevalent in the university.

4.2.1.2.2. Campus safety

P, D1, D2, PO1 and DIR2 mentioned that in this university crises that risk the campus safety frequently happens. The crisis scenarios they shared showed that student protests through political divergence or ideological conflicts of the student groups are the most seen crises types under this category.

Student protests can be frequently seen in the campus; however, each protest cannot be named as crisis. If there is serious clash, if it hampers the education in the university, if injuries and death occur it can be thought as crisis. (P)

Furthermore, D1 claimed that “*Crises that we need to make quick decisions are mostly the student protests*”. It can be seen that university administrators may frequently come face to face with crises that they may need to make quick decisions.

PO1 stressed on the fact that as the university campus contain many foreign students in itself from all over the world conflicts through race are the crisis that can be seen in the universities as she has experienced an example which will be mentioned later.

P strongly mentioned that religion is a critical issue which may cause conflicts through student groups and it may again cause crisis related to campus safety and he also provided an example about it in which two groups of students who have opposing religious views brawled. These are all indicators of how universities may face with crises in which risk factors and uncertainty levels are high and the decision-making processes are expected to be nonprogrammed and data-informed.

4.2.1.2.3. Confrontation crisis

Crises like confrontation crisis seemed to occur frequently as the university members are highly sensitive about their political views and freedom. Within the context of universities confrontation crises seemed to occur when discontented students or academicians find themselves arguing with the university administration in order to be part of decision-making that affects their life on campus or when they try to draw attention to their demands. It is interpreted from the crisis examples shared by P, D2, PO1, PO2 and DIR2 that confrontation crisis generally happens through conflicts of interest of community of students or student representatives and the university administration or faculty administration. For instance, PO1 talked about the fact that the heads of the student clubs that belong to the university sometimes organize protests in the campus if they are not able to make an agreement with the university administration on a problem that should be solved or about the topics they want to be informed in a detailed way. At the end, the processes end up with confrontation crisis which is not found to be easily manageable as there are opposite views who try to be part of the decision-making.

4.2.1.2.4. Accidents

Some of the participants claimed that car accidents can be frequently seen in the campus as it is a crowded campus which has a similar scale with a small province;

however as limited number of personnel and administrators has to deal with these accidents some of them quickly turn into crises because administrators may not be able to quickly intervene to the accidents. They claimed that if there is an accident involving death or personal injury crises may arouse. PO1, PO2 and DIR1 claimed that they have recently experienced a car accident like this which quickly turned into a crisis. PO2 mentioned that crises occur frequently in the university.

In fact, there is a new crisis every new day as 33-35 thousand of people live there. (PO2)

Another point that the participants emphasized was laboratory accidents as there are lots of departments of natural sciences and technical sciences. P stated the fact that risk assessments about this laboratory accidents had been done several years ago after an accident happened; however, it should be a topic to be followed-up all the time to prevent these crises because it is full of risks.

4.2.1.2.5. Governmental mandates

Majority of the participants mentioned that the university always experiences crises related to governmental mandates. P, D1, D2, PO2, DIR1 and DIR2 stressed on the fact that frequently seen crisis related to governmental mandates are about unconscionable impositions of the government. Participants stressed on the fact that these crises harm the autonomous nature of the university. Most of the participants claimed that they mention these crises as they are full of uncertainties. P and D2 provided a crisis scenario in which the demands of the metropolitan municipality and government's demands conflict with the university. They claimed that as the case university is a public university and the cultural background of the university is always known to build up opposition block to the governmental mandates, these crises are supposed to be harmful for the university. One of the examples they provided under this category was the road construction project of the metropolitan municipality in which the university should asked to accept the logging of the nearly 3000 trees to construct a multilane road within the boundaries of the campus. As the university did not accept this demand it brought many bureaucratic crises and safety problems as the university wanted to resist to this governmental mandate.

It can be interpreted that the nature of the university is open to game theoretic problems as the crises may arise from unknown authorities or power. Many administrators found crisis under this category as highly complex macro-scaled crisis to intervene and it is deduced that these may necessitate nonprogrammed and data-driven decisions.

4.2.1.2.6. Personnel problems

Some of the participants shared problems in inter-personnel relations like fighting through having conflicts or loss of an important personnel through resignation which can turn into a crisis if it cannot be compensated in a successful way. The crises under this category were again mostly given as examples of frequently seen crisis which can be solved in a long-term period. The finding of this part is an indicator that some administrators' crisis perception is different than the others and their perception of crisis guide them to name incidents as crisis; however, most of them seemed as incidents that may lead up to crisis.

4.2.1.2.7. Administrative crisis

Some of the participants mentioned administrative crises like allotment of budget, sudden changes in the regulations via CoHE like assignment procedures of the university administrators. The crises under this category were mostly given as examples of frequently seen crisis which can be solved in a long-time period. Therefore, it can be inferred the decision-making process of these crises were data-driven, nonprogrammed and more rational than the crises which should be solved in a short-period of time. The finding of this part is an indicator that some administrators' crisis perception is different than the others and their perception of crisis guide them to name incidents as crisis; however, most of them seemed as incidents that may lead up to crisis.

4.2.1.2.8. Health

Only one of the participants mentioned about crisis about that can be categorized under health; however, it is found to be an important example as it is a macro-scaled crisis and its management necessitates nonprogrammed and data-driven decisions. P mentioned that epidemics like swine influenza virus can be given as significant crisis that may affect the health of the campus. He provided a crisis example about this in which he needed to develop strategies to intervene it early to set back. This crisis

scenario also helped us to understand and to be prepared different types of emergencies that can affect this university.

4.2.1.3. Features of the unprecedented crisis scenarios



Figure 4.3: Features of the unprecedented crisis scenarios

It is mentioned that decision-makers' individual perception of crisis may affect the decision-making process. As some of the participants had different perception of crisis

when it is compared to the real definition of the crisis; they were asked to share crisis scenarios which they have never experienced a similar crisis during their administrative life before. The aim of this question was to understand the decision-making process and strategies in an unknown occasion which is also the aim of the study.

At that point, it is important to reinforce that if a similar crisis has not been experienced before by the administrator or university administration, they are called unprecedented crisis. So the themes emerged from the unprecedented crisis scenarios shared by the interviewees can be listed as; (1) mostly macro-scaled crises, (2) makes it hard to act logically, (3) forces decision-makers to make intuitive decisions, (4) has high level of uncertainty, (5) impossible to expect systematic decisions, (6) necessitates effort to make the best division of labor, and (7) necessitates administrators or faculty members to change roles immediately.

What is common about these crises was the decision-makers made decisions with a mental process of high level of uncertainty as they hadn't experienced such occasions before. As it can be said that the decision-making process of the crisis scenarios shared under this category showed specific features, it is found to be important to share details of some of these crises to understand how the decision-making process of these crises may change according to the level of uncertainty and extraordinariness. You will see four real crisis scenarios in which some important details were provided. They were named by the researcher in order to help the readers make reference while reading the findings of the decision-making processes.

Crisis 1: Small Lorry Accident

The first crisis was given as an example crisis scenario by three of the participants. PO1, PO2 and DIR1 mentioned this crisis as they were all authorized for the management of this crisis. This crisis news was immediately spread on social media and some news agencies before the authorities share it with public opinion. PO1 and PO2 was selected to manage this crisis from the top-level as their position indicates it; however, DIR1 was the attendant to support them psychologically as her field is

psychology and she was actively working in the crisis management team after President's Office asked for help and advice by phone call.

The crisis took place near one of the three main entrances of the campus. It is reported that the tailgate of the small lorry was open according to the security cameras. When the unloaded small lorry which is registered under the case university, entered to the campus, a student was walking on the pavement and the sliding tailgate of the small lorry crashed in to the head and upper body of the student and the student lost her life when she was in the hospital. Both PO1 and PO2 reported that they received the crisis news from President's Office. They claimed that top-level administrator's communication network was a WhatsApp Group. Secretary General of the President's office was the one who informed the other members of the group. After that PO1 and PO2 reported that they went to the hospital to learn the details with other attendants. They also reported that they asked for help from the two members of the Clinical Psychology Unit. DIR1's narration of the crisis confirms that information as she was one of the chosen attendants of the crisis management not as a Director of an Institute but as a member of Clinical Psychology Unit and as a member of Department of Psychology. She was there to support the administrators, faculty members, family and the friends with another attendant from the Clinical Psychology Unit. She mentioned that she was not informed about how she was chosen as an attendant. She evaluated it as a decision taken by top level administrators. She mentioned that she was informed and went to the hospital five minutes before the family arrived to the hospital. It can be assumed that the decision-making of choosing the attendants as a part of action plan took approximately three hours after the accident. It can be seen that crisis situations in the universities requires you to change roles instantly and most of the time it does not work systematically; however, many of the administrators have tendency to make it systematic.

While PO2 was expressing her memories about this accident she claimed they not only communicate through phone calls but they also had face-to-face meetings. Moreover, she stressed an important point that there were two different layers while managing this crisis. One was constituted from top-level decision-makers to deal with the wide

reflections of the crisis like sharing it with the public opinion or not, what is the reason of the accident, is there a security gap or legal dimensions of the accident as there is loss of life and a small lorry that is involved in the accident is registered to the university. And the other layer was for the narrow reflections of the crisis like hospital procedures, greeting the parents, informing the friends and the department about the news.

Crisis 2: Dictation of Resignation of the Deans

This crisis occurred in the university as a consequence of a nationwide crisis which took place after one of the most critical nights of the Turkish Republic which was called July 15 Coup Attempt. It was reported that there was a chaos in many institutions of the country and the government declared a state of emergency. The Dean reported that approximately 1500 deans were dictated to resign; to triangulate this datum many newspaper news was searched and it was found that the government dictated 1577 deans to resign through the agency of CoHE.

The Presidents of the universities were instructed to do what is necessary. According to the Dean who reported this crisis, he received the news by a phone call and the President wanted to meet with the deans as soon as possible; therefore, this emergency meeting supported the decision-process to be transparent and democratic. Because the Dean reported the decision-making process as highly transparent and very democratic when it was compared to the other universities in which the attendants did not have opportunity to meet, discuss and evaluate the existing crisis. The action plan of the President of that period was taken for granted and the deans were free to make their own decisions to resign or not. The interviewee claimed that the whole process in this case, all the decisions in this case were well established from the President's side. After that, the Dean preferred to make a decision with his Faculty Board which includes the administrators of all academic departments of the faculty. It can be seen that the opportunity that the President gave to the Deans to make their own decisions, provided an opportunity to Deans to create another decision-making atmosphere with their Faculty Boards to learn, evaluate and discuss the crisis. It can be seen that he did not prefer to make his own decision individually as a Dean but he preferred to ask it to the

other members of his faculty. It is a good example of solidarity, unity and group decision-making in an unprecedented and extraordinary crisis scenario.

Crisis 3: Suicide of a Student in the Campus

PO1 stated that this crisis took place in one of the highest buildings of the case university. This crisis news was immediately spread on social media and some news agencies before the authorities share it with public opinion. It is reported that one student committed suicide by throwing himself out of ninth floor. His dead body was found in the early hours of the day. When PO1 received the crisis news she directly went to the spot and some of her colleagues supported her while she was trying to support the family and friends of the student. PO1 set apart that case from any other crises she has experienced as it was the single example that she was in a tight situation as she could not be able to act logical. As she was authorized to manage this crisis she dealt with the problems of the friends, problems of the family and problems of the other university students and it is reported that as three months passed after the crisis, the effects of the suicide still continue. Therefore, it can be interpreted that crisis management of the unprecedented large-scale crisis can turn into long-term problems to handle in the post-crisis stage.

Crisis 4: Student Threatening Student Crisis

PO2 stated that one day she had a phone call from one of the Vice-Deans of the university. It is reported that there is a problem between two foreign students. One student is from Eastern countries and the other is from Western countries. The student from the Western country went to his advisor in the department to show the written threats from the Eastern student. Written threats were including serious and violent threats like slitting his throat. He kept threatening the other student more than 5 hours with phone messages. Moreover, he typed insulting things via social media messages. Both students were adult exchange students that came to the campus for a short-period of time. While she was explaining the crisis management process, she claimed that she reached at the advisor of the threatened student. PO2 found this crisis very sensitive that is why she thought that the process should go on concealed. PO2 stressed that as she has experienced such a crisis for the first time, she had difficulties to act logical.

This can be interpreted as an intuitive decision-making in an unprecedented crisis. Nobody said her that management of this crisis should be carried confidentially. Her intuition and previous knowledge of life let her make this decision. At the beginning, PO2 decided to meet with the threatened student, his advisor, and his scholarship provider. The threatened student's psychology was upset and he was afraid of dying. After that, his family and his university were included to the decision-making process from another country. This team decided to talk to the threatening student. While these are happening in the President's Office, threatening student consulted his advisor as well. Threatening student also visited the President's Office separate from the threatened student. He was sorry about what he did; however, when the messages he texted were analyzed it was found that there is discrimination on sexual orientation and racial discrimination. So, PO2 made her decision to send this case to the Board of Discipline. She reported that the threatening student was sent to his country within 24 hours, during that time both students were directed to one of the university dormitories for the purpose of keeping them safe. At that point, PO2 mentioned that she called the Director of the dormitory to explain the situation and instruct to keep an eye on them.

Moreover, threatened student was directed to the Clinical Psychology Unit. This example may not be evaluated as a crisis for many senior administrators; however, as this is totally an unprecedented case for PO2, she categorized it as a crisis. When this example was analyzed it can be seen that there are many automatic, rapid and effortless decisions especially while deciding the participants of the decision-making.

4.2.2. Decision-making Processes

In this section, the data were analyzed in order to understand how university administrators make decisions in crisis. At the end, five themes emerged which are steps of crisis management that include important decision-making processes, factors that affect the decision-making process in crisis, nature of decision-making in crisis, deficiencies detected in decision-making in crisis, improvements for better crisis management with better decision-making.

4.2.2.1. Steps of crisis management that include important decision-making processes

It is important to know that the sub-themes of the steps of crisis management which include important decision-making processes emerged from the crisis scenarios shared by the participants. While analyzing the data it is found that different steps during crisis management showed their own characteristics and these steps emerged as five sub-themes which are receiving the crisis news, understanding the crisis and filling the missing information, sharing it with others, solving the crisis and post-crisis.

4.2.2.1.1. Receiving the crisis news

Majority of the participants mentioned that the decision-making process starts suddenly after they have received the crisis news. That is how this sub-theme emerged. In order to present this step in an organized way two categories were used. First, under the category of communication channel and communication network we will see findings of how they receive the crisis news and then, under the category of first reactions we will have the opportunity to see the findings of their emotional reactions.

Table 4.3: *Categories of receiving the crisis news*

<i>Theme</i>	<i>Sub-theme</i>	<i>Categories</i>	<i>Participants</i>
Steps of Crisis Management that Include Important Decision-making Processes	Receiving the Crisis News	○ Communication Channel and Communication Network	P, D1, D2, D3, PO1, PO2, DIR1, DIR2
		○ First Reactions	P, D1, D2, D3, PO1, PO2, DIR1, DIR2

Communication channel and communication network:

During the interviews majority of the participants tried to express how they received the crisis news and from who they received the crisis news. It is found that the hierarchic level of the administrators and the scale of the crisis may change the procedure. Moreover, some of the participants emphasized on the importance of having a wide network in the university to fasten the decision-making process. As crises are open to nonsystematic decisions, variety of communication channels and networks mentioned by the administrators can be found below.

D1 stated that he directly calls his two vice deans before doing anything if he is really unfamiliar with the existing crisis and if he can't find a quick solution by his own. It means that this participant is open to naturalistic decision making/recognition-primed decision making because he trusts his intuition at first sight and he uses his experiences to recognize the key patterns that indicate dynamics of the existing crisis. In this example, his experiences showed him that this incident is atypical. When he noticed that he cannot respond to the incident by his own, he made a quick decision and called his two vice deans. He also claimed that he preferred to call them and he mentioned he sometimes prefers to directly visit their office. It seems as if the urgency of the crisis helped him to choose the communication channel. On the other hand, he insisted on saying it is important to avoid shortcut sudden decisions.

D3 claimed that if it is necessary, he asks for advice of other members of the university to widen his point of view. D3 seemed to be more open to nonrational decisions during the first minutes of receiving the crisis news as D1 strongly emphasized on the importance of taking advice from his vice-deans and avoiding nonrational decisions. The difference may be about their perception of crisis or their field of study.

When D2 was providing a crisis example about the request of resignation of the deans, he expressed that the president of the period called them by phone and announced that he arranged a meeting with the University Administrative Board to discuss and evaluate the existing crisis thoroughly. At can be seen that the President preferred to use phone calls to collect the deans in a meeting in a highly critic and large scaled crisis. Some of the participants mentioned the importance of having a wide network. When D3 was expressing a crisis example he claimed having a wide network in the campus is lifesaving. He claimed that the secret of having a proper communication network during a crisis is knowing as many people as possible. DIR2 also mentioned the importance of knowing as many people as possible to make faster decisions when the crisis news was received.

It is deduced that PO1 determines her communication network according to the size and domain of the crisis. While she was mentioning a crisis happened in a dormitory

of the campus, she expressed that the crisis news conveyed to her from the Directorate of Health, Culture and Sports as Directorate of Dormitories transferred it to them. So, the director of the dormitory communicated through many units to reach the Advisor to the President. These units consisted of 5 decision-makers at the beginning of the crisis. They were Director of the Dormitory, Director of the Dormitories, Director of the Directorate of the Health, Culture and Sports, Vice-President who is responsible from Health, Culture and Sports and the Student's Dean (Advisor to the President). It is possible to see bureaucracy strictly works in here and bureaucracy for the lower-level administrators is tighter. This finding was confirmed by the Director of the Dormitory as I made an interview with one of the dormitory managers of the campus for triangulation. It can be seen that sometimes the transfer of the crisis news may take longer time than it supposed to be because of bureaucratic restrictions.

Furthermore, D3 claimed that sometimes department chairs call him and informs him about an existing crisis. This is an indicator that communication flows in both directions from lower-level administrator to higher-level administrator as well. He thought that most of them are not real crises but he interpreted their need of calling the dean for small incidents as a "bumper" to earn time for rational decisions rather than emotional decisions. It is seen that in an occasion like that the high-level decision maker did not give any advices as hierarchy of authority obligates the department chair to solve this problem within his/her department. He claimed that he just tries to relax them to let them make rational decisions and he tries to understand whether this incident would accrete or not. It can be interpreted that D3 also guides the lower-level administrators in his faculty to make rational decisions. However, the act of informing the Dean shows that communication between low-level administrators and high-level administrators flows. This is beneficial for prevention and solution of the many crises.

It also inferred that some participants find obeying to regulations is redundant in crisis communication and they felt free to make their own decision on how to give the crisis news. There is an impressive finding that shows most of the decision-makers claimed they would call the fire department in a case of fire; thus, some decision-makers were

aware of the regulations and they mentioned they would call the Office of Domestic Services as fire regulations necessitates it.

*I will call the fire department, the ambulance and later the Secretary General.
I will call before the fire department before anyone else. (PO1)*

It can be seen that saving life is more important than regulations and she is eager to do what her intuition want her to do in an occasion. And these findings show how the nature of communication flow may change the action of receiving the crisis news. However, while PO1 was providing an example of unauthorized student protest crisis she stressed that the first step she did was informing the Office of Domestic Services because the unauthorized student protests are categorized as security problems. It can be seen that the bureaucratic line and the topic of the crisis also affect the flow of communication.

While PO2 was reporting the student threatening student crisis she claimed that Vice-Dean of a faculty called and asked for advice and help. She received the crisis news from this Vice-Dean during this interaction. So, it can be inferred that if a crisis is medium-scaled crisis news is received not only from the Deans but also from the Vice-Deans which breaks the line of communication in the determined organizational structure.

According to the data gathered from the participants of the President's Office, channel of communication is reported to be phone calls and WhatsApp messages while receiving the crisis news. It is assumed that these two channels of communication are prior to the e-mails. PO2 stated that crisis news sometimes reaches to us through visuals from WhatsApp. She claimed that top-level of university administration uses WhatsApp as a 24/7 communication line as they have a chat group there. This information corresponds with the way PO1 received the crisis news in the small lorry accident.

*We use WhatsApp more that the office phone during crisis communication.
(PO2)*

It is an important finding to see that there is a line that all administrators at top-level which is President's Office members have access to learn updated crisis news. When

DIR2 was providing a crisis scenario which is about a student clash in which a student was stabbed, the crisis news was given by phone from an administrative staff.

When all of the interviews are taken into consideration it can be understood that the channel of communication and flow of communication may vary according to the scale and context of the crisis. It is seen that in macro-scaled crisis, high-level administrators call other lower-level administrators and ask for advice to widen their perspective so the lower-level administrators receive the crisis news that way. On the other hand, the flow of communication reverses in the medium-scaled and micro-scaled crisis as lower-level administrators transfer the crisis news to the upper level administrators.

At the end, phone calls and WhatsApp messages were prior to the e-mails and face-to-face communication while receiving the crisis news. It can be seen that administrators or administrative staff often make intuitive decisions to while choosing the medium of communication and the person to transfer the crisis news.

First reactions:

As it is stated below, nearly all of the participants of the study described their first reactions to crisis news by using phrases like being coldblooded, feeling dynamic, trying to control emotions. Upset, shocked, panicked and stressed were the other adjectives that university administrators frequently emphasized while expressing their first reactions to the crisis news. The decision-makers had several strategies to deal with their stress but most of them are presumed to prefer making the critical decisions with a group of people and to prefer the strategy of gaining time to relax and calm down. This was a code of help seeking.

D1 was asked to answer his first reactions when he received the crisis news, he indicated that he felt dynamic and he added he was successful at suppressing his excitement during his administration life. D2 stated that it was inevitable to avoid emotional reactions when crisis news was received and he claimed that prior experience in administrating, for example those years when he was a department chair, taught him too much to control his feeling and emotional reactions.

When I act with my emotions; first of all, I see that I lose the other side very quickly and secondly, I cannot behave in a rational manner and I experienced several times that I could not justify myself. (D2)

His expressions can be summarized as he could not have chance to support the reason behind his decisions if his decisions are intuitive. The pressure of accountability retracts decision-makers to make intuitive decisions and their tendency evolve to rationalistic decisions over time. D3 stated that instead of dealing with his sudden emotional reactions, he preferred to seek for different point of views for rational solutions. He mentioned he gave priority to group decisions, as he felt he is not strong enough to make healthy decisions because of his emotional status. So, it can be said that he did not want to make intuitive decisions without a healthy mind. He claimed that making group-decision reduces the pressure on you when you think that you cannot make healthy decisions on your own when you first received the crisis news.

[...] having different points of view helps you to find a logical solution for the crisis; however, it helps you to reduce the pressure on yourself. (D3)

D3 and DIR2 mentioned that they always give time to themselves to relax and calm down before making decisions. PO1 stated that she was shocked and panicked when she received the crisis news of the small lorry accident. She expressed her feelings as if she had difficulties to interpret what is going on and her voice was getting lower as she speaks. She was pausing frequently and breathing deeply while she was expressing the time of incident. This can be an indicator that her decisions may have been affected from her first reactions. Moreover, PO2 added when she received the news of the suicide of a student in the campus crisis. She was totally upset and she went to the spot to see what happened. She strongly claimed that she was full of conflicts during the crisis management process because of her emotional state. She claimed that she showed empathy towards the mother as she is also a mother.

Another code is help-seeking as a first reaction. It can be presumed that decision-makers seek for help if they have difficulties in controlling their emotions. It is a good indicator that shows they did not want to make wrong decisions and they accepted that they need help and support. I was expecting to find that many administrators will not able to do it as they will be afraid of being labeled as unsuccessful from an external

perspective; however, majority of the interviewees treated it as a positive and advantageous act.

4.2.2.1.2. Understanding crisis and filling the missing information

When the data obtained from the administrators is analyzed it is found that there is a phase that the decision-makers try to understand the crisis and fulfill the missing information. The decisions made during understanding the crisis and filling the information phase is critical. Under the sub-theme of understanding the crisis and filling the missing information three categories emerged can be seen in Table 4.4.

Table 4.4: *Categories of understanding the crisis and filling the missing information*

Theme	Sub-theme	Categories	Participants
Steps of Crisis Management that Include Important Decision-making Processes	Understanding the Crisis and Filling the Missing Information	○ Uncertainty Level of the Crisis	P, D3
		○ Scale of the Crisis	P, D2, PO1, PO2, DIR2
		○ Communicate with the Relevant Staff or Eyewitnesses	P, PO1, PO2, DIR2

The findings that indicated the importance of this step is presented below and then the detailed analysis of this phase presented according to the codes that emerged.

According to PO1, collecting information about the crisis, analyzing the details of the crisis is important for decision-making processes. She provided an example about this:

There was a foreign student in one of our dormitories, he doesn't get along with his roommate there and he finds a place to sleep in the computer lab, he was depressed; however, he was disturbing the others. This information was not enough for me to intervene the crisis, I needed more than that. (PO1)

She claimed in such situations, as the problem takes place in the dormitory, Director of the Dormitory should first intervene. What is meant by intervene in here is the act of talking to the student to understand the problem. For many of the participant without determining the possible effects of the crisis it is impossible to create a communication line and it is impossible to determine the attendants. DIR1 claimed she calls her deputy directors and ask them to help filling the missing information and evaluate and detect the opportunities that they have in their inner structure. She

mentioned Secretary General of the institute called her and she wanted each detail to understand what to do from far away. Very similar crisis scenario was provided by P as he was not in his position in influenza flu crisis. Secretary Generals were the reported to be arranging the communication between the attendants and the decision-makers to fill the missing information.

When I was working with the former administration, sometimes even the President was directly calling me and asking: Can you please inform me about this? [...] Can we meet in my office to discuss it? [...] Now, they do not seek for information and they do not inform us as well. (DIR1)

Uncertainty level of the crisis:

Understanding the uncertainty level of the crisis is an important step in decision-making for the decisionmakers; however, only two of the participants seemed to be aware of this highly important step while providing crisis scenarios.

I would collect information to see the mystery level of the crisis. As the mystery level increases it deserves the name crisis. Your crisis mechanism will be formed after this step. (P)

After this expression, P was asked to answer whether the case university come across crisis with high uncertainty level. He claimed that the university's inner structure may not develop crisis with high level of uncertainty; however, he added crisis that occur with the negative impact of the external environment generally have high level of uncertainty and he exemplify it as:

In 2013, we experienced a crisis, it was impossible to understand the power behind the crisis which is intentionally made. It was dormitory registration period. [...] We heard the crisis from the broadcast media. It was saying that the leftist students assaulted the student with headscarf who were trying to register to the dormitories. However, later it is learned that women with headscarf and men came to the registration zone to advertise their private scholarship programs and dormitories, and our students tried to stop them as they were defaming the university's dormitories. [...] Media was also defaming the university by creating divergence perception. I wasn't expecting the president and prime minister to intervene this problem. (P)

It can be seen that sometimes it is not possible to catch the effects and risk factors of the crisis as the uncertainty level is not manageable. These kinds of problems were mentioned in the literature review as game theoretic problems and it is hard to intervene. As the level of uncertainty is lower in the deterministic problems and the level of uncertainty is high in the game theoretic problems it is an important step to

determine the type of the problem before making an action plan. So, the administrators are supposed to structure the crisis in a well-manner to take an action for solution after filling the information to understand the uncertainty level. The existing university administration was found to be inadequate in this step when it is compared to the previous university administration. The administrators who are from the departments of Economics and Administrative Sciences are found to be more conscious about these facts.

Scale of the crisis:

It is mentioned that universities may face with micro-scaled, medium-scaled and macro-scaled crisis. It is found to be important to make a decision on in which category to evaluate a problem before naming it as a crisis. Majority of the participants emphasized the importance of understanding the scale of the crisis before intervening. PO2 found it important because her prior experience taught her that crisis news is not conveyed accurately most of the time in the university and it brings chaos. It can be understood that sometimes the scale of the crisis may look macro or micro to us; however, after filling the missing information the administrator's opinion may change. According to P, there are limitless crisis types which makes it hard to determine the scale of the crisis so understanding the scale of the crisis step was found one of the hardest parts for many of the participants in terms of decision-making.

Communicate with the relevant staff or eyewitnesses:

Majority of the university administrators interviewed stressed on the fact that it is not possible to make healthy decisions with less information. It is assumed administrators always seek for more information before having an action plan for crises; therefore, the code of communicate with the relevant staff or eyewitnesses emerged.

While PO1 was explaining the details of the small lorry accident, she expressed she communicated with someone from the Office of Domestic Services and one of the other Advisor of the President with the need of filling the missing information for a proper action plan. PO2 also mentioned communicating with people who had experienced or had witnessed what happened has always been one of the early steps in crisis management for her.

On this issue, DIR2 not only mentioned the importance of this step but also shared one of her memories in which the President skip this phase. It was a negative experience for her because she looked angry while sharing her experience. She claimed that one day she had a phone call from the President and he was kind of scolding her about a problem. She expressed that she could not even have a chance to explain him what has happened accurately. It can be seen that university administrators may sometimes skip this important part of crisis management before making-decisions. In this scenario, DIR2 was looking highly affected from the Presidents reaction of scolding without listening through phone. It can be presumed that sometimes factors like overdose stress or feeling panicked may cause these communication malfunction during crisis.

P also contribute to the finding by claiming that if communication line to fill the missing information phase was not planed properly with healthy decisions, the administrators will be misinformed or ill-informed. According to the interviewee's experiences it is widely seen in the context of universities as there are many units in the campus. So, it can be said that disconnection of the units affects the filling the missing information step of crisis management which can also be found as a sub-theme under the factors that affect decision-making processes.

At the end, the results showed that according to the majority of the interviewees, it can be said that decision-making process during understanding the crisis and filling the information phase is mostly intuitive decision-making. Most of the intuitive decisions occur in this phase as the administrators has to select the true and appropriate people to fill the missing information. It is understood that they mostly make intuitive and short-cut decisions and some of these decisions can be sometimes biased through representativeness. It is also deduced that even the demand of participatory decision-making come insight through unconscious mental short-cut decisions in this step. However, a few numbers of participants believed data-driven decision making is highly important in this phase which also indicated the tendency of making rationalistic decision-making even while determining the scale of the crisis or while choosing the relevant people to fill the missing information.

4.2.2.1.3. Sharing the crisis with the others

When the data obtained from the administrators analyzed it is found that there is a phase that the decision-makers are in need of making-decisions to share the crisis with others or not. It is emerged as a critic phase as they also need to make a critical decision on sharing with others before or after taking an action to solve the crisis. When the tendencies of the interviewees under this sub-theme analyzed two categories emerged which are presented in the Table 4.5.

Table 4.5: *Categories of sharing crisis with the others*

<i>Theme</i>	<i>Sub-theme</i>	<i>Categories</i>	<i>Participants</i>
Steps of Crisis Management that Include Important Decision-making Processes	Sharing crisis with the others	○ Sharing with other Administrators	P, D2, PO2
		○ Sharing with the Public Opinion	P, D1, D2, D3, PO1

Sharing it with other administrators:

As scale of the crisis and the hierarchic levels of the administrators are found to be important in this section, the findings were shared according to the different findings of the three levels of administrative hierarchy because the power of the decision-makers seems to affect the decision of sharing the crisis with other administrators or not. So, the existence of the crisis may be shared from top level administrators to the low or it may be shared from lower-level administrators to the top. It is inferred it is an easier decision to share it with the lower level administrators; however, administrators really struggle to make a decision to choose whether to share it with the upper-level administrators or not.

All deans claimed that if the scale of the crisis is large or foreseen to be large, the feel that they are supposed to contact to President's Office. According to this, deans have a responsibility to determine the scale of the crisis to draw a proper decision-making network. They are supposed to decide sharing it with high-level administrators or not. So, the determination of the scale of crisis can be reported to be one of the important steps of decision-making during crisis in the universities. DIR1 also stated similar facts as she claimed if the scale of the crisis is not high it should be solved in the institute;

however, if the scale is large it is transferred to the President's Office. According to her, after transferring it to the President's Office the decision-making authority becomes the President's Office. She strongly mentioned sometimes she has difficulties to decide whether to solve it in the institute or transfer it to the President's Office.

PO2 stressed on another fact that some crisis in the context of the university has dimensions rather than scales. She claimed if the topic of the crisis is a social problem like a suicide, accident, protests through ideological oppositions, verbal harassment, mobbing, discrimination the ratio of sharing it with the other decision makers no matter what the line of communication is increases. The flow of communication in crisis news can be any direction especially in the crisis that concern with social problems or sensitive problems. Moreover, she also added that sometimes she is not even informed about many important large scaled crises about spatial planning or allotment of budget which can be evaluated as risky crisis for the campus. Also, while PO2 was mentioning the student threatening student crisis she claimed:

I immediately wrote the existence of the crisis to our WhatsApp group. I said we are handling it. Some of them gave advice to me from that group. (PO2)

This can be interpreted that sharing the crisis with other administrators may help the authorized decision-maker to make deliberate and fast decisions especially while determining an action plan.

According to DIR2, she most of the time calls the deputy directors to shortly talking about the problems. She prefers to have face to face meetings with them to make quick decisions. DIR2 added she generally do not experience crises that she needs to inform the top-level administrators. She also added she do not prefer to transfer crises to the President Office; thus, she mentioned some student protest may look dangerous to her and she would like to transfer it to the President's Office. She provided an example in which she called the Directorate of Domestic Services and President's Office as there was an injured student in the student clash. It can be interpreted as she makes intuitive decision-making while determining whether to call the Directorate of Domestic Services and President's Office or not. Furthermore, she mentioned that most of the departments in her building do not share many important crises with the her. Their

tendency is solving micro-scaled crisis in their department. This finding contradicts with D1, D2, D3 and DIR1. The reason behind this contradiction can be about the administrative tendencies and leadership styles of the Director or Department Chairs' unawareness of their job descriptions and authority of hierarchy. DIR2 stressed this unawareness is a big problem in crisis management that should be solved. She believed there should be a procedure which is taught to all university administrators; like what should be done in each occasion. Her advice destroys the intuitive nature of the crisis decision-making and it is inferred that she has the tendency of solving the crisis with a systematic approach.

P stated another important point that during crisis there should be a selected spokesman to collect the whole information and share it with the others. As none of the participants mentioned existence of a procedure like that it can be assumed that there is a difference between previous and existing President's Office in terms of communication channels and networks. He also stressed the importance of choosing the fastest the most effective line of communication while sharing it with the other administrators.

Sharing it with the public opinion:

Nearly all of the participants mentioned the importance of sharing the crisis news with public opinion at first hand as the use of social media may cause public opinion to misunderstand and misjudge the existing crisis because of misinformation and disinformation. However, most of the participants mentioned that the university was more successful to do it in its history. It can be presumed that the administration culture of the existing university administration may be the reason behind this. It is found that nowadays making the decision of sharing the crisis with the public opinion or not, how to share it and when to share it is a hard decision to make during the crisis management. Most of the decision-makers found to be uncommunicative about this topic as they claimed it is a very complex decision to make. It is inferred that their intuition directs them to share it; however, they seemed as if biased about it.

D1 claimed that the crisis news should be shared with the public opinion under no circumstances and administrators should never tell a lie. He continued with adding that

he had never experienced it in his university while he was an administrator and carried forward saying:

[...] if I had seen administrators lying about a crisis, my trust would be broken and I would lose my confidence to someone and it would be a disaster if you lose your confidence in someone who's in the decision-making authority. (D1)

The interviewee mentioned the importance of the feeling of trust during the crisis management to be part of decision-making actively and effectively. So, the university administrators should be careful about how their announcements of the crisis situations to the public opinion are trustworthy. D2 similarly claimed public opinion has the right of learning both good and bad things. He added that the existing tendency of the country is hiding bad things occurred in an institution. If an administrator's understanding of administration is being open and transparent to the public opinion, administrators should start to be open and transparent with in their own province. He added the importance of sharing the successful or unsuccessful points of a crisis management processes may set an example to the other institutions or administrators.

PO1's explanations confirmed the ideas of the other administrator. While she was declaring the significance of sharing the crisis news with the public opinion, she mentioned that the University Administration was not good at informing the public opinion in many of the recent crises happened in the university.

[...] It is necessary to inform the public before everyone else; I mean before the social media broadcasts. If you can't do it before social media, it's too late. For example, we weren't good at it. Unfortunately, we've learned it through experience with our executive team. (PO1)

Furthermore, P underlined a very significant topic about sharing the crisis news with public opinion. He claimed that:

There is a crisis and there is a perception of the crisis. You should inform everyone if you don't want to deal with the perception of the crisis. (P)

According to P, if the crisis news concerns large mass, written or oral statement can be made through press release and social media. The decision-making process of this step should be quick and transparent in order to prevent chaos. That is why decision-making a decision in this step should be conducted through not all the stakeholders but who are accessible at that moment. So, we cannot expect totally rationalistic decisions

in this step of crisis management as the public opinion has to be informed in the as early as possible to prevent chaos as a consequence of crisis perception. Updating the information during the solution phase is found also very important. DIR1 thought the university tries to share the crisis news with public opinion as far as possible. She added the fact that decision-makers have the authority to decide how much information they would share. She illustrated it that hierarchy with a metaphor of a family crisis.

There is hierarchy in the family as well. If a tremendous incident happened in a family like a family member is murdered. Mother and father share the same hierarchy and they know the all details of the incident; however, they just share that the family member is dead. It is not necessary to share the details with children. Knowing the details is not healthy for the children as well. University administration also thinks that way to protect the institution. (DIR1)

Opposite to other interviewees, DIR2 claimed that she believes sharing the crisis news will bring chaos; however, she provided examples in which the crisis is misunderstood via wrong social media-based information. She seemed confused about whether sharing the crisis news or not sharing it is better.

You know, we didn't want to announce this event so that it wouldn't lead to a bigger event. However, if people have already heard via social media, it would have been more accurate to announce it anyway. (DIR2)

4.2.2.1.4. Solving the crisis

According to the many crisis scenarios shared, it can be seen that high-level university administrators' decision-making process is in a loop. Loop of determining the attendants to get help or to take advice and determining the action plan. It is deduced that in a single crisis case, attendants and action plan may change. Therefore, determining the attendants and participants and determining an action plan emerged as categories as it can be seen in Table 4.6.

Table 4.6: *Categories of solving the crisis*

Theme	Sub-theme	Categories	Participants
Steps of Crisis Management that Include Important Decision-making Processes	Solving the Crisis	○ Determining the Attendants and Participants	P, D1, D2, D3, PO1, PO2, DIR1, DIR2
		○ Determining an Action Plan	P, D1, D2, D3, PO1, PO2

Determining the attendants and participants:

Most of the administrators interviewed mentioned the importance of determining the attendants for an action plan. It is found to be a critical period of time to prevent chaos during the crisis management. Creating the correct team to solve the crisis is pretended to be a difficult task. It is found that attendants and participants of the crisis decision-making team can be consisted of other administrators, faculty members, administrative staff, students, family members, alumni or even other universities.

Some of the participants mentioned some people may take offense if they are not included in the action plan; however, respecting to the decision-maker's ideas found to be important for many of the decision-makers. It can be said that the level of rationality is low in this phase as they have to determine the attendants and participants of the crisis management in a short time. It can be implied that as the number of suggestions while choosing the attendant increase the process slows down.

Moreover, two different decision-making styles can be seen in the crisis scenarios provided by the participants. One of them is the routine process of the decision-maker in which they are pretty sure about who to choose as an attendant. This can be interpreted as an indicator of RPD model of decision-making which is effortless and rapid. The other is full of uncertainties and decision-makers seemed to spend time to choose the best option of the attendants responsible of solving the crisis.

[...] I sought for people who have ability to make certain suggestions through their experience. Those who have the most experience are wanted [...]. (D1)

[...] It is possible to contact to a competent person in the institution, this person doesn't have to be an administrator. I call them and I ask for advice. (D3)

D2 stated that sometimes it is not possible to have consensus on a decision with other decision-makers as a group. He mentioned on the need of senior faculty members who may be related to the subject of the crisis or who may be counted as a wise person. They try to choose the correct faculty member to help them to make healthy decisions. It can be inferred that all three deans are open to ask for advice from any competent people related to the crisis topic even if these competent people do not have any administrative role in the university.

Furthermore, while D2 was mentioning his memories about the road construction protest crisis, he pointed out the fact that the President's Office asked for support from the Faculty of Architecture as there are many experts about this topic in the faculty. He claimed most of the expert reports were written by academicians of their faculty during the solution phase of the crisis. He added the fact that he may not be able to ensure that the current President's Office may ask for help from the Faculty of Architecture in a similar occasion. This is a consistent finding with P, D1, D2 and DIR2's thoughts. However, when the e-mails sent by President's Office to a mail group which includes all members of the university were examined it can be found that President's Office always has a language that can be easily interpreted as his team works in solidarity with many academic staff in a very similar and current crises.

In a similar occasion, while DIR1 explaining how she was chosen as an attendant in the small lorry accident to support the people psychologically not with her identity of high-level administrator but with her identity of being a clinical psychologist.

For example, in the event of a student who was lost by accident, I was asked to support the family because of my job. Someone from the President's Office called me. [...] let's just assume that ten people who are uncommission go to the hospital and say I'm in, I'm in!! It happened, there was a chaos. (DIR1)

This finding not only shows the importance of respecting the decisions while choosing the attendants, but also the significance of sharing the crisis decisions with the public opinion to prevent chaos. Having a spokesman was a great way of solution which prevented such chaos in crisis examples shared by P, D1 and DIR1. While PO1 was expressing a crisis happened in the dormitory she claimed her decision-making team decided to include Health Center to take their advice and to direct the foreign student to consult the Health Center in the campus with the emergency code. Moreover, when PO1 was transferring the small lorry accident she mentioned she wanted to take action with someone from the Office of Domestic Services as they are the office in charge as the small lorry is theirs. We can see that the determination of the attendants requires knowledge to intervene as quick as possible because the university's organizational structure in terms of bureaucracy is highly complex and wide. Furthermore, while she was mentioning the period of time in the hospital as they were stressed to find a proper way of how to communicate with the family while announcing the death of her, she

claimed they asked for help from Clinical Psychological Unit which is founded by the case university's Department of Psychology. They decided to invite two members of the clinic to the hospital. One of the members was DIR1. It can be said that this is a very fast decision-making and their experiences guided them to determine the attendant. We cannot name this process as a totally rational decision-making process because they will not have an opportunity to generate alternatives, to evaluate alternatives or to choose among these alternatives in that chaos. While DIR1 was providing the same example as a crisis she claimed the consistent things with the other interviewees. While P was providing an example of epidemic influenza crisis, he mentioned his decision-making team decided to contact with another university which has a Medical Faculty in it.

Of course, if it is a health problem, you will get help from the medical communities. [...] You need to spray the university, especially the dormitories, and you will give information to the affected groups about the risks of influenza flu. (P)

It can be seen that during the crisis in the university, administrators' decisions have tendency to handle it the cooperation of the other university member and they benefit from the opportunities; however if the crisis cannot be solved within the bound of university opportunities they make decision to choose the institution that will support them. In this scenario he mentioned that they chose the other university's Medical Faculty opportunities as the case university's Medical Center is not full-fledged to handle it according to his hunch.

Determining an action plan:

When the steps of crisis decision-making were considered, determining an action plan phase found to be the step in which mostly rationalistic decision were taken as two codes emerged. These codes are analyzing the previous solutions of the similar crises and contacting previous administrators about the existing crisis.

Majority of the participants seemed to make rationalistic decisions in this phase however; according to P, all crises may have a tentative action plan which is determined through short-cut and fast and frugal decision-making. Decision-making process may turn into a rationalistic decision-making if the tentative crisis action plan

will not work. It is presumed that P was not afraid of making intuitive decisions while determining an action plan when it is compared to the other participants. The reason can be explained as a consequence of his seniority in administrating and his thoughts about making an error during crisis. Contrast to majority of the participants he found making errors during crisis as a natural process.

Contacting previous administrators can be categorized as strategy in crisis management of the university. D1 and D3 mentioned it is a good way to start checking out what other administrators have done in a similar crisis. Similarly, DIR1 also mentioned that she feels happy as the existing Vice President was the previous Director of Institute of Social Sciences. She clearly declared that she often calls the Vice Dean and asks for advice for the possible action plans as she knows the past of the Institution. When P was asked to answer whether existing President's Office sometimes took advice from you or not during crisis, he explicitly claimed:

No, no! It looks as if they are not open to benefit from experience, they never consult; however, other universities sometimes consult. (P)

D3 stressed on that he has certain mechanisms for action plan. He preferred to be prepared for the potential crisis and he has action plans of his own to use in crisis. Some of the examples he gave were:

First, I'm going to call this unit in a crisis like that. Then, I'm going to call my vice-deans. Oh! Okay! I have their phone numbers with me. This is an assurance that I will use in times of crisis; however, they are totally same with the routine decision-making process. (D3)

This can be interpreted that he follows his routine path for decision-making in crisis to earn sometime and take variety of solution advices to manage the crisis.

When PO1 was telling the crisis happened in the dormitory, she mentioned she had a team with five administrators from lower to top during the action plan and she said as the student resisted to get help from the Health Center, they decided to contact the family of the foreign student. Later on, they decided to inform the embassy as the student was a foreign student. Nonetheless, PO2 added if there is chance of loss of life and property, the action plan may immediately change correspondingly and mentioned the steps of the action plan in such an event be like:

Many students in the protests are known by the university administration and we generally get help from the academic staff, who are close to these students, to suppress them. If the student groups do not stop to protest, we inform the security forces as a last resort. (PO1)

It can be interpreted as when the risk factors and uncertainty level increase in the crises, administrators tend to make intuitive decisions; however, they kept saying they always make rational and logical decisions.

Most of the interviewees stated another finding about the crises that have not got time pressure. They make rational decisions for the action plan to make better decisions if it is a crisis which can be solved in a long period of time. It is assumed that if the time pressure is less in a crisis, the level of rationality in the decision-making process increases in all three layers of the university administration no matter it is the President's Office, Dean's Office or Director's Office.

[...] my deputy directors come, we sit together, we ponder how we handle it in the best way and we determine the tasks for the next step and share it between us. In that sense, we can work quickly. (DIR2)

It can be seen that majority of the participants pointed out that going with the crowd while choosing the right action plan is necessary with no doubt. It can be understood that while they are arranging an action plan, they use the rationalistic decision-making approach. However, while D2 was mentioning a macro-scaled crisis which is about road construction project of the municipality, it is inferred that administrators can also make intuitive decisions while mapping a crisis action plan. The uncertainty level was interpreted to be high and the risk factors was deduced to be a lot in this crisis as it was a crisis that concerns all units and members of the university because it was an unauthorized action of that period's municipality aiming to cut the trees of the university's forest to construct a road. He illustrated the atmosphere as a chaotic protest scene which is full of police harassment. He mentioned that the level of the police harassment was so crucial towards the academic staff, students and alumni. He added there were injured academic staff in the protest to prevent the unauthorized road construction. When the police harassment deepened, the first action of him was calling the duty superiority. As far as remembered, the second decision he made was calling the President to inform him about the current situation of the crisis. On the other hand,

he claimed that he never lost his contact with his faculty's well-functioning communication network which also included the student representatives of the faculty. These decisions for an immediate action plan that can be assumed to be highly intuitive because he was aware of the fact that he really needs to find a quick solution for many reasons like loss of lives or traumatization of the university members.

4.2.2.1.5. Post-crisis

Post-crisis found to be important to emerge as a sub-theme because it is claimed to be an important phase of crisis management in terms of supporting the decision-making processes of the university in the long term. As sharing the decisions made with others or recording these decisions may enlighten the other university administrators' path in similar occasions, the codes emerged under this theme found to be significant. It should not be forgotten that the university administrator's frequently change so this makes the post-crisis phase highly important within the context of the universities. The codes emerged under this sub-theme were presented in the Table 4.7. Overall, the university assumed to be deficient about the implications of this phase.

Table 4.7: *Categories of post-crisis*

<i>Theme</i>	<i>Sub-themes</i>	<i>Categories</i>	<i>Participants</i>
Steps of Crisis Management that Include Important Decision-making Processes	Post-crisis	○ Evaluating the Solution Process with the Attendants	D1, D2, PO1
		○ Recording the Decisions	D1, D2, D3, PO2
		○ Sharing the Process of Solution with the other Decision-makers	D1, D2, D3, PO1, PO2

Evaluating the solution process with the attendants:

It is interpreted that university is not strong enough in evaluating the solution process with the attendants within the context of the decisions taken. However, a few numbers of the interviewees stressed on they try to make it actual whenever the circumstances allow. When D1 was asked to answer whether they discuss the action plans and decisions of the crisis with the other members of the decision-making process of the recently experienced crisis he claimed:

I've never heard. Maybe the President's Office does it and discusses what we did and what we could have done without us. (D1)

D2 also expressed his opinion as he finds the topic of evaluating the solution process with the attendants as a deficiency of the university administration as a total, nonetheless, he tries to implement this procedure in his faculty and sees positive effects of it. Opposite to these, while PO1 was expressing her experiences about the suicide of a student in the campus, she claimed that:

We visited various units such as Clinical Psychology Unit and Health Center after the crisis. We tried to understand whether we have learned some lessons from these incidents or not? We either wanted these units to question the existing situation. How can we make the system work like a charm? We improved ourselves and we keep improving ourselves for crisis occasions. (PO1)

It can be understood that the existing university administration is aware of the fact that post-crisis meetings have significance on showing directions to the units of the university for the potential crisis in the future; though, the it has not been actualized properly yet.

Recording the decisions:

All participants strongly mentioned that this university is not good at reporting and documenting the crisis driven decisions to make it easier for the other administrators. They provided examples to show how the lack of documented decisions undermines the process. As a consequence of the nature of the universities, high level administrators change periodically. Majority of the participants regretfully mentioned that for the sake of the universities these action plans should be documented especially for the future administrators. On this topic, D3 stated:

An institution may have a memory. The experiences should be documented for the future administrators. (D3)

PO2 strongly defended the importance of recording the decisions by claiming that most of the times administrators evaluate asking for advice from a previous administrator as a weakness. D3 and DIR1 also thought that administrators may count asking for advice as a weakness.

Sharing the process of solution with the other decision-makers:

There was a discrepancy among the interviewees as some of them believed that university is deficient about sharing the process of solution with other decision-makers

and another group believed that University Administrative Board Meetings and University Senate Meetings are good opportunity to share and show path to the other high-level administrators for any macro-scaled or medium-scaled crisis decision-making processes. While D1 and D2 tried to explain the quality and quantity of these meetings decrease day by day, D3 stated that:

[...] Most of the members in the community may complain about that we don't evaluate the past crises in the meetings; however, it informs you and gives you an opportunity to evaluate the past crises in these meetings. It is a feature of our university that distinguishes it from the other universities. (D3)

It can be seen that the data has inconsistency in itself. It is crucial to add that D3 claimed that he is aware of the fact that he thinks different than the many other authorities of the university. He added as he had the opportunity of comparing the existing situation of the decision-making processes of the other universities in Turkey and the case university, he found the case university more successful than the other universities. According to him, while other universities try to hide the crises, the case university always informs, evaluates and reawakens the topic which is above the standards in Turkey's conditions.

D3 also claimed that Administrator's Meeting takes place twice a year with participation of all the administrators from lower level to top level. He expressed they also share and discuss the experiences on the problems, incidents and crises occurred during the semester in these meeting. According to him, this is a unique practice; but he was the only Dean who has mentioned the existence and effectiveness of this meeting. Furthermore, PO2 stressed on an important topic, she mentioned President's Office administrators that consist of thirteen administrators have a separate meeting other than University Administrative Board meetings or University Senate meetings once in a week. She claimed:

[...] This is our university's tradition. We meet each Wednesday afternoons altogether. We inform each other about the crises we are dealing with or we dealt with. (PO2)

It can be seen that these weekly meetings create a good atmosphere and an open climate to share ideas for better decisions for the future crises in the post-crisis period. At that point it is important to remember that the Directors are known to be members

of the University Senate; nonetheless they are not members of University Administrative Board and DIR1 and DIR2 mentioned it as a big problem within the context of sharing the crisis decision with other decision-makers. It is assumed that this phase mostly take place in the University Administrative Board Meetings. Therefore, DIR1 and DIR2 strongly emphasized she generally has not got the opportunity to evaluate the crisis solutions and learn from them.

4.2.2.2. Factors that affect the decision-making process in crisis

From the point of view of the participants, eleven sub-themes emerged as nearly most of them strongly emphasized on these factors. Eleven sub-themes emerged under this category can be found in the Table 4.8. It is assumed that sometimes these factors positively influence the decision-making process; however sometimes the same factor can be given as a factor which negatively reinforce the decision-making process. Overarching finding are provided above to see all the possibilities.

Table 4.8: *Sub-themes of the factors that affect the decision-making process in crisis*

Theme	Sub-themes	Participants
Factors that Affect the Decision-making Process in Crisis	○ Size and Settlement Plan of the Campus	P, D1, D2, D3, PO2
	○ Sense of Trust among Decision-makers to Freely Give/Share Ideas	P, D1, DIR1, DIR2
	○ Organizational Culture and Organizational Commitment	P, D1, D2, D3, PO1, PO2
	○ Authority and Rules as a part of Bureaucracy	D1, D2, D3, PO1, PO2, DIR2
	○ Organizational Structure as a part of Bureaucracy	D1, D2, D3
	○ Life Experience	P, D1, D2, D3
	○ Prior Experience vs. Prior Knowledge in Administration	P, D1, D2, D3, PO1, PO2, DIR1, DIR2
	○ Tendency of the Community to Blame and Criticize the Administrators	D1, D2, DIR1
	○ Scale and Context	P, D2, D3, PO1, DIR1
	○ Personal Characteristics of the Decision-makers	P, D3, PO2, DIR1, DIR2
	○ Role of Emotional State	D1, PO2, DIR1, DIR2

4.2.2.2.1. Size and settlement plan of the campus

Majority of the participants not only mentioned size and settlement plan of the campus play important role on choosing the decision-making approach, but also all deans mentioned that the size, capacity and settlement plan of their faculty has effect on it. Findings were presented above to see the significance of this factor while decision-making in crisis.

Engineering Faculty is the biggest faculty in here. There are fourteen departments in here. Thirteen of them has undergraduate education. Therefore, there is a serious and a different burden on the dean. In the other faculties, deans are almost inside their faculty building. They are able to see what is happening in each department and they are able to meet people. In our faculty we are isolated. That is why pre-crisis group meetings with the faculty members for precautions are arranged by president's office, student's affair or department sought for solutions in the department by their own. (D1)

According to P and PO2 huge size of the campus make decision-making process harder and it slows down the process. Furthermore, being a campus university seemed to be increasing the responsibility of the President's Office when it is compared to the dispersed universities. Some of the deans mentioned that the decision-making process in crisis is easier in the dispersed universities as deans have more power than the campus university deans. Opportunities of participatory decisions found to be important by P to provide idea sharing, to relay information, to obtain information and to provide mobilization as the size and settlement plan of the campus obligates it.

4.2.2.2.2. Sense of trust among decision-makers to freely give/share ideas

Some of the decision-makers interviewed mentioned that sense of trust among decision makers found to be important in decision-making process. According to the data, they do not feel relaxed to share and give ideas if they do not have sense of trust among each other. It is found that decision-makers in a trustless environment have conflicts and they unconsciously think if I say this, that will happen. D1, D2 and P remarked this with an example:

You need to make sure that what is spoken at a meeting won't come out. I have experienced meetings which I was one hundred percent sure that it won't come out and meetings in which I was not pretty sure about confidentiality [...]. (D1) [...] In other words, there was a transparent process management in my institution in which all democratic channels were kept open. We are lucky about it in my institution. (D2)

In other words, there is no expectation that everyone should agree, but communication and mutual trust are needed to prevent crises and to keep it a little more controllable and less damaged. (P)

It can be presumed attendants of the decision-making process need to trust each other to freely give and share ideas. It can also be seen that during the decision-making processes in crisis, it is possible to see opposite ideas and demands. However, for a healthy decision-making process sense of trust, principle of transparency and honesty are very important; otherwise lack of communication and lack of unity may worsen the situation or even create a new crisis. It can be understood that administrators have to build sense of trust among other decision-makers if they want to make decisions in a less problematic atmosphere in terms of communication.

Moreover, some of the participants claimed that sense of trust among decision-makers decrease day by day. The ones who mentioned this found to be administrators who had chance to compare two university administrations.

[...] in fact, there was a time when I was the Vice-dean. There was a high degree of trust, especially between the President and the Faculty of Engineering. Yeah, trust was never compromised; however, those days were different in terms of sharing the decisions with each other. (D1)

This is a significant finding which demonstrates that from the same Dean's point of view; decision-making processes in this university may change in different period of times and the only variable in evidence is the feeling of trust.

4.2.2.2.3. Organizational culture and organizational commitment

According to the data obtained organizational culture and organizational commitment found to be important in crisis decision-making and most of the interviewees stressed on the fact that their university is strong about these factors as it has a long-standing past and culture to be embraced. It can be said that codes of the level of openness to solidarity and deliberation showed that the university is more institutionalized than the other universities according to all of the participants.

Furthermore, all participants mentioned their university is considerably good in terms of group decision-making when it is compared to the other public universities in Turkey. Most of them expressed that healthy decision-making processes occur by

courtesy of the organizational culture of the university. So, it can be understood that organizational culture is found to have a positive effect on decision-making routines of the universities in crisis management in this case. Moreover, D3 expressed his observation about the effects of organizational culture on decision making processes in crisis in his university such like that:

[...] The situation of our university is slightly better than the other universities. People are acting more professional. I had been in different universities and didn't see deliberation in them. Firstly, decision-makers think themselves superior and wise, they also think asking for advice is a sign of weakness [...]. (D3)

According to D3 organizational commitment is significant in terms of decision-making in crisis; because if members of the university have high level of organizational commitment, they will transfer their experiences to the new administrator during the take-over process to contribute to the crisis management mechanisms. He claimed that institutionalism is fed by organizational culture and commitment. He mentioned group-decision making processes not only help institution to solve crisis but also help institution to feed their culture in the case university.

Culture... if the relationship between people is very good at the time of take-over, they will transfer the information by giving advices like you may encounter these kinds of problems, you may do these for the following situations [...]. (D3)

Furthermore, D3 linked his institution's openness to solidarity and deliberation up to its resistance to public pressure since its establishment.

You are successful as long as you protect yourself against the dominant culture of society. I mean, can other universities do, they can't. You won't be able to find four universities that succeed. (D3)

D3 found the case university as one of the succeeding universities in terms of healthy decision-making processes in crises. According to him, the institutions which resist to the existing dominant culture of the country in terms of decision-making succeed. PO1 supported these points of views by claiming:

[...] Our university is different from other universities... In other words, the students are different and the faculty staff are different. It is a free environment. Of course, the intellectual level of students and faculty staff have effect on it. It has always been away from classical management approach. (PO1)

P and D3 stressed that none of the administrators or members of the university has to agree with each other; however, they should accept they have common values, mission and benefit in the university. It can be assumed that organizational culture and organizational commitment provide balance for healthy decisions if there is conflict between administrators' ideas during crisis management as it feeds the tendency of the decisions in a democratic atmosphere.

4.2.2.2.4. Authority and rules as a part of bureaucracy

What is meant by authority and rules are any restrictions that limits the autonomous nature of the university governance. The problems that will be mentioned in this part are mostly about the relation of the case university with the governmental rules and regulations. So, the theme of authority in this subtitle can be seen as government. Majority of the participants though nonautonomous nature of the universities most of the time make decision-making strategies invalid as accountability is important and as they have pressure of accountability because of the authority and rules as the case university is a public university. It can be seen that nonautonomous nature affects the decision-making processes most of the time in a negative way.

Many of the participants mentioned that nonautonomous nature of the universities avert many healthy decisions to be implemented. They mostly stressed on the governmental restrictions, prescriptions and acts that direct the administration more than the decision-makers or attendants. It can be inferred that this situation may decrease the effectiveness of the healthy decision-making process in the universities.

In the context of public universities in Turkey, most of the university staff are usually tenured and universities do not have authorization to the severance of the staff. D1 provided an example about how this specific restriction may affect preventing some crises to occur. He mentioned one of his experiences about a staff who is not supposed to be working in a department. His team also agreed on the fact that this staff damages the institution and will go on damaging the institution; however, there was not any possible solutions to apply because of the governmental procedures. It can be seen that these regulations seem as if they cause loss of motivation for decision-makers in the universities. He found it as a waste of time to discuss topics as they absolutely will not

be able to implement the taken decisions. He also named the problems with the authorities like chronic crises. Other participants also mentioned on the fact that governmental restrictions are crises which has not got any solution.

D2 also claimed that it is possible to feel the restrictions of the authorities in your decision-making processes in the university crises. He claimed it is possible to feel the negative effect of the status quo of the government and existence of CoHE on both macro-scaled crises and micro-scaled crises. He supported his idea by giving striking example:

I had experienced a crisis that we faced with municipal of the city. There was a moment of confrontation with the municipality, as a government authority, which had taken a decision that was directly related to the university and put into practice. There, your decisions can either exacerbate this conflict or the moment of crisis, or you become an intermediary to overcome it. (D2)

D2 added that authority as a part of bureaucracy shows path to choose who will make the last decision after evaluating the possibilities. He claimed it is possible to find all the authorization in higher education law no matter it is a routine incident or nonroutine incident. D3 stated that during the decision-making processes accountability is important because of the restrictions and centralized structure of the government. Even the president of the case university is found to be affected by the authority of the country while making decisions in a crisis. He looked as if he accepted this as a reality of the country. He looked as if he accepted the reality. This is a big issue to be solved. Autonomy is necessary for the universities.

PO1 claimed that alteration of the management styles of the country unfortunately affects the administrative style of the case university, yet she mentioned she still thinks that their university has an open climate to make healthy decisions in crisis when it is compared to the other universities. PO2 mentioned that rules and bureaucracy have effects decision-making processes in crisis negatively. She claimed:

You are supposed to know what to do for each situation. [...] For example, we have fire regulations that no one reads. In the UK, it is very important. It is written behind each door of the institutions. Everyone knows what to do. (PO2)

DIR2 mentioned that restrictions of CoHE cause administrators to make decisions which is not accepted by the majority. She claimed sometimes she spend serious time to find a common path between the all members of the departments and the CoHE and the President's Office. It is elucidated that sometimes the decisions were shared with the lower and mid-level administrators after they are taken as the high-level administrators know the nonautonomous nature of the universities. It can be interpreted as administrators are pretty sure that there is no other option to resist rules and regulations, they make short-cut decisions without sharing it with subordinates before taking the decision. These kinds of decisions were evaluated as the hardest decisions in crisis by the interviewees.

According to the data, if the selected administrators are not trained and have seniority it will get worse to solve crises which have time pressure and risk factors because they do not find bureaucratic systems in the universities easy to be adapted. As there is generally nobody to show them a path when you are new in your high-level administrator position, they need to observe and learn it through experiences and it will definitely take time. It can be inferred bureaucracy and authority bounds may slow down the decision-making process especially if the administrators are new and inexperienced in their position.

4.2.2.2.5. Organizational structure as a part of bureaucracy

In this part data obtained from the participants will be analyzed in terms of how they find the organizational structure of their institution in terms of decision-making in crisis. What is meant by organizational structure under this subtheme covers departmentalization, division of labor, authorization (power of decision-making) and hierarchy of authority. Pressure of accountability was found to be not only an indicator of the findings of the previous sub-theme (authority and rules as a part of bureaucracy), but also an indicator of organizational structure as a part of bureaucracy. Most of the interviewees interpreted to be restricted to make effortless, fast and frugal decision during crisis. They did not seem to be feeling free to solve a crisis situation on their own because of the organizational structure; however, they sometimes make their decisions to use initiative to ignore organizational structure to successfully manage a crisis as they are also responsible for the negative results of the crises. According to

the crisis scenarios shared in this study, the case university seemed as if it has loose coupling systems mostly in the macro scaled crises and it reflects the nature of the decision-making.

D1 and DIR1 thought that hierarchy of authority is necessary in decision-making in crisis because it would be hard to follow communication flows. They stressed that organizational chain of command should be taken into consideration while communicating about a solution of a crisis. Otherwise according to their experiences, a person who crucially needs to know a decision-taken may not even hear it in the nature of the universities. However, it is possible to think superintendents may directly communicate with a staff who is specialized in the topic of the crisis occurred and ask for help. This can be seen as a division of labor during the crisis. Thus, D1 and DIR1 thought that this direct flow of communication causes disconnection between the departments during the decision-making process in crisis. DIR1 strongly claimed that authority of hierarchy saves life in crisis occasions to make things work faster. She provided a metaphor:

[...] a ball of yarn wool, think of a ball of yarn ball kinked up, if lots of people pull from the beginning and end of it at the same time, knot may be worsened. They should pull one by one. (DIR1)

She regretted to say sometimes she has difficulties to decide whether a crisis is beyond her authority or not. It can be interpreted that job descriptions are not clear enough for crisis occasions to fasten the decision-making process in emergencies.

Moreover, D1 desperately added this university deals with insufficient number of lower and middle levels of the administrators. This causes a problem to follow the organizational chain of command. He claimed he sometimes has to skip them while determining the attendants of the crisis solution phase or even while providing a line of communication between departments if there is an urgent crisis to be solved. D1 indicated that most of the lower and middle levels of administrators are not knowledgeable and they do not have organizational commitment. According to him this situation affects the decision-making process negatively. He offered professional improvements for the recovery of hierarchy to help healthy and effective decision-making processes. He also added especially the number of qualified administrative

staff in the student's affair office should be increased because many high-level administrators do what they are not supposed to do. However, according to him, it is sometimes necessary to ignore organization structure of the institution because of the accountability issues as a high-level decision maker. He clarified this by saying:

Since the cost of work is heavy in case of crisis for the one to be held responsible of it, you need to roll up your sleeves and intervene. (D1)

D2 indicated that organizational structure as a part of bureaucracy can be a crisis in itself. He claimed:

When you enlarge the scale a bit, your decision as an authority in the micro scale may not be well received by the authority who is above you. And your decisions may point to another direction. (D2)

And he did not omit to say he sometimes feels constrained while following the same procedures with medium-scaled crisis and macro-scaled crisis. When he was asked to answer the effects of bureaucracy and hierarchy of authority on decision-making processes in crisis, he claimed that he inevitably tries to resist to the centralized and vertical understanding of governance in his country with all his power in his faculty as a dean. That is why he tries to implement decentralized and horizontal understanding of administration in his faculty for more democratic processes.

D3 stated that he never questions the authority of hierarchy during decision-making process in crisis. If he believes someone can contribute to the process, he includes them and listens to them no matter what their positions are. Moreover, he expresses the need of organizational structure by a metaphoric example. Decision-makers change according to the scope of the crisis and somebody needs to make the last decision by choosing among supported alternatives. According to him, that person is the conductor of the orchestra and he cannot play all of the instruments. In the occasion of universities, conductors are selected by the laws; however, they should lead the decision-making process but they should not dominate. He stressed the importance of the psychology of the attendants of a decision-making process. The attendants should know that the decision-maker will value their thoughts and ideas. According to him, the case university is good at providing this atmosphere during the crisis management and authority of hierarchy does not prohibit healthy decision-making processes. He claimed:

In some universities the President is the King. When the President says something, very few people can go against to it; but this is not like that in here. (D3)

At that point, it can be seen that if an organization has tight coupling organizational structure, departmentalization may cause disconnection between the units and it may cause various restriction during the crisis management decision-making phase. PO1 and DIR2 mentioned that the case university is very relaxed in terms of authority of hierarchy and bureaucracy. PO2 added that she likes supporting the other university administrators in crisis decision-making no matter what her job specialization.

[...] One of our students committed suicide. There is no way for me to live our administrator who is charge of Student Affairs alone. I didn't want it. My job description doesn't matter. (PO2)

We can say that the degree of verticality in hierarchy of authority and degree of certainty in job specializations and departmentalization may be decrease in crisis. Also, while PO2 was reporting the student threatening student crisis she claimed that Vice-Dean of a faculty called and asked for advice and help. Vice-Dean transferred the existing situation to the President's Office who is the authority for foreign student and Vice-Dean was not the part of decision-making anymore. This can be another indicator of authority of hierarchy works in crisis; however, the problem was not transferred to the Advisor to the President from the Dean but Vice-Dean. In a normal occasion we would expect the Dean to transfer the crisis news. Crisis situation can be seen to loosen the authority of hierarchy with the direction of risk factors and time-pressure. Administrators should not be biased to break the chain of command during crisis because their bias may increase the risk factors during crises as reaching to the relevant attendants as quick as possible is important in crisis situations to lower the risk factors.

Furthermore, DIR1 and DIR 2 provided crises examples in which they contradicted to the decision supported by the majority. DIR1's deputy directors' direction contradicted with the DIR1's tactics; however, she claimed she listened to the majority no matter her idea was. She added if she should have made decision through by herself, she would have gone to the opposite direction. It can be seen that directors of the case university respected to the decision of the lower-level administrators as it is the

majority and she made the action plan of the crisis accordingly. It can be seen that authority of hierarchy did not affect the decision-making in a negative way in terms of group decision-making. According to the Vroom- Yetton Model (Lunenburg & Ornstein, 2012) it is G2 because the problem is shared to the subordinates and they a decision after reaching a consensus on a solution with the majority. Majority's tendency was important than the authority's decision tendency. It can be seen than Directors and most of the Deans appeared to be open to group decision-making and they belong to the G2 group in Vroom-Yetton Model.

Moreover, the previous President's Office found to have highly participatory understanding of crisis decision-making and they also belong to the G2 group. However, the existing President's Office found to be in the C1 group as they prefer to take the ideas of the subordinates or other decision-maker individually or in small groups and make their own decision with the influence of the shared ideas. They seem as if they use the power of decision-making.

4.2.2.2.6. Life experience

During the data analysis, it is found that administrators' life experience and administrative experience emerged as different categories. In this part we will see the findings of how life experience affects crisis management.

While D1 was providing a crisis example that he successfully managed he stated that the reason behind asking for advice to his vice deans is asking them to share their point of view. It is sudden that every individual has unique life experiences and he believed that variety of people means variety of life experience which will help them to make better decisions in crisis. He laid stress on the significance of life experience by saying:

[...] I would not only call my Vice-deans to use their academic and professional knowledge, but also their accumulation of life, their experiences of life. This is what makes us human. The higher the accumulation, the more you can look up from above. (D1)

On the other hand, when D1 was asked if he needs to make sudden decisions without asking someone, he mentioned his life experiences taught him it is not the true path. He confidently emphasized that he makes sudden decisions in his daily life because of

his personality but, he avoids doing it while he is administrating a faculty. It can be interpreted that he avoids making individualistic intuitive decisions as a dean.

While D2 was providing a crisis example in which government wanted the resignation of the deans, he strongly stressed on how his personal knowledge of legal systems in Turkey helped him to manage that crisis. He added that his knowledge of legal systems in Turkey is limited and it comes from his sister being a person of law and the compelling life standards in Turkey. He also stated that:

If you were born in this land, in this geography, you need to be enchanted. You've had so much to do with it that you don't get caught completely unprepared. (D2)

4.2.2.2.7. Prior experience vs. prior knowledge in administration

This category emerged as all participants emphasized on the importance of prior experience and prior knowledge in administration when they were asked to answer the possible applications and procedures to make decision-making in crisis work better. What is meant by prior experience is their seniority in administrating (the past administrative positions experienced) and what is meant by prior knowledge is being knowledgeable about the theories and practices of crisis management and making critical decisions under uncertainty and risk. Majority of the participants agreed on the fact that prior experience in administration is more important than being knowledgeable for decision-making in crisis. It is assumed that most of them find the mentor system successful. On the other hand, some of the participants thought prior knowledge in administration is important. A few numbers of participants emphasized executive trainings that covers theories and practices are necessary for better crisis management.

D1 thought that occupational tenure is highly important to be able to manage a crisis as a dean especially in the faculties like engineering which nearly sets of the half of the university's student capacity. He highlighted that he was really experienced when he was selected as a dean because he was the Vice-dean of the Student Affairs. He mentioned that when he was the Vice-dean, his Dean was highly intelligent, knowledgeable and willing to do anything. He strongly emphasized that without seniority in administrating it will be disastrous to manage a crisis. The interviewee

shows us the fact that seniority in administrating and mentor system helps decision-makers to be confident and assertive in crisis. Moreover, he strictly objected the idea of an academic staff directly becomes a dean without experiencing department chair or vice-dean positions. He also objected the idea of an academic staff directly becomes a president without experiencing vice-president or dean positions by saying:

We have administrators who has not got prior experiences in administrating and we can clearly see the existing situation in the university. (D1)

It can be assumed the interviewee compares the existing administration with the previous ones and finds it unsuccessful to manage crisis in terms of decision-making. He also thought that executive training is important but he doesn't find it necessary as he finds his position very similar to the ministers. He suggested ministers or deans, not to act like they know everything because it takes time to be knowledgeable. Therefore, he tried to convey the importance of leading. According to him, prior knowledge was not as important as having a decision-making atmosphere in which leaders listen to the others who are competent in the problem occurred. This can be also interpreted as he has tendency to make group decisions as a leader. As a consequence, it can be said that deans do not have to be knowledgeable; however, they have to be good leaders to combine the necessary information for a healthy decision-making process to solve a crisis.

D2 maintained his prior experience in administrating upskilled him to control his feelings and emotional reactions during crisis which is necessary for healthy decision-making. He also stressed the fact that education and books may help you to manage a crisis in a better way; however, experience and seniority were found to be more efficient. D2 also stressed on the importance of mentor system and he found the situation of becoming a president without having seniority in being a dean or becoming a dean without having seniority in being vice-dean or department chair. According to him, it should proceed step by step to internalize the dynamics and patterns of the institution. Until here, two deans shared the same opinions and they gave importance to prior knowledge in administrating in terms of better crisis decision-making processes. They also found executive training helpful in addition to experience and seniority in administrating.

D3 mentioned that your seniority in administration may even affect the way administrators perceive crisis. An incident may be seen as a crisis for a less experienced decision-maker; however, it may not be seen as a crisis for an experienced decision-maker. He enounced if an administrator is new in his or her position, an incident may turn into a crisis. Whenever similar incidents repeat over and over again, the administrator may not perceive it as a crisis because steps of the solution phase have not got uncertainty anymore from the perception of the administrator. He illustrated this with his own experience. When he was assigned as the Dean, his first unauthorized student protest that he came face to face was a crisis for him; however, the second one was not a crisis anymore. It can be seen that D3 gives importance to seniority in administrating like D1 and D2. However, it is not necessary for D3 to have seniority to become a high-level administrator. He thought time is enough to be experienced in a position and mentor system is not necessary by saying:

For example, if you don't have seniority in administration, let's suppose it will take six months to learn it when you are a dean or a president. If you have experience it will approximately take 2 months to learn it. (D3)

It can be assumed that executive trainings or seniority in a lower position may be listed as a qualification while assigning the university administrators. Some of the participants stressed the importance of this standardization as they were mentioning that the first days of position was full of uncertainties. PO2 mentioned that their university administration team was totally new and most of the thirteen administrators see each other for the first time as they could not be able to plan it before because of the complexity of the assignment system of the higher education law. She mentioned those days as a hard period of time to.

Most of us did not use to know each other. We said let's work for our university. And our journey started. (PO2)

This can be interpreted as the governmental system will not standardize the standards of being a university administrator in terms of seniority in administration or prior knowledge, they will not be able to successfully manage the increasing number of crises. PO2 also stated that learning from crises is a natural process and she claimed it is impossible for her to replace having seniority and experience with executive trainings or reading management books. She defended her idea by saying:

I like building my own preventative management style through experience rather than learning academic leadership, academic governance, [...] as all scenarios are different in real life. Institutions are different, people are different, cultures are different. (PO2)

Furthermore, she expressed that her point of view about the university and university administration has changed a lot when she became a high-level university administrator. She expressed her feelings like:

Everybody has to be an administrator during their academic life to understand the atmosphere. It is not possible to understand the structure of the university from the perspective of the departments. I really didn't know the university before I assigned for this position. Really! (PO2)

PO1 believed that prior knowledge is more important than prior experience as she thought roots of the experiences can be wrong in terms of decision-making in crisis. She suggested education and trainings may fix what is misinterpreted during seniority. Nonetheless, she added she did not have a crisis management training since she learns through experience. While she was saying this, she looked as if there should be trainings for the administrators to conduct better crisis management with better decision-making processes. As a researcher that makes sense because most of the participants mentioned that sometimes seniority is not enough to solve crisis and they sometimes need support.

P claimed that both prior experience and prior knowledge have effect on decision-making in crisis. However; it is assumed that prior experience is more powerful according to him as he claimed experience provides opportunity to know the intuition's dynamics by saying:

[...] the advantage of experience is you know people and the organization. Inevitably, you know the past of the institution. In many of the crises, you are supposed to understand the event by using your background information [...] So if you don't know, your point of view may remain a bit superficial. (P)

DIR2 claimed that seniority is more crucial than the education as administrators need to know the background of the university to intervene. However, education is found to be important to control extreme emotional reaction in crisis management. Nevertheless, according to DIR1, prior knowledge administration is more important; however, she claimed the system in this university does not have trainings. She

mentioned administrators of the university generally chosen according to the personal characteristics and criticized the existing situation by saying:

We say this person is very helpful and s/he is smart and then selected as administrator. (DIR1)

Lack of prior experience in administrating can be the reason of the inconveniences, which majority of the participants of the research mentioned, happening during crisis management. It can be seen that many administrators found the existing assignment system of the university administrators deficient in terms of prior experience and knowledge for healthy decision-making procedures.

4.2.2.2.8. Tendency of the community to blame and criticize the administrators

Some of the participants mentioned that their decisions are affected from the tendency of the community to blame and criticize them. A few of them claimed they hold themselves back to put their decision into practice most of the time because they are afraid of social exclusion. However, majority of them claimed they sometimes need to put the decisions into practice no matter they are blamed or criticized. It is assumed that some interviewees accept it is the nature of the process; thus, some of them resist to it. In the second option decision-making seemed to be longer; which is not good for decision-making in crisis.

[...] You are here to solve a problem but while you are sharing your ideas about the solution as a dean, as a high-level administrator, people are ready to criticize you [...] their criticisms are like brutal snowballs and all you can do is making a small snowball to throw it into a small area. So, in a crowded decision-making atmosphere you really need to be guarded [...]. (D1)

It can be seen that this factor forces him to make decisions with a small group of people in crisis occasions.

[...] each department and each student representative may be another subject of authority to have conflict with you. There is always a constant conflict among us. (D2)

D2 also mentioned that sometimes it is not possible for him to support and apply the majority's decisions and the other participants of the decision-making process. It can be inferred that academicians or students criticize and argue with him; however, they do not understand there are standards and regulations that high-level decision-makers need to fulfill. It seems as if decision makers sometimes have trouble as other members

of the community do not show empathy towards them before criticizing because of not listening to the majority. DIR1 supported this by saying:

When there is a crisis in the university, I think that the basic question should be whether the members of the university want to react or want to gather this institution. And, unfortunately, I don't think they gather most of the time! I see they don't. (DIR1)

According to DIR1, the members of the community most of the time do not help university administration to act like a unity and they always negatively criticize and blame the top-level administrators.

4.2.2.2.9. Scale and context

Majority of the participants clearly stated the fact that the scale and context of the crisis changes the decision-making mechanism. Some interviewees claimed that the scale and context of the crisis brings the line of communication and channel of communication out. Depending on the topic, you may make face to face discussions with the stakeholder who are close to you or you may communicate through phone calls. It is deduced the selection of the attendants and the atmosphere change according to the scale during a decision-making in crisis.

D2 suggested that the scale of the crisis is related with the size of the crisis. He emphasized that the context of the crises he used to manage while he was the Department Chair and the context of the current crises are not same. He continued saying his scale became wider when he was selected as the Dean. He started to represent his faculty in the University Administrative Board and University Senate. He also claimed that his scale started to include not only the crisis in the university but also the crisis in the city or even in the country after being the Dean. Furthermore, DIR1 reclaimed crises, which have time pressure rather than time limit within its context of the problem, eliminate creativity during decision-making process.

4.2.2.2.10. Personal characteristics of the decision-makers

It can be said that an administrators' personal characteristics have highly significant role on decision-making process as most of the participants emphasized on the fact. The findings showed that there are different combinations of decision-making types occur through personal characteristics. For example, if a decision-maker have self-

confidence s/he is found to be more open to make short-cut intuitive decisions. Self-confidence also found to be an important indicator to comfort administrators asking for advice from the previous administrator who was in their position. If a decision-maker is an extrovert s/he is also open to make short-cut decisions through fast and frugal heuristics in crisis. However, it is found that the decision-makers' tendency of short-cut intuitive decisions were suppressed by factors like, organizational structure or pressure of accountability in the case university.

P and D3 emphasized on the significance of self-confidence. D3 claimed that some administrators have lack of self-confidence and the reason behind this lack of self-confidence is the traditional way of children's upbringing in Turkish culture. Turkish parents never let their children to make their own decisions. He added one of his observations about the case university. He claimed many decision-makers force themselves to make successful decisions on the first try. However, he suggested to be patient and try to normalize the act of making mistakes during crisis decision-making as he thinks it is not possible to solve an incident at first sight.

This finding is important to support the idea of the decision-makers' tendency to make rational decision with the help of group decision-making models in terms of accountability and transparency. It can be understood that lack of self-confidence may cause tendency of making secure and risk-free decisions. PO2 stressed the importance of being a social person who know lots of people in the campus makes the decision-making easier.

You know a few people in the university. If there are 1200 faculty members, you know only 200 of them. Unfortunately, this is something that helps an administrator a lot. It is important to know who to call in a crisis. You should be able to say, in the faculty of Civil Engineering there is this person. (PO2)

It can be an indicator of people's tendency to know as many people as it is possible in order to make short-cut decisions while choosing the attendants of the crisis management. It can be said that the crisis as a construct impels administrators to make intuitive decisions and their personal characteristics influence their tendency to make intuitive decisions. PO2 also claimed that administrators should know listening to the others for health decision-making processes. Moreover, she claimed that her

personality has important role on crisis decision making. She claimed she is helpful and public-spirited so she likes standing behind the other university administrators in crisis occasions as their stress level is high and as they need support. She provided an example:

For example, when we lost our student in the small lorry accident, I personally wanted to go to the hospital with our Student's Dean. I decided to go with my colleague to support. (PO2)

P and D3 mentioned that the personalities of the decision-makers are important and he added there are different advantages of being introvert and extrovert during crisis decision-making. In crisis decision-making while choosing the attendants their personalities should be taken into consideration to make use of different personality types. According to their observations, sensitive people who personalize the existing problem effect the decision-making negatively.

DIR1 provided a significant example about her personality by saying she is not a risk taker in her daily life. She added that her personality reflects the way she manages the crisis and she is never risk taker. It is another proof that she finds rationalistic decision-making safer. It can be assumed personal characteristics of the decision-makers are more important than their field of study, interest, seniority or having an executive-training.

I know administrators who have medical backgrounds, engineering backgrounds, education backgrounds, administrative sciences backgrounds. They are all different. But what I saw is those who are really good at socializing are successful. They are more flexible, they can make rational decisions, they can make rational decisions based on rational knowledge rather than emotional decisions. Your personality gives you an advantage. (D3)

4.2.2.2.11. Role of emotional state

Role of emotional state especially found to be an important factor which affects the all decisions taken during the crisis. Most of the decision-makers claimed that the importance of being coldblooded when the crisis news is received. It was found that some of the administrators may feel shocked and panicked rather than being coldblooded when they first receive the crisis news. It is found to be a factor which negatively affects the decision-making by some of the participants; thus, some of the participants found it natural. According to the data gathered, solution-oriented thinking

was found to be important to suppress university administrators' anxiety. Moreover, female administrators found to be more affected by their emotions while making decisions; however, their efforts to suppress it was inevitable. The reason behind this finding can be the way female interviewees openly expressed themselves when it is compared to the male participants. According to PO2 university administrators' emotional state may affect the whole crisis management process especially the nature of the decisions as she stated that:

If you panic your panic affects everyone. That is why I always try to be discreet and I say it to myself try to understand what is going on. (PO2)

PO2 also mentioned that her state of emotions can be easily affected from the crisis news. She made reference to the small lorry accident and suicide of a student crises and mentioned she cried several times as she is also a mother. D1 claimed being relaxed is the fundamental rule of healthy decisions in crisis. It is important to foresee the all paths of the action plan as a whole. However, P mentioned that crisis means stress and according to him, it is normal because as administrators are facing with their inadequacies as they could not be able to prevent that crises. He stresses on the fact that as the scale of the crisis increase administrators' level of inadequacy increases as well, here by the stress level increases. DIR1 and DIR2 stated the fact that they have the potential to be anxious and worried if the uncertainty level of the crisis is high and they added would try to hide their emotional status from the others to look strong. They stressed on the importance of feeling the energy of their team is important to deal with the stress.

4.2.2.3. Nature of the decision-making process in crisis

Table 4.9: *Sub-themes of the nature of the decision-making process in crisis*

<i>Theme</i>	<i>Sub-themes</i>	<i>Participants</i>
Nature of the Decision-making Process in Crisis	○ Attendants in terms of Quality and Quantity	D1, D2, D3, PO1, PO2, DIR1
	○ Frequency of the Meetings During the Solution Phase	P, D1, D2, D3, DIR1, DIR2
	○ Decision-making in terms of Rationality Level	P, D1, D2, D3, PO1, PO2, DIR1, DIR2
	○ Decision-making in terms of Participatory Decision-making	P, D1, D2, D3, PO1, PO2, DIR1, DIR2

4.2.2.3.1. Attendants in terms of quality and quantity

Most of the decision-makers said that as the scale of the crisis gets wider the number of the attendants increase. Majority of them believed that the quality is more important than quantity because as the number of the participants increase it brings chaos which is not good for crisis decision-making.

While D1 was expressing one of his crisis experiences which takes place under the category of governmental mandates, he stated that:

There were three to four people. My experiences showed me that if there is an incident which needs be resolved after well discussion, you should not increase the number of people in these meetings [...] If the atmosphere is crowded people do not talk too much, they look around [...] There is no contribution in this. That's why meeting should consist of maximum 5 people who really knows and who is competent in the related topic. It can be more than one depending on the nature of the attendants; however, I personally prefer three or four people. (D1)

He also claimed he needs a strong team in terms of quality for the brainstorming about the crisis decisions and he claimed:

[...] My routine was calling my two Vice-deans as they were really active and dynamic people. Other than that, faculty secretary is really important. When I was the Vice-dean, I worked with a proper faculty secretary but I was unlucky about it when I was the Dean. It was a heavy burden to carry for us. (D1)

So, it can be seen that vice-deans and faculty secretaries do not only have important roles in programmed decisions but they also have a significant role in the processes of nonprogrammed decisions. While D2 was asked to illustrate the number attendants in a decision-making process during crisis in the university he claimed that he had the opportunity of working with two different Presidents and he focused on the point that the President's Office's administrative mentality will affect the number of the attendants during crisis. As a result, it can be seen that sometimes academic staff, administrative staff, students, alumni or even parents may be get involved to decision-making processes in crisis.

While D3 was asked for answer to whether the university administration includes deans to the decision-making processes of the macro-scaled crisis, he answered hesitantly and said yes but he looked as if he has doubt while saying yes.

While PO1 was reporting the small lorry accident she mentioned that when the student's death news was announced by the doctors there were many faculty staff in the hospital; three people from the Office of Domestic Services, five instructors from the Department of Psychology and two Advisors to the President.

When interviewees were asked to demonstrate the decision-making atmosphere, they mentioned:

[...] I sometimes see that there are small opinion groups and sometimes I hear eleven different voices. It is a good thing. At the end we reach to a conclusion. Sometimes we meet over and over again to find a direction. (D2)

I certainly get as many people's opinion as possible. That's my view of life at the same time... Uh, that's how you grown up [...] I am afraid of chaos that's why moderate number is enough to widen my perspective". (DIR1)

Overall, when the interviewees were asked to explain the atmosphere of the decision-making process, most of them claimed they try to make decisions with the support of many people who are competent about the type of the crisis. It is seen that at least approximately three people participate to the decision-making processes in crisis. Most of the interviewees claimed that in crowded meetings like University Senate, decision-making becomes harder. Small group advisory decisions were frequently seen in the shared scenarios. They all agreed on the fact that decision-making with small groups in which the attendants were chosen very carefully is important to make healthy decisions. It can be assumed that quality of the attendants is more important than the quantity of the attendants in crisis decision-making.

4.2.2.3.2. Frequency of the meetings during the solution phase

It is found that the scale and context of the crises, the possible risk of the crises or the uncertainty of the crises may affect the frequencies of the meetings during the solution phase. It can be seen many university administrators claimed they do not frequently meet while making decisions, they prefer to make phone calls; however, it is observed that if the crisis has not got time-pressure, frequency of the meeting for better decisions increase in the university. The most important finding was that most of them claimed it is not possible to observe emergency senate meetings as the university came face to face with many important crises recently. While participants were explaining the

frequency of the meetings, the always mentioned the frequency of University Administrative Board meetings and University Senate meetings. University Administrative Boards meetings were found to be the meetings in which they prefer to talk about crisis; however, it is assumed that it is not enough for large-scaled crisis. Some of the administrators also claimed that they try to frequently meet in their faculties or institutions during the crisis-management of micro-scaled crisis.

When D1 was asked to answer if the university administration arrange any meetings with the members of the University Senate or with the members of the University Administrative Board specific to crisis, he obviously said no and mentioned that he was contacting to them by phone calls rather than face-to-face contacts.

[...], we had to do that by phone. Usually the president's office works as a close box. They act as if it will be a trouble if faculties' Dean's Offices have too much information about them. Or they think as if it will create bad image to have detailed information about what is going on in the President's Office. They are afraid of details to be heard. (D1)

These expressions show that the Dean's Office and the President's Office don't work as integrated as it is supposed to be. However, the P's explanations coincide with this finding. He claimed that they used to arrange emergency senate meetings for the macro-scaled crisis for the convention and idea sharing. He added it is something optional. These were finding of the interviewees from the previous administration.

When I concentrated on the existing university administration, it can be said that the existing university administration prefers to make decisions with a small group of people in the university administration. It is seen that they sometimes talk about the crisis in the weekly Administrative Board meetings, rather than emergency senate meetings. Most of the interviewees complained that they used to feel being represented in the university administration day by day. These can be interpreted as the university used to be open to group-decisions with many other decision-makers; however, the frequency of the group-decisions and the number of the decision-makers in these group-decision environments decrease day by day in the frequently seen cases of crises.

Parallel to these findings, While D2 was asked to illustrate the frequency of the meeting in a decision-making process during crisis in the university he claimed that he had the opportunity of working with two different presidents and he focus on the point that the president's office's administrative mentality will affect frequency of the meetings during crisis. He desperately shared his observation like that:

[...] the frequency of confrontation environments and the dynamism of them decrease day by day according to my expectations. I can say that I attend these environments less than the other periods. I think it is not just about me. I think that all deans are positioned like this. (D2)

When the all deans' thoughts are taken into consideration D1 and D3 mentioned that the frequency is getting lower; however, D3 thought that it is as it supposed to be. According to D3, University Administrative Board meetings and University Senate meeting are sufficient. According to him, meetings of the University Administrative Board occurs each week. What is important about D3 is he had the opportunity of comparing the decision-making processes of the case university with other public universities in Turkey as he worked in those university before coming to the case university. That can be the reason behind the discrepancy between their thoughts.

When majority of the participants were asked to answer the frequencies of the meetings during crisis management, they all told the frequencies of the University Administrative Board meetings and University Senate meetings. They claimed University Administrative Board meeting occur once a week. However, they added university Senate meeting supposed to be once a month but nowadays it occurs once in two months.

D2 claimed the frequency is related to the number of topics to be discussed. He also stressed that his expectation was enhancing the number of meetings for better decision-making processes and involving the relevant faculty deans in the existing crisis context. While D3 was asked to illustrate the frequency of the meetings in a decision-making process during crisis in the university he claimed about his faculty but he did not mention the large-scaled crisis.

I am transparent. I prefer to meet frequently. I would meet with faculty board, department chairs to be in unity. (D3)

DIR1 mentioned that she arranges meetings with deputy directors and other administrative staff in her institution in crisis situations so often. DIR1 to claimed she arranges routine meetings twice a month with the mid-level administrators and they also talk about crisis. It can be seen that many departments do not have emergency meetings. It can be understood that administrators frequently call each other and ask for advice rather than meeting. PO1 and PO2 mentioned President's Office has weekly meetings that consist of thirteen top level administrators give opportunity to determine an action plan in crisis with participation of the chosen attendants. PO2 stated that:

Those meetings are very important. Sometimes problems cannot be solved in a narrow time and in just one trial. It may be necessary to discuss it over and over. For instance; there is a building which is problematic. Preselected attendant from the Faculty of Architecture comes to the meeting and makes his presentation. We debate what to do next. (PO2)

It is assumed that they never make emergency meeting; though, they prefer to talk about crisis in the routine scheduled meetings. We can easily see that administrators are open to frequently meet for better decisions in crisis; however, they cannot find the atmosphere in the university administration for macro-scaled crisis; however, the deans and the directors try to implement this strategy in their organizations. The reason behind this can be the busy schedules of the university administrators.

4.2.2.3.3. Decision-making in terms of rationality level

This sub-theme emerged as the researcher finds some codes which showed the tendency of the decisions according to two main decision-making approaches; which are basically categorized as rational and irrational decisions. The data were analyzed through these two codes which are openness to rational decisions and openness to intuitive decisions. Overall, it is found that majority of the participants are aware of the fact that they have the tendency to make intuitive decisions in crisis; however, it is found that they unconsciously resist and do not prefer to make intuitive decision. According to them rationalistic decision making inevitable in crisis. Institutionalism and accountability found to be the some of the possible reasons of it. Their perception of rational and nonrational decisions seemed to be problematic and deficient as well. They mostly have the tendency to believe that group decision is a rational decision. It is also assumed that most of the time they thing they make rational and logical decisions; however, the level of rationality according the rationalistic decision models

is low according to the obtained data. It is assumed to be normal as crisis decision-making theories claim it is not possible to make rational decisions under uncertainty.

While D1 was giving examples of hard decisions that he made, he stated that the most challenging decisions were about conformation of the security forces to enter campus to suppress the student protests. He found it a challenging decision to make because he claimed that it is not easy to foresee whether it will end up with slogans or physical injuries or death. That's why it is important to be able to estimate whether the event will gain momentum or not. It is assumed that to be able to make this decision a person has to make intuitive decisions to estimate it. You have two options and it is like gambling. Rational decisions will not work in here. Experience, knowing the culture of the university and knowing the background of the students are important factors which will affect the decision of letting the police intervention or not. At that point, he was asked to answer whether he made a quick and sudden decision while looking for an updated action plan with the directions of his intuition or not. He answered if he had been acted intuitively, he will never and ever let security forces in the campus. That's why he kept saying he always tries to act counterintuitively. D1 was aware of the fact that he has the power of making shortcut and fast decisions without dealing with the details of the event; however, according to him, intuitive may hurt him and the institution if you are dealing with an atypical event which is called crisis. He continued saying:

[...] From driving a car to cutting something with a knife, so it's not good to do something rapidly if you've never done it before. (D1)

It is obvious that he is not open to shortcut/fast and frugal decisions even while he is physically intervening to crisis. He prefers to take time to analyze what is going on even if level of time pressure is high in the crisis. This proves he has tendency to make rationalistic decisions while he has to make nonroutine decisions. It is can be seen that he feels anxious to miss the direction he can never think of or he feels nervous about to choose the wrong direction while he is preparing an action plan.

During an unprecedented crisis which is full of uncertainties, D2 thought that he will be in need of taking initiative no matter what the result is. We can see that he is open

to make spontaneous and intuitive decisions if there is an urgent crisis to be solved. He also added; these are random crises that will happen in a university so he said he generally prefers to include many people to the decision-making processes as far as possible. When a similar question was asked to D2 to learn whether he can make a quick and sudden decision, he answered he is open to make intuitive decisions; however, he prefers to make rational decisions for the benefit of accountability. He also provided an example of an intuitive decision taken by the previous President of the university.

We were in a university administrative board meeting [...] our president was informed that there is a melee between two opposing groups in front of the masjid of the library. They whispered it to his ears. The truth was that they were getting ready for the melee. Our president calmly said he has to interfere it personally. He said if it exacerbates, it will be bad reputation for our university. He said excuse me and started walking to the crisis point. [...] We walked behind him as a university administrative board and we saw how peacefully he listened two opposing groups and soothed them. He of course did not reconcile them. [...] I have learnt too much from him. I need to learn because crisis management is not innate. (D2)

His memory not only provided an example of intuitive decision-making of the President, but also emphasized the importance of experiences gained in administrating by mentor system which is mentioned above. While D3 was demonstrating a crisis example he had experienced he said:

There was crisis that the university administration and the faculty were both in the process. I manage it very quickly. It was not about my seniority, it was not about asking for advice, it was not about organizational culture. I manage it with my logic. (D3)

It can be seen that he individually made NDM. Even his desire of managing the crisis quickly by himself can be an intuitive decision-making by itself. So, it can be said that D3 is open to nonrational decision-making when there is no risk factor. However, he claimed that he has never come across crisis which has uncertainty, time pressure and risk factors in it. He expressed if he comes across with that kind of crisis one day, he will still try to be rational; however, he was aware of the fact that adrenaline may force you to make fast decision. He claimed administrators may even explore their abilities that they are unaware of. He added they may see how fast they could think, and how their irrelevant daily experiences may help them to solve the crisis. It can be understood that he tries to be rational no matter what the risk factor, uncertainty or

time pressure of the crisis is, though he finds it acceptable to make intuitive and emotional decision in the crisis. It can again be said that the accountability and bureaucracy cause pressure on the deans as they all prefer to make rational decisions in crisis; however, they are open to irrational decisions as well. According to their experiences most of the decisions they made in crisis situation do not match with the exact definitions of the rationalistic decision-making models.

Furthermore, PO1 mentioned she had problems during the decision-making processes of a crisis to be rational and she provided an example just after confidently saying that intuitive decisions are not acceptable in administration.

We were at the spot with the mother and the student's roommate was in a very desperate situation. He was crying and shaking. We called to the Medical Center and they calm him down there with several implications. The next day his mother came to my office. She said her son feels too bad to when he is in the house they live together. She asked should her son stay in that house, should he stay in the dormitory, should he suspend his study for one semester. She asked these to me. Why? Because, I am responsible from the students. I falter for a minute and I said I have to guide you to the right unit. [...] I was about to answer by my own without asking to psychologists. My intuitions stood by me to help me to manage. At the end we made the decision with the support of the psychologists. (PO1)

When the decision-making process in this scenario was analyzed it can be said that it may look as if the crisis was resolved in a rationalistic way as the decision-making was systematic, as it was extended over a period of time, as the attendants of the action plan were chosen with a team that consisted of five administrators from lower to the top; however these are not the real indicators of rational decisions. She still used her intuition while planning these steps. It can be seen that risk factors, uncertainty and time pressure has an effect on the rationality level of the decisions as the risk factor and time pressure were less than many other crises mentioned during the interviews, she tried to make rational decision. However, contrast to this in the small lorry accident they were trying to make a decision on how to explain the death of the student to the family who are on their way to Ankara from another city. It can be seen that in a situation in which they have just received the death news, it is not easy to suppress the emotions and intuition during the decision-making process.

PO2 stated that administrators have to make short-cut and effortless decisions in some crises without asking to top level administrators. She claimed top level administrators may sometimes question your decisions if you do not ask for their advice. It can be seen that even in the President's Office administrators' decisions may be questioned. However, according to her, this is part of learning. Administrators should be open to learn from their errors. It can be assumed that the case university is a learning organization. They learn a lot from the crises.

We are only human, human error...It happens. Actually, it is not an error, it is a learning process. You learn what you are not supposed to do. (PO2)

It can be seen that like many other administrators PO2 also evaluated her short-cut intuitive decisions as error. PO2 also provided an example in which her intuition misguided her. In the small lorry accident crisis, when they were at the hospital, she wanted to give death news to the family. She thought it would be better for the family members to learn it from a university staff rather than police; however, she learned that according to the laws police has the deliver news of death to the relatives. She added she always feel the conflict between her logic and intuition during decision-making in crisis.

Contrast to this, DIR2 mentioned one of her memories in which she was regretted to make rationalistic decision-making as the decision she attempted to make intuitively was found as a better way of solving the crisis. Again, she believed that only listening to the majority while decision-making makes the decision rational. “[...] I said: Dash it! Why did I listen to them? I wasn't going to do that... (DIR2)”.

According to the data gathered from P, determining whether an incident become a macro-scaled crisis or not is the most intuitive part of decision-making progress. During the data analysis, many administrators were found to make intuitive decisions mostly in when they received the crisis news as all administrators mentioned they have dilemma during determining the scale and size of the crisis. Some of them do it unconsciously via their heuristics, someone them directly asked for advice from the nearest upper level or lower level administrator. Most of the time authority of hierarchy do not work in this phase as the only thing they need is another perspective. It is observed that hey mostly do it unconsciously not to be affected from their intuition. At

that point, P provided an important case in which his intuition affected by cognitive bias which is always found to be disadvantage of heuristics and he could not see the possible risks of the crisis. All indicators were showing him that the incident will not turn into a macro-scaled crisis in his mind and it was a wrong decision and the crisis turn into a macro-scaled crisis which his was really hard to manage. This can be the reason of the tendency of decision-makers in rationalistic decision-making in a loose coupling system which has open climate. It can be said that representativeness heuristic did not work in the provided example of P.

DIR1 and DIR2 provided similar crisis scenarios in which their intuition and the demand of rationality conflicted and they decided to make rational decision; however, they claimed that she regretted later as they thought their intuitive decision option was fairer than the decision taken by the consensus of the majority. However, they kept defending the necessity of rational decisions in the context of university by saying:

I shouldn't be intuitive!! I think I shouldn't be!! Because that's my human side. And I certainly have the tendency to do it. (DIR1)

I won't make intuitive decision individually. I feel uneasy because the President may say why did you do it that way. In my building, I need rational decisions because President Office do not know our structure very good. We need to explain everything in detail for them to be able to look at it from the point of view of us. (DIR2)

However, DIR2 was not biased about intuitive decisions unless she can stand behind her decision.

Sometimes you need to make short-cut decisions because of time pressure. It happened to me. You suddenly say something but you need to stand behind what you say. [...] It is sometimes possible to reconsider your decision and change it. (DIR2)

In this university it can be said that intuitive decisions are open to negative criticism; however, the ones who make intuitive decisions do not regret but they slowly change their attitude and after seniority in administration they learn how to control their intuition.

4.2.2.3.4. Decision-making in terms of participatory decision-making

This sub-theme emerged as the researcher finds some codes which showed the university administrators have strong tendency to make group-decisions. The data were analyzed under two codes which are individual decisions and group decisions. In order to explore the degree of the group decision making, Five Decision-Making Styles of Vroom-Yetton Model was used which can be found in the literature review.

It can be understood that crisis management flows with the participation of many people to make it quick. So, number of the attendants seem to be high in the provided crisis scenarios. It was important to clarify whether the crisis team only accelerate the crisis management or they contribute to the decision-making process. Attendants who are not decision-makers found to be part of decision-making process in the action plan phase. Moreover, the group-decision processes were mostly seen in the crises which can be solved in a long-period of time no matter it has time-pressure or not.

D2 stated that what is necessary for a better crisis management is becoming professional in making all units of the university operational.

My ideal system is where all the units can express ideas with their free will and the institution can produce a common idea. [...] The more this system works for better participatory decisions, the more the organizational commitment of the community member's increases. (D2)

D3 stated that he asks for advice if he feels incompetent about the problem or if he is highly stressed and if he feels pressure on himself. He also defined his tendency in decision-making in crisis like that:

If you say what I do is correct, you will never have the opportunity to include different points of views in your decisions and this will end up with emotional and wrong decisions. (D3)

According to P, the case university is open to group decision-making because of its values and culture. The university has never been administrated by a power. He strictly emphasized that President's Office, University Administrative Boards and University Senate make decisions all together in the university, especially in the large-scaled crises. He added that most of the times students, faculty members and alumni always have right to speak for the sake of the university.

Some values are settled and this is an institution that can solve many crises by sharing its own internal mechanisms as it has never been the Dean's faculty or the President's university. (P)

This finding contradicts with the findings gathered from D1, D3, DIR1, DIR2. The reason of this conflict can be explained with the difference of administrative styles of the Presidents because the President interviewed for the research is the previous President of the case university. Other interviewees who agreed on the fact that the frequency of the healthy group decision-making atmospheres decreased are the administrators who had the chance of comparing administrative styles of the two Presidents in terms of crisis decision-making.

DIR1 and DIR2 not only confirmed that University Senate meetings occur if necessary, for the last three years; however, they mentioned academic topics are discussed with a cooperative and friendly manner. It can be understood that the data obtained from the directors overlaps with the findings of the other participants. It can be definitely said that; the administrative style of the President affects the nature of the decision-making in crisis. As Directors are known to be members of the University Senate; however, they are not members of the University Administration Board. All deans and directors claimed they do not have chance to represent their departments in cases of large scaled crisis during decision-making process. Some of them claimed it with the chance comparing the last two university administrations and some of them stressed on the same idea without the chance of comparing the last two university administrations.

When PO2 was asked to answer the atmosphere of the group-decision environment she spoke more quietly and she hesitated while saying they make group-decision in the scenario she provided and she said:

But in the end, the decision is made... I can say it is a group-decision. Everybody is commenting. (PO2)

It is presumed that most of the time, the top-level administrators of the university administration join to the group-decision environment; however, the authorized decision-maker make the last decision which makes sense for her/him. When this finding analyzed through "Five Decision-Making Styles of Vroom-Yetton Model" it

can be said that the existing President make decisions according to the CII. DIR1 claimed, no matter what the scale of the crisis is, she tries to be cooperative while making critic decisions. While DIR2 was explaining the nature of a crisis decision-making environment she claimed:

[...] everyone declares his/her opinion, tendency of the majority will be understood directly. If not, we vote in the closed envelop. [...] However, sometimes the decision-makers may not listen to the majority. (DIR2)

This can be interpreted as C2 in Vroom-Yetton Model. At the end, it can be said that, as all participants used “we language” most of the time while talking, the university uses participatory decision-making approach; however, the degrees of it may change according to the hierarchy of authority and stressors.

4.2.2.4. Deficiencies detected in crisis decision-making

During the interviews, all of the participants mentioned some deficiencies of the university in terms of decision-making in crisis. Under this category three mostly emphasized deficiencies were emerged as sub-themes. The distributions of the sub-themes can be seen in Table 4.10.

Table 4.10: *Sub-themes of the deficiencies detected in crisis decision-making*

<i>Theme</i>	<i>Sub-themes</i>	<i>Participants</i>
Deficiencies Detected in Decision-making in Crisis	○ Crisis Desk	P, D1, D2, PO1, PO2, DIR1
	○ Disconnection between the Units	D1, D2, D3, DIR1
	○ Lack of Well-Equipped/Competent Staff	D1, D3, PO2, DIR1

4.2.2.4.1. Crisis desk

As it was previously presented that decision-makers do not frequently have meetings during crisis decision-making. Most of the administrators found it as a problem; because while they were answering the question whether they have crisis desk during crisis managements or not, they took it as a deficiency of the university and they criticized the university. Some of them believed it is not possible to arrange it because of the settlement plan of the campus. It is inferred crisis desk applications do not proceed systematically in the university. However, it looks against many crisis communication and crisis management models to make healthy decisions.

D1 stated that he had never seen a crisis desk in this university; however, P provided crisis desk examples for macro-scaled crises in which many decision-makers and attendants work together and made group-decision. D2 drew attention that it is not possible to have one common crisis desk in their campus as the scales of the crises are different. He added the President's Office may have their own crisis desk and the faculties may have their own crisis desk while managing the same crisis. He ended up saying:

[...] if you let all democratic organs and democratic processes in a fair way, it means all components of the crisis work collectively and form common sense about the crisis. (D2)

So, he thought that group decision-making and systematic decision-making can be done without the presence of the crisis desks. Similarly, PO2 was asked to answer whether they have crisis desks to manage crises, she said it is not possible to have a crisis desk as the units are far away from each other and many attendants selected to contribute to the decision-making processes have other responsibilities in the campus as well. According to her, that is why it does not look appropriate to have crisis desk in the context of universities. DIR1 claimed that she frequently arranges meeting with the deputy directors and other administrative staff; however according to her these cannot be called as crisis desk.

When P was asked to answer whether the university have crisis desks during crisis, he emphasized the importance of having well-functioning algorithms in the action plan which were functioned in the previous crises which can also be similar to the existing crisis. According to him, well-functioning algorithms of an action plan consists of; who is going to be the spokesman, mobilization during division of labor and tentative action plan. It can be said that these algorithms help the university to save time in terms of decision-making. It is waste of time if you do not apply algorithms in the crisis. However, algorithms are developed through experiences of the administration, so transfer of experiences between units is important to fasten the decision-making process in crisis. According to him, this system can be named as the crisis desk of a university; thus, he claimed the system has not been structured yet.

4.2.2.4.2. Disconnection between the units

Disconnection between the units is a sub-theme that emerged through experiences of the administrators. In the context of universities, first code of the disconnection between the units was disconnection between the mid-level and top-level administrators. Second code was disconnection between the nonacademic units and academic units. Third code is disconnection between the previous administrators and the existing administrators in the same position. It is found that according to some of the participants, main reasons of disconnection between units seem as the communication breakdown and lack of organizational chart details.

D1 provided a critic example which proves the disconnection between the nonacademic units by saying:

But the President and the Dean are obligated to do what the President and Dean should not do [...] In the morning of a snowy day, there was no man to use the machines of the university to open the roads, so our rector rented machines from outside the campus himself. This isn't supposed to be. (D1)

P claimed that the level of unity in the case university is acceptable when it is compared to the other universities but it is still a deficiency. He also stressed that communication is a keyword to connect the different units of the university to work corporately in crisis. Administrators are the ones who are responsible from building a healthy communication line by determining a spokesman to control that line of communication. DIR1 reported that there is disconnection between the units during crisis communication as it slows the communication flow. She thought the reason of this disconnection is lack of organizational chart for the sub-units of the campus.

However, if there are sub-units and their definitions and if responsible persons are determined, flow of communication will end in 10 minutes. (DIR1)

It seems as if there is chaos in decision-making processes in the case university because of the uncertain line of communication. Organizational structure of the case university is not clear enough to work in the emergencies. However, contrast to this idea PO1 provided an example on how the healthy connection between the units worked in student protest crises. She claimed the duty of the security unit which is a nonacademic unit is to warn the student groups and to take the statement down. She claimed when the records of the protests came to her and to the Secretary General, the most critic

decision-making process starts. They have to decide whether to transfer the students to the discipline committee or not as unauthorized student protests are not allowed according to the CoHE's students discipline prescription. The discipline committees are the Dean's Office of each student. She claimed they sometimes transfer some students to the discipline committee and sometimes not. She stressed the fact that the connection among the unit is successful in these kinds of crisis.

DIR2 also claimed opposite ideas under this theme and she mentioned the job descriptions of the mid-level administrators help her to determine which mid-level administrator to cooperate with for each type of crisis in the context of her building. However, she added the organizational structure of the different faculties, institutes and schools may differ and she claimed she is pretty sure that they do not know each other's functioning mechanisms. It can be said that the campus is not homogenous and the disconnection between the units negatively affect the decision-making processes. From the side of the Directors, the University Administrative Board meetings occur more frequently than the University Senate meetings. Two directors interviewed mentioned that as they are not members of the University Administrative Board, they do not feel represented in the important meetings and they feel excluded. One of the reasons of the disconnection is this according to the directors. It can be seen that the concept of being a learning organization do not work especially for the directors in the case university and it creates disconnection between the units while decision-making and managing the crises.

Faculty Deans may be working a little closer to the President; because they are in the university board. We don't have a place in university board. Yes, we have place in university senate but the actual decision-making process takes place in the university board meetings. (DIR2)

DIR2 added that the school of foreign languages is a critical place in university as many of the students are in their early years of university life. The possibility of high amount of student-based crisis cannot be ignored. It is assumed that the disconnection between the units affect the directors more than deans.

About the third code which is disconnection between previous administrators and the existing administrators PO1 mentioned a problem that there is a close climate between

the previous and existing administrators in terms of helping each other while making decisions; however, it can be said that Deans who were interviewed mentioned that old administrators are accessible for taking advice in the university. The reason behind this conflict may be explained through the difference in Deans and the President's Office. It can be said that the amount of rivalry in the President's Office is more than Deans' and Directors' layer and it affects the level of disconnection between the units which emerged as a deficiency in the study.

4.2.2.4.3. Lack of well-equipped/competent staff

During the data analysis it is found that half of the participants believed lack of well-equipped and competent staff is a deficiency. They believed that having organizational commitment sometimes is not enough to handle some of the duties. Therefore, some administrators claimed sometimes they need to do what they are not supposed to do because of the deficiency in the number of well-equipped staff.

There is no man to work. Not only the lower levels of administration but also the middle levels of administration are weak. Moreover, administrative staff is disastrously weak. (D1)

We try to develop the most effective solution in the current conditions. Yes! Problems are somehow solved; but in a systematic environment it is solved in an hour, here it is solved in two hours. Unfortunately, we don't have staff structure which has high mobility to intervene to solve the crises instantly. (D3)

4.2.2.5. Improvements for better crisis management with better decision-making

While majority of the interviewees were talking about the deficiencies in the decision-making processes in crisis, some of the interviewees stressed the current implementations for improvement. Moreover, some of the interviewees stressed on the fact that their university has improvement ideas to include in the strategic plan to implement for better crisis management. The existence of these two codes that are current improvement implementations and potential improvement implementations can be interpreted as the decision-makers are aware of the fact that the university is in need of improvements.

Firstly, the current implementations mentioned will be presented. As it is mentioned before, majority of the decision-makers found psychological based crises highly problematic and they stressed on the improvements oriented to these crises. PO1 stated

that the case university has recently started a new application in which volunteer academic staff were selected to support the students who has problems in their departments. PO2 also mentioned this application and she complained about the fact that it was really hard to find volunteer academic staff to assume the duty. The main purpose of the application is to be prepared to intervene early and rapidly increasing psychological based crises. There are some scenarios of success shared by D3, PO1 and PO2 that prevented some crises; however, most of the deans and directors interviewed in this research found this application unnecessary and wrong as the faculty members are not knowledgeable like psychologists or psychological counsellors. It is also reported that Clinical Psychology Unit has recently started to train volunteer academic staff about how to communicate with the students.

Secondly, under the code of potential improvement implementations, DIR1 and PO1 claimed that university administration is aware of the inadequacies of the university in crisis decision-making and she claimed they are working on building a network for 24/7 available communication service.

I think a 24/7 crisis center should be established. I know that this is in the strategic plan. We have been working for the bases of this crisis center for the last three years. In our clinical psychology graduate and doctorate programs, we have provided trainings on crisis intervention. After these trainings, both our master and doctoral students started see crisis cases. (DIR1)

DIR1 also stated that the case university has recently started to be aware of the fact knowing the human psychology and giving importance to the social sciences develops the institution. She believed that the case university has to improve its crisis management systematically. It can be said that she believes crisis should be managed systematically rather than trial/error learning and heuristic approach. It is still a doubt whether crisis can be managed systematically as they mostly have high level of uncertainty.

Another potential improvement which is more about decision-making procedures was shared by PO2. She claimed the need of procedure in handovers of the high-level administrators. She expressed she imagines a system that previous administrator of a position transfers what s/he has experienced to the new attendant rather than holding

a grudge. While PO2 was explaining the suicide of a student crisis she stressed on the importance of improvements in Mental Health Help and Support Units. However, she claimed that legal boundaries prohibit many preventions of crisis. She claimed that they wanted to create a network for Suicide Hotline in the campus; thus, it has heavy legal liabilities.

DIR1 added that the way bureaucracy works in crisis should be implemented as many administrators are complicated and they get confused after receiving the crisis news. She added the organizational chart of the university is clearly structured for the top levels of administration; however, at the lower-levels departmentalization is known but authority of hierarchy is unknown. It can be interpreted that the reason behind the frequently reported lack of unity among departments can be about this uncertainty in the chain of command of the lower-level administrative units.

P claimed that this university and the other universities has to improve themselves in risk assessment as in countries like Turkey it is not possible to find settled administrative system and culture. It can be understood that universities should always be prepared to possibilities of crisis with the help of risk assessment and contingency plan. Most of the administrators mentioned the case university has not got applications of risk assessment or contingency plan at the moment; however, P mentioned the case university has been analyzed by risk management agencies and contingency plans, risk maps were charted in the past; especially many laboratories of the campus was determined as a risk factor and the renovations had been progressed.

It can be seen that this university is mostly aware of the risks and they try to manage the frequently seen mental health-based crisis with the existing potentials of the campus. Moreover, some of the participants are aware of the fact that decision-making is important in crisis management and there should be a systematic implementation to make decision-making processes faster. There should be standardization among the all universities and the government should support these projects as the number of crises seen in the universities increase day by day.

CHAPTER 5

DISCUSSION & RECOMMENDATIONS

In the discussion part two research questions of the study will be discussed. Afterwards, implications for theory, research and practice will be presented. Lastly, limitations of the study and recommendations for further research will be listed.

5.1. Discussion

The main purpose of this study is to shed light upon the perceptions of the university administrators about the concept of crisis and how do university administrators make decisions under crisis. More specifically, it aimed to discover the decision-making approach tendencies of the university administrators in crisis. The present study was designed as a qualitative research since the main concern of the study is to explore a how do university administrators perceive crisis and how do they make decisions in crisis. For the purpose of answering the research questions, the data retrieved from semi-structured interviews were conducted with 8 participants who are still administrators in the university or who used to be administrators in the last five years. When the transcribed data were analyzed through content analysis after reading them several times, two themes and six sub-themes were emerged for the first research question and five themes and twenty-three sub-themes emerged for the second research question. The elicited findings of these themes will be discussed.

5.1.1. Crisis Perception of the University Administrators

Here, the first research question will be discussed which is “How do university administrators perceive crisis in the context of the universities?”. First of all, the findings were adequate to understand the university administrators’ perception of crisis which was the first research question of this study. According to majority of the participants, crisis is an incident which can be named as bad reputation that damages the university. Furthermore, again the majority of the participants thought crises are nonroutine and unexpected events. However, only some of the participants claimed

the factor of being unprecedented which makes the problem extraordinary for the decision-maker. It was not only devastating but also expected finding to be discussed under the heading of perception of crisis. There were basically two orientations; for most of the decision-makers, any tremendous incident can be named as crisis; thus, some of the decision-makers strongly differentiated the tremendous incidents from the crises by claiming crises should be full of uncertainties and it should be unprecedented. The participants who strongly differentiated the tremendous incidents from the crises by claiming crises should be full of uncertainties and it should be unprecedented were the minority of the participants, the other group was directed to illustrate crisis scenarios which they found extraordinary and unprecedented because the mental process of decision-making is highly affected from the experiences and uncertainties may cause unexpected actions. It can be said that no matter how university administrators defined crisis; all participants mentioned the steps of decision making in crisis which are full of uncertainties within their context. No matter it is a macro-scaled or micro-scaled crisis it can be said that their intuition was activated to make sudden decisions. Moreover, it was found that most of the crisis examples had sort of time-pressure and low-amount of foreseeable risks. It can be interpreted that generally the level of uncertainties, the level of risk and the level of time-pressure tend to differentiate the decision-making processes; however, it was most seen in the first phase of the crisis management which is receiving the crisis news. In the other phases there were extremely less indicators of decision-making suggested in the literature. It can be understood that the university administrators' readiness and consciousness is not enough to provide the entailments of crisis decision-making.

Another significant finding to be discussed is the fact that administrators who are highly experienced in administrating and whose field of study is related to administrative sciences or economy were interpreted to be more knowledgeable about the crisis decision-making theories. It is thought that the difference seen in their crisis perception can be because of their field of studies as they were more knowledgeable about how a crisis should be defined and should be evaluated. This may show us the importance of assignment systems of the high-level and top-level administrators. The procedures of assigning the high-level and top-level administrators should be

scrutinized within the scope of necessities as nowadays the universities are open to variety of crisis types which are full of risks.

5.1.2. Crisis Decision-making of the University Administrators

Here, the second research question will be discussed which is “How do university administrators make decisions in crisis?”.

Decision-making processes from the perspective of decision-making theories:

In this section decision-making processes was evaluated under two frames. First of all, the findings of the study were discussed in terms of decision-makers' individual mental processes which cover subjects like rational and bounded rationality models of decision-making. Secondly, the findings of the study were discussed according to interpersonal interactions which covered the subjects like individual decision making or group decision making. In the second part, communication flow was also discussed inevitably as the decision-making and communication cannot be separated from each other. The results show that, the scale and type of the crisis, risk factors and uncertainty levels of the crisis found to be some indicators that change the decision-making procedures in crisis response as the emotional reactions of the senior administrators tend to be shaped accordingly. Hodgkinson, Langan-Fox and Sadler-Smith (2008) also found that both intuitive and rational cognitive styles are interchangeable developed through the scale, context of the situation. In the current study, it is found that the tendency of being rational is increasing if the uncertainty level was determined to be high for the decision-making. Therefore, the advice-seeking behaviour increases. As Klein (2001) mentioned RPD model will not work under uncertainties as experience may not be able to guide decision-makers for rapid actions. The results showed that university administrators mostly face with deterministic problems in which the uncertainty level is low rather than game theoretic problems. This can be the reason behind their tendency to use classical decision-making approaches. According to the literature review FFH is highly applicable if RPD model was not applicable because of the uncertainty level (Gigerenzer & Gaissmaier, 2011); however, it is interpreted that senior university administrators mostly do not make-decisions by using the aspects of FFH. Less frequently, decision-makers tend to make decisions according to FFH if

the senior decision-maker was experienced in administrating or knowledgeable about decision-making theories in crisis which are found to be game theoretic problems.

Moreover, the current study shows that senior decision-makers in universities are mostly biased about intuitive decision-making and their tendency is making rational decisions; however when the process of decision-making was analysed it is found that the process is consistent with the steps of NDM and RPD model as two processes of decision-making was done through these models which are sizing up the existing situation via experience and evaluating the course of action by imagining (Klein, 2001).

As it is stated in Chapter 4, steps of crisis management that include important decision-making processes emerged as a sub-theme and it can be said that during the first process, which is receiving the crisis news, administrators decide the severity of the existing situation. It can be also said that deciding the level of uncertainty and risk factors is a cognitive process during crisis decision-making which is supported by bounded rationality decision-making models; however, many administrators interviewed were biased about irrational decisions as they always try to be analytical, rational and logical. However, when it was analyzed it is seen that it is totally an intuitive process in which their prior experience guides them. It should be added that most of the crises mentioned were the ones in which they used mental simulations and administrative experiences to fill the missing information to generate alternatives. It emerges as an indicator of the fact that they have lack of information about crisis management theories and crisis decision-making which is risky for the university. It can be deduced that universities are not prepared to manage the crisis with high-level of uncertainty as administrators are not knowledgeable about the effective decision-making theories to use in crisis-management.

Furthermore, it was found that university administrators frequently make intuitive decisions unconsciously while making decisions on issues like determining the scale of the crisis, whether to share it with others or not, who to choose as an attendant, who to ask for advice or when to ask for advice. Lunenburg and Ornstein (2012) claimed

that many social scientists believed administrators are not good at using intuition in an effective way. However; according to Mintzberg, Raisinghani and Théorêt (1976) administrators make decisions based on their hunches. The finding of the current study overlaps with bounded rationality model as decision-making processes of the senior administrators found to be shaped within the context of environment constraints like compromising and one of the assumptions of the bounded rationality model reveals that “conflicting goals of different stakeholders or individuals can restrict decisions and force a compromising solution” (Lunenburg & Ornstein, 2012, p. 140).

Furthermore, most of the decision-makers were making decisions according to RPD model. This finding overlaps with Klein’s (2001) findings in which he reported that 127 cases out of 156 cases in his study, which is full of unexceptional cases, had the features of RPD characteristics. According to the RPD model decision-makers usually choose the most workable option rather than choosing the best option and courses of actions should be very quickly evaluated by just imagining the path rather than formal analyses or comparisons. These are very similar to the findings of the current study.

Time-pressure seemed to be less important in the universities as most of the crises do not necessitate time-management; thus, they necessitate task-management. Most of the crisis scenarios shared can be categorized under deterministic problems. This finding was important because; as decision-makers do not feel the time pressure, they believe rational decisions will be better. Nevertheless, the steps they followed were all overlapping with RPD model because they were in need of gathering more information about the situation as soon as possible from the source they found to be more accurate and rapid (Klein, 2001). When they perceive that a situation can be named as a crisis, especially if the senior decision-maker was experienced in administrating, they were gathering information from the source they found to be more accurate and rapid in most of the times.

As the power of the authority gets narrow, senior administrators start to be more afraid of making decisions according to RPD and they consequently believe that they need to make rationalistic decisions (Klein, 2001) and the current study’s findings were

consistent with this aspect. It is assumed that having tendency to use intuition and mental simulations of experience is not easy as the accountability exists as a stressor.

On the other hand, it is seen that university administrators do not resist participatory decision-making and it is an important finding as team work is an important strategy in both classical approaches and NDM (Klein, 2001), it is seen that administrators who participated in the current study are open to team work; however, they do not usually have meeting groups and prefer to individually ask for ideas and suggestions. Also, for the times they prefer group meetings they have tendency to limit the number of the participants with the aim of making rapid decisions. Vroom-Yetton (1973) suggested senior administrators to make decisions with group meetings for unstructured problems; however, it is not possible to see it frequently in the university because of the settlement plan and work load.

How personalities of the administrators affect crisis decision-making:

It is found that, personalities of the administrators create infinite possibilities in mental process of decision-making; therefore, it is infeasible to make clear cut interpretations. Nevertheless, there are indicators related to individualistic properties which signalize the tendencies of administrators while making-decisions. First indicator is their knowledge. One of the major findings of this study is that most of the university administrators are not aware of the fact that there are different strategies of decision - making for different occasions to make healthier and short-cut decisions. It can be seen that in risky situations like crisis; one of the most important stages of crisis management which is decision-making work perfunctorily as most of the decision-makers are not conscious about the theories and strategies. At that point, it is important to mention that the administrators who are knowledgeable about these theories and strategies, thanks to their field of study or interests, were found to be more open to make intuitive decision making in which they were more self-confident to take action by making their own decisions to intervene the crisis as soon as possible. So top-level administrators of the universities should be assigned by taking this into consideration and the lack of knowledge in administrative theories should be dealt.

Second indicator is their experience because the findings showed that some of the interviewees who do not have prior experience in administrating in different positions felt lost and they needed to ask for help and advice from the others instead of making fast and frugal decisions. While heuristic decision-making is errorless and wracked up by the “idiosyncratic biases of the decision maker” (Davis & Davis, 2003, p. 65), it is expected that these biases that appear based on the administration experiences and as well as their life experiences may lead the university administrators to make rational decisions. The greater challenge is seen when a president’s established biases do not evolve along with the needs of the university and its environment. The reason behind this was the intention of faultlessness; however, in crisis situations it is important to make decision which makes sense rather than making the decision which is rational. Prior administrative experience of the administrators guides them to be more intuitive in decision-making as they are skilled decision-makers (Klein, 2001; Bakken & Haerem, 2011) and the findings of the study corresponded with his theory. Moreover, Torley (2011) in a study about decision-making processes of elementary school principals during crisis found that they tried to reach out to colleagues who are more experienced which is a consistent finding with the current study. Moreover, Hodgkinson et al. (2008) claims inexperienced top-level decision-makers are expected to learn to think intuitively. The findings of the study overlapped with this study as inexperienced top-level decision-makers were not capable of making intuitive decisions. Contrast to that, Pretz (2008) found analytical decision-making is appropriate for experienced decision-makers; however, the findings of the study did not overlap with this.

Gender was found to have an important role which affected the mental process behind the decision-making. Female administrators seemed to be more emotional and they have tendency to make use of their emotions while decision-making. Moreover, they were open to make intuitive decision-making; however, their tendency was ceasing this process. According to the Porat’s (1991) study, many women support contributive and consensual decision making to emphasize the process, but men tend to lean toward majority rule and tend to emphasize the product or the goal.

As Sweeny (2008) states that decision-makers would actively or passively participate to the crisis response phase during crisis. It was possible to see both examples in the data and the personality and leadership styles of the senior university administrators seems to affect the direction of the crisis response.

Context of university in crisis decision-making:

In this part, how the context of university affects the crisis decision-making in positively and negatively was discussed. According to the results it is deduced that decision-making in crisis in the university has not got any standards as different faculties or institutes found to be applying different strategies while decision-making in crisis. Individualistic characteristic properties, background knowledge and leadership styles mostly affect the procedures; however, as the time and rapidity are important in many of the crisis, senior university administrators should be aware of some factors while perceiving the crisis and generating options to solve it. Moreover, it is found that more experienced decision-makers are open to NDM and two different university administration team have totally different way of solving the crises. Most importantly, it can be seen that the administrators of the universities frequently change. According to the Regulations on Higher Education Institutions Organization (March 28, 1983, Articles: 4a,8a,11b); Presidents are assigned every three years, Vice-Presidents and Advisors to the President for the President's Office are assigned every five years; however, if the assigned President will change, their assignments are repealed. Deans are assigned every three years and directors are assigned every three years. This is a specific feature for the university and majority of the administrators found it as one of the main reasons of the failure of the decisions-making mechanisms for healthy decisions. NDM claims that only high-stakes and experienced administrators can easily make rapid decisions based on mental simulations (Klein, 2001); however the findings related to the context of university in terms of assignments systems and experience clarifies the reason behind why most of the participants were not only biased to NDM, but also afraid of following a path like in RPD model.

Another important finding was the help-seeking behavior of the university decision-makers as the context of universities contain variety of experts. At that point, level of socialization was found to be an important advantage for faster decisions to choose

who to help them. Parallel to this finding, Piczon and Asis (2019) very recently found that help-seeking behaviors of the university deans have positive influence on problem solving and conflict management skills of them. This shows us the importance of mentor system one more time. So, it can be said that it is significant for universities to have an open climate in which organizational structure is a loosely coupling system which will lead up the help-seeking behaviors.

Nature of university is found to be open to reach other administrators to ask for advice because the organizational culture and the administrator's personality allow it. Help-seeking behaviors were highly popular. Having an open-climate, managerial style of administrating, developed culture of the organization were some of the indicators of decision-making styles overlapped during crisis response and post-crisis phases. It can be implied that bureaucracy and organizational structure, especially the authority of hierarchy, is a confusing factor for many of the decision-makers. There can be several reasons of this. One of them can be the act of breaking the communication chain seems unethical for the decision-makers no matter what the risk factor, uncertainty and time pressure is. What is meant by unethical in this context is vulnerability and sensitivity between co-workers. It is assumed that if you skip line in communication, co-workers may feel inadequate; however, there should be exceptions in crisis communication to work decision-making processes faster. The second reason can be the strict prescriptions that decision-makers should obey. Their commitment to regulations and prescriptions about the communication line slows down the decision-making process as it takes time to transfer the crisis news. The third reason is transparency and accountability as it can be said that decision-makers tend to believe that obeying the written regulations make the process more trustworthy.

Moreover, it is found that as universities contain many experts from variety of study fields within itself, administrators' way of dealing with crisis majorly focuses on using the powers of the campus; however, if it is found to be inadequate, they look for other alternatives to generate and evaluate. This situation inevitably introduces the significance of knowing as many people as you can as a senior administrator which will save time in crisis decision-making. This may also show the importance of

seniority and experience in administration even while making decisions on whether the power of university is enough to solve the existing problem within itself or not. Similarly, socialness of the administrators plays important role to speed up the decision-making process in crisis.

How administrative levels of the decision-makers affected decision-making process:

Another finding of the study was about the administrative levels of the administrators. It can be said that deans and directors are mostly making semi-programmed decisions during crisis; however, the administrators of the President's Office mostly make nonprogrammed decisions which is an overlapping finding with the definitions of many facets of decision-making. There are two main categories of decisions to make in the educational environment which are programmed decisions and nonprogrammed decisions. It is also possible to see strategic decisions under nonprogrammed decisions which are made by upper-level administrators. Upper-level administrators are expected to make nonprogrammed decisions (Lunenburg & Ornstein, 2012; Klein, 2001).

Furthermore, deans and directors were more open to make group-decisions in which the decision-maker tries to make sure all participants of the group agree on the decision or solution. On the other hand, when the structure of the President's Office was analyzed, it was seen that listening to the majority or wasting time for agreement was not the priority during crisis decision-making when it is compared to the lower-level administrators.

The scale of the crisis was first determined by the decision-maker by taking the risk factors and level of uncertainty into consideration. Senior university administrators were found to be making the first decision to share the crisis with lower or upper levels of the organizational chart. If the risk factors and uncertainty level is detected to be high, they seemed to transfer it to the top-levels directly. The chain of communication and power of authority was not important for the President's Office; though it was more important for deans and directors. This is a contrasting finding according to the studies of Centor (2016) and Brennan & Stern (2017). They claimed all three layers (the President's Office, deans and directors) are top-level senior administrators as they

are at least members of University Administrative Board or University Senate. Therefore, deans and directors are not supposed to act tight and obey bureaucracy and organizational structure during crisis decision-making. The current study showed that Deans and Directors do not feel they have enough power of intuition to manage medium-scaled crisis and they always try to be rational, transparent and accountable instead of making rapid and naturalistic decisions. It is seen that their tendency to make rational decisions slows down the decision-making process which is not good as they are in highly critic highly critic positions in the process.

In the shared scenarios it is commonly seen that all three levels give importance to the departmentalization and decentralization as after receiving the crisis news they try to solve the problem within the boundaries of determined distribution of tasks; however, if the situation is serious, they help each other especially by emotionally supporting their colleagues. The organizational structure determines the authority of making the last decision but in all three levels it is possible to see the cooperation and collaboration while making decisions. However, President's Office can do it more easily. It is possible to assume that the culture of the case university is highly effective on this finding; therefore, the findings of the other universities may probably contrast to this finding. According to Kiesler (1999) high-level positions in higher education, perhaps more than those in other organizations, have some flexibility in decision-making and how they approach the job.

It is significant to state that crises which have social aspects are always categorized as crises in which decision-making procedures are more flexible and transparent as being rational in humanitarian values is not easy (Klein, 2015). It can be seen that not only the large-scaled crisis which is full of risks and uncertainties, but also the crises which have social aspects, social responsibilities and representativeness in the society are open to NDM. The reason behind this can be the way these crises may have bad reputation on the institution within a wider context, people may feel empathy towards each other and these crises may be open to criticism more than other crisis types. It is found that many university administrators do not have tendency to make decisions on the nod; however, administrators who are not experienced in administrating and

managing a crisis have tendency to hide and keep the crisis solution steps as a secret because of their crisis perception.

In the end, it can be said that decision-making procedures in this public university is highly affected from the pressure and prescriptions of the government, political context and non-autonomous nature of the universities and it is a consistent finding with Brennon and Stern's (2017) article named "Leading a Campus through a Crisis". Furthermore, malfunction in crisis decision-making may rise through uncertainty and instability in the political systems of the governments and it is possible to find examples of it in the current study.

5.2. Implications for Theory

When the topic is implications for theory, it is the most significant part of the current study because the whole process of conducting this research showed that the field of education; especially the field of higher education is in need of applicable decision-making theories specific to universities. Existing theories of decision-making and crisis management found to be inadequate to be applicable to the context of universities and individualistic features of the senior university administrators as the findings of the study showed that majority of the university administrators make decisions according to rationalistic decision making theory because they think they are supposed to do it; however when their decisions were analysed it was possible to reinforce many features of the naturalistic decision-making (NDM) theory. The results showed that in fact the decision making processed matched more closely with NDM rather than rational models. The main reason of this inconsistency may be the nonautonomous nature of the universities in Turkey. As accountability was the main concern of the university administrators it was impossible for them to make intuitive decisions. On the other hand, many of the academic administrators were not aware of the decision-making and crisis management theories to make them applicable as it is not their field. So, the assignment system and procedures of the universities can be the main reason behind the discrepancy between the prescriptive decision-making and descriptive decision-making. In other words, for instance the NDM as a theory of decision-making proper for crisis decision-making did not match with the practice of

the university. The need of crisis decision-making theories specific to universities was emerged.

5.3. Implications for Research

When the topic is implications for research it can be said that the current study was a unique study as it led to conduct qualitative studies about this topic. Many other qualitative studies which may take the limitations of the existing study into consideration can be conducted. It is extremely important to construct a background for grounded theories specific to crisis decision-making in the context of universities. For this purpose, variety of data related to the nature of the variety of universities are found to be necessary.

The findings of this study revealed many disadvantages and dysfunctional aspects of universities to directly apply existing decision-making theories to HEIs without adapting it. The theories should be developed step by step may be a guidance for senior university administrators as the amount and variety of the crisis that can be seen in the universities increase day by day. The grounded theories may support new models and strategies and these models can support and accelerate the implementations of the suggestions for practice. It will be groundless and unanchored to implement applications for practice without models specific to HEIs in the field of education. For instance, without models specific to universities it may not be possible and beneficial to publish training books or brochures to increase the awareness of the senior administrators. Moreover, without durable theoretical framework it is unfeasible to plan training programs for administrators who are in critic positions and who are most of the time unaware of many administrative theories.

5.3. Implications for Practice

When the topic is implications for practice it can be said that the current study showed there are many obstacles in front of making healthy decision-making in crisis situations. Crisis management has many risk factors in it and results show that decision-makers may sometimes feel stressed about this fact. Therefore the results indicated that the management of crisis should not be left to chance by letting the inexperienced high-level administrator to learn what to do in time does not seem

legitimate; because according to the findings in the period of time that a dean or a president spends time to learn the necessities of their position as they do not have experience or training about it, there may be crisis which will end up with huge loss of life and property. The period of time university administrators spends to learn the ways of administering a crisis may increase the size of the crisis. According to Manning (2018) the characteristic of unsteady and inconsistent nature of administration in the universities introduces dynamism, unpredictability, and complexity into higher education organizational structures as the decision-makers' knowledge about the history and culture may not be standard. That is why new regulations supported by the government should be implemented for the standardization of the assignment systems of the high-level administrators. Standardization may cover some qualities other than having professorship. Executive trainings or seniority in a lower position may be listed as some of the qualifications. Another standardization can be done through conveyance of the experiences from the previous administrator to the next administrator.

On the other hand, all administrators especially the ones in the non-profit organizations like universities should be aware of the fact that they are in need to be trained about crisis management and crisis communication as the findings showed universities administrators find it difficult to find competent members to include in the crisis management. Decision-making is a very critical phase to be adapted in the crisis management. In 2014, Strohmandl and Taraba studied on a software to model crisis-management decision-making scenarios which is found to be one of the possible solutions of practically training the decision-makers to address potential crisis solution. Sauvagnargues (2018) recently published a book in which she made suggestions for research and innovation for optimal training for decision-making in crisis situations. She claimed that decision-makers should be part of pseudo crisis scenarios to be encouraged to make healthy decisions in real crisis. Sauvagnargues (2018) mentioned the importance of creating simulations to let administrators to beat the dysfunction during crisis. Therefore, decision-making traditions of the university administrators should be developed with the help of innovative and optimal trainings as it can be seen that they most of the time feel confused and insufficient while trying

to manage the large-scaled crisis. It can be summarized by this means; regulations related to the assignment systems of university administrators should be changed or universities may have the chance of choosing the top-level administrator autonomously by taking the qualities of potential administrators into consideration. And, trainings specific to crisis decision-making with the help of pseudo crisis scenarios should be implemented.

5.4. Limitations of the Study

It is necessary to stress on the fact that this study has some limitations. Most important limitation of the study is the participants of the study as it was limited to academic administrative staff. The non-academic administrative staff were excluded; however, findings of the study showed that non-academic administrative staff play have an important role in decision-making processed of the senior administrators.

On the other hand, the researcher limited the frame of crisis management theory in order to narrow down the topic. Coombs and Holladay (1996) defined crisis management under three phases; (1) pre-crisis, (2) crisis-response, (3) post-crisis. The current study mostly concentrated on the crisis response phase; however, there were a little data to explore the pre-crisis and post-crisis periods in terms decision-making. Pre-crisis and post-crisis period can be counted as a limitation. Moreover, as the interviewees were not asked to share separate crisis scenarios in which there was time-pressure or in which the risk factors were high, it was not possible to interpret the findings under these two indicators of the crisis. The current study mostly concentrated on the crises which are full of uncertainties and individually experienced for the first time during the decision-maker's administrative life.

Another limitation can be the self-censorship of the participants. As they were the senior administrators, they seemed to be highly stressed to share some of the details of the crisis scenarios. Rather than asking for real crisis scenarios experienced, asking for their predictions with the help of questions like “what would you do if this kind of crisis happens?” or “what would the university administration team do if this kind of crisis happens?” may be more appropriate. Another reason behind this emerged as a

limitation as well. As participants asked to give details about the crises they have experienced in the past, they would not be able to fully remember every detail of the crises happened.

On the other hand, as a result of obstacles occurred during the data collection process like workload of university administrators or their tendency to keep the details of crises confidential, collecting data from the perspective of Vice-presidents and Secretary generals was not possible which ended as a limitation of the study. Lastly, as the current study had a time limit, the researcher could not take the advantage of using observations and field-notes as a data collection tool.

5.5. Recommendations for Further Research

The findings of the current study revealed some recommendations for further research on crisis decision-making in universities.

- Due to the findings of the current study, non-academic administrative staff play important role in crisis decision-making. Further studies can concentrate on it or include them in their research on crisis decision-making in HEIs.
- Further findings can be added by using multiple data collection tools to elucidate this unknown complex concept. The nature of the universities is also eligible to ethnographic studies to deeply understand the phenomenon for theorizing or developing models specific to HEIs. It will make a big contribution to the field of education.
- Considering that the qualitative research cannot be generalized, developing and validating a scale on decision-making in crisis in HEIs within the scope of the findings of the qualitative studies can be beneficial to conduct quantitative research in the field.
- As it was inferred from the current study, universities have deficiencies in crisis management, further studies can only concentrate on the whole crisis management processes rather than limiting it with decision-making.
- As it is reported that universities have recently started to frequently face psychology-based crisis which is totally unknown for many universities.

administrators. Administrators cope with this situation by getting help from the units related to psychology and they claimed it harms them psychologically. So, studies can be designed in the field of psychology to understand the psychology of the senior university administrators while they are managing the crisis as they are carrying a difficult task.

5.6. Conclusion

In this final chapter, findings presented in Chapter 4 were discussed within the perspective of the research questions of the study and the existing findings and theories in the literature. The limitations of the study showed that more detailed qualitative studies should be conducted to get information which will support the grounded theory studies. Implications for theory showed that it is not easy and possible to adapt necessities of many valuable decision-making theories like NDM within the context of the universities and it is found that we have to explore more universities to understand what is the situation in other HEIs. Implications for practice showed that there are many possible ways to increase the effective decisions during crisis in the universities. The points that were discussed in recommendations for future research indicated that related faculties can take these topics into consideration as a multidisciplinary field. Through the words and stories of the eight senior university administrators interviewed for the current study, I believe that it would hopefully lead many other studies to contribute to the literature in a meaningful way regarding the perspectives of senior leaders within higher education.

It can be summarized that this thesis explored how a university is trying to improve itself with the existing potentials of the campus to make better decisions in crisis; however, there should be standardization among all the universities and the government should support these projects as the number of crises seen in the universities increase day by day. As it was stated before the study did not focus on the post-crisis phase decision-making; however, it is found that post-crisis phase is important in terms of decision-making because when the decision-making process occurred during the crisis response phase is shared with other administrators they not only have the chance to set a precedent for themselves while managing the similar crisis but also have chance to prevent the crisis. Though HEIs are open to crises of

various types they should firstly be prepared to prevent these crises and secondly, they should be trained to respond to the crisis that may possibly emerge. Decision making in universities also tends to be irrational, as university administrators who have typically received no formal training in administration often don't know how to judge the merit of an administrative request (Kiesler,1999).



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APPENDICES

A. INTERVIEW QUESTIONS

Görüşme Soruları

Görüşme Tarihi: _____

Başlangıç Zamanı: _____

- 1) Kriz deyince aklınıza ne geliyor?
- 2) Üniversitelerde sıklıkla karşılaşılabileceğimiz kriz çeşitlerinden örnekler verebilir misiniz?
- 3) Krizlerin iyi yönetilebilmesi ve kurumun en az seviyede zarar görmesini sağlamak için çeşitli yöntem ve uygulamalar olduğunu düşünüyor musunuz? Örnek verebilir misiniz?
- 4) Üniversitenizde kriz anlarında kullandığınız kriz planlarınız var mı? Yoksa anlık kararlar mı alıyorsunuz?
- 5) Üniversitenizde hiç kriz masası oluşturma sürecine dahil oldunuz mu? Bu süreci anlatır mısınız?
- 6) Üniversitenizde yöneticilik yaptığınız süreç içerisinde daha önce benzerini deneyimlemiş olduğunuz bir kriz örneği verebilir misiniz?
- 7) Bu verdiğiniz örnekteki krizi ilk duyduğunuzda neler hissettiniz?
- 8) Bu verdiğiniz örnekteki krizin ortaya çıkışından sona erişine kadar ki karar verme sürecini ayrıntılı bir şekilde anlatabilir misiniz? Sürece dahil olacak kişileri toplamak ne kadar zaman aldı? Sürece kaç kişi katıldı? Sizin rolünüz ve göreviniz neydi? Son kararı kim veya kimler verdi?
- 9) Üniversitenizde yöneticilik yaptığınız süreç içinde ilk kez karşılaştığınız ve daha önce deneyimlenmemiş bir kriz örneği verebilir misiniz?
- 10) Bu verdiğiniz örnekteki krizi ilk duyduğunuzda neler hissettiniz?
- 11) Bu verdiğiniz örnekteki krizin ortaya çıkışından sona erişine kadar ki karar verme sürecini ayrıntılı bir şekilde anlatabilir misiniz? Sürece dahil olacak

kişileri toplamak ne kadar zaman aldı? Sürece kaç kişi katıldı? Sizin rolünüz ve göreviniz neydi? Son kararı kim veya kimler verdi?

- 12) Sizce üniversitenizde yöneticiler tarafından daha önce deneyimlenmiş krizlerin karar verme süreci ile ilk kez deneyimlenen krizlerin karar verme süreci arasında ne tip farklılıklar vardır?
- 13) Üniversitenizde krizlerin türüne ve boyutuna göre karar verme yetkisinin kimde olacağı değişkenlik gösteriyor mu? Bunun belirlenme süreci nasıl işliyor?
- 14) Sizce üniversitenizde bürokrasi ve otorite hiyerarşisi kriz anında karar verme sürecini nasıl etkiliyor?
- 15) Bir krizle karşılaşınca zaman baskısı size hangi duyguları yaşatır? (korku,stres, gerginlik, üzüntü, karmaşa,...) Bir krizle karşılaşınca risk faktörleri size hangi duyguları yaşatır? (korku,stres, gerginlik, üzüntü, karmaşa,...)
- 16) Sizce içgüdüleriniz kriz durumlarındaki karar verme sürecinde nasıl bir rol oynuyor? Sizce sezileriniz kriz durumlarındaki karar verme sürecinde nasıl bir rol oynuyor?
- 17) Bahsettiğimiz konuların yanı sıra eklemek istediğiniz bir şey var mı?

Paylaştığınız bilgiler çalışmamız için önem arz etmektedir. Hem katılımınız hem de vakit ayırdığınız için çok teşekkür ederim.

Bitiş Zamanı: _____

B. FORM FOR DEMOGRAPHIC INFORMATION

Demografik Bilgi Formu

- 1) Cinsiyetiniz: Kadın ☐ Erkek ☐
- 2) Yaşınız: _____
- 3) Doktoranızı Tamamladığınız Üniversite: _____
- 4) Doktoranızı Tamamladığınız Yıl: _____
- 5) Doktoranızı Tamamladığınız Alan: _____
- 6) Ünvanınız: _____
- 7) Kaç senedir herhangi bir üniversitede akademisyen olarak görev almaktasınız? _____
- 8) Kaç senedir ODTÜ’de akademisyen olarak görev almaktasınız?

- 9) Yurtdışında akademisyen olarak görev aldınız mı? Evet ☐ Hayır ☐
- 10) 9. soruya evet cevabı verdiyseniz, hangi ülkede ve ne kadar süreyle görev aldığınızı belirtiniz.

- 11) Aşağıdaki yöneticilik pozisyonlarından **su an** görevde bulunduğunuz pozisyonu işaretleyiniz ve kaç yıldır bu görevde olduğunuzu yanına yazınız.

Hiçbiri ☐

Enstitü Müdürlüğü ☐ _____

Yüksek Okul Müdürlüğü ☐ _____

Bölüm Başkanlığı ☐ _____

Fakülte Dekan Yardımcılığı ☐ _____

Fakülte Dekanlığı ☐ _____

Rektör Danışmanlığı ☐ _____

Rektör Yardımcılığı ☐ _____

Rektör Genel Sekreterliği ☐ _____

Rektörlük ☐ _____

Diğer (Belirtiniz) _____ ☐ _____

12) Aşağıdaki yöneticilik pozisyonlarından hangilerini **geçmişte** deneyimlediğinizi işaretleyiniz ve hangi pozisyonda toplam kaç yıl görev aldığınızı yanlarına yazınız.

Hiçbiri ☐

Enstitü Müdürlüğü ☐ _____

Yüksek Okul Müdürlüğü ☐ _____

Bölüm Başkanlığı ☐ _____

Fakülte Dekan Yardımcılığı ☐ _____

Fakülte Dekanlığı ☐ _____

Rektör Danışmanlığı ☐ _____

Rektör Yardımcılığı ☐ _____

Rektör Genel Sekreterliği ☐ _____

Rektörlük ☐ _____

Diğer (Belirtiniz) _____ ☐ _____

C. INFORMED CONSENT FORM

Araştırmaya Gönüllü Katılım Formu

Bu araştırma, Orta Doğu Teknik Üniversitesi Eğitim Fakültesi Eğitim Bilimleri Bölümü'nden Dr. Öğr. Üyesi Gökçe Gökcalp danışmanlığında, yüksek lisans öğrencisi Doğa Hamamcıoğlu tarafından yürütülmektedir.

Araştırmanın amacı, üniversitelerde karşılaşılan kriz tipleri doğrultusunda, kriz anında üniversite yöneticilerinin nasıl bir karar verme süreci gerçekleştirdiğinin saptamasının yapılmasıdır. Bu araştırmanın sonuçları üniversiteler için yıpratıcı olabilen krizlerin çözümlendirme sürecinde yaşanan aşamaların ortaya çıkmasını sağlayacaktır. Bu çalışmaya katılımınız, toplanan veriler doğrultusunda kriz durumlarının daha iyi yönetilmesi ihtiyacının doğması durumunda bu konuyla ilgili çözüm önerilerinin geliştirilmesine katkıda bulunacaktır.

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Yarı yapılandırılmış görüşme tekniği yürütülecek bu görüşme yaklaşık 1 saat sürecektir ve görüşme ses kayıt cihazı ile kaydedilecektir. Araştırma soruları genel olarak kişisel rahatsızlık verecek sorular içermemektedir; ancak cevap vermek istemediğiniz bir soru olursa o soruya cevap vermek istemediğinizi söyleyebilir veya her hangi bir sebepten rahatsızlık duyarsanız istediğiniz zaman çalışmaya katılmaktan vazgeçebilirsiniz. Vereceğiniz cevapların gizliliği araştırmacı tarafından sağlanacaktır. Görüşmede vereceğiniz cevaplar amacı dışında kullanılmayacak olup isminiz ve bağlı olduğunuz kurumun adı araştırmacı tarafından gizli tutulacaktır. Araştırmaya yönelik oluşabilecek sorularınız için yüksek lisans öğrencisi Doğa Hamamcıoğlu (E-posta: doga.hamamcioglu@metu.edu.tr) veya Eğitim Bilimleri öğretim üyelerinden Dr. Öğr. Üyesi Gökçe Gökcalp (E-posta: ggokalp@metu.edu.tr) ile iletişim kurabilirsiniz.

Katkılarınız için şimdiden teşekkür ederiz.

Dr. Öğr. Üyesi Gökçe GÖKALP
Doğa HAMAMCIOĞLU

Bu çalışmaya tamamen gönüllü olarak katılıyorum.

Katılımcının Adı-Soyadı:

Tarih: ____/____/____

İmza:

D. INVITATION LETTER

Davet Mektubu

Sayın,

Ben ODTÜ Eğitim Bilimleri Bölümü Eğitim Yönetimi ve Planlaması Anabilim Dalı yüksek lisans öğrencisi Doğa Hamamcıoğlu. Sayın Dr. Öğr. Üyesi Gökçe Gökcalp danışmanlığında yürütmekte olduğum yüksek lisans tezimin konusu gereği üniversitelerde kriz durumlarındaki karar verme süreçlerini inceliyorum. Tezimin örnekleme ODTÜ'de üst düzey yöneticilik görevi yapmakta olan veya yapmış akademik personelden oluşmaktadır. Araştırmamla ilgili etik kurul onay belgesini ve gönüllü katılım formunu ekte bulabilirsiniz.

Veri toplama süreci için Şubat ve Mart aylarını kapsayan 2 aylık bir zaman dilimi ayırdım. Veri toplama yöntemi olarak yaklaşık 1 saat süren yüz yüze görüşmeler yapmaktayım. Ne kadar yoğun olduğunuzu tahmin edebiliyorum; ancak önümüzdeki iki ay içinde uygun olduğunuz bir gün, bir saatlik zamanınızı ayırıp çalışmaya katkıda bulunabilerseniz çok sevinirim.

Katılımcı olmayı kabul ederseniz görüşme yeri, günü ve zamanı hakkında mail yoluyla veya telefon aracılığıyla haberleşebiliriz. Daha ayrıntılı bilgi almak isterseniz benimle veya danışmanımla iletişime geçebilirsiniz. Şimdiden bana zaman ayırdığınız için çok teşekkür ederim.

Doğa Hamamcıoğlu (E-posta: doga.hamamcioglu@metu.edu.tr -Tel:0537 596 10 36)

Dr. Öğr. Üyesi Gökçe Gökcalp (E-posta: ggokalp@metu.edu.tr -Tel:0312 210 40 29)

E. APPROVAL OF THE METU HUMAN RESEARCH SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ
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11 ARALIK 2018

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Dr.Öğretim Üyesi Gökçe GÖKALP

Danışmanlığını yaptığınız Doğa HAMAMCIOĞLU'nun "Üniversite Yöneticilerinin Kriz Olarak Tanımlanan Durumlarda Karar Verme Süreçleri: Nitel Vaka Çalışması" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay 2018-EGT-184 protokol numarası ile araştırma yapması onaylanmıştır.

Saygılarımla bilgilerinize sunarım.


Prof. Dr. Tülin GENÇOZ

Başkan



Prof. Dr. Ayhan SOL

Üye

Prof. Dr. Ayhan Gürbüz DEMİR

Üye


Prof. Dr. Yaşar KONDAKCI (4.)

Üye


Dr. Öğr. Üyesi Ali Emre TURGUT

Üye


Doç. Dr. Emre SELÇUK

Üye


Doç. Dr. Üyesi Pınar KAYGAN

Üye

F. TÜRKÇE ÖZET/ TURKISH SUMMARY

Giriş:

Yükseköğretim kurumları doğalarındaki karmaşık yapı gereği yönetilmesi oldukça güç kurumlar arasında yer almaktadır (Kreysing, 2002). Eğitim organizasyonlarını yönetmek için sadece organizasyon yapısının ve organizasyon kültürünün farkında olmak yeterli değildir, aynı zamanda motivasyon, liderlik, iletişim ve karar alma süreçlerinin de farkında olmak çok önemlidir (Lunenburg ve Ornstein, 2012). Bu çalışma, bu idari süreçler arasından karar verme sürecine odaklanmaktadır. Üst düzey üniversite yöneticilerinin karar verme süreçlerini incelemeyi hedefleyen bu çalışmada son zamanlarda üniversitelerde büyük oranda artan kriz durumlarındaki karar süreçlerini incelemek hayli önemli bulunmuştur. Yeryüzünde krizlere karşı bağışıklığı olan hiçbir örgüt yoktur (Coombs, 2015). Çok çeşitli ulusal ve uluslararası bağlamlardan toplanan verilere göre, kriz durumlarından sonra liderler altı aşamalı bir döngünün içine girerler; (1) hazırlık, (2) mantık yürütme, (3) karar verme (4) anlam verme, (5) sonlandırma, (6) öğrenme (Boin, Stern ve Sundelius, 2017). Bu çalışma bu döngünün içindeki karar verme aşamasını kriz durumları bağlamında keşfetmeyi ve anlamayı amaçlamıştır.

Sadece Yükseköğretim Kurulu (YÖK)'ün merkeziyetçi yapısı ve üniversitelerin özerk yapısı arasındaki çatışma bile başlı başına üniversitelerdeki kriz sıklığının ve çeşitliliğinin artmasına sebep olmaktadır (Tekeli, 2010; Penpece ve Madran, 2015). Bunların yanı sıra Türkiye'de yakın zamanda yaşanan şiddet temelli ve zorlu krizlerini, krizlerin bürokratik veya sistemsel krizlerden sıyrılmaya başladığının göstergesi olmuştur. Bu şiddet temelli krizlerden iki tanesi aynı zamanda bu çalışmanın konusunu ortaya çıkmasının sebeplerinden biri olmuştur. Birinci örnekte, üç akademik personel ve bir idari personel Eskişehir Osmangazi Üniversitesi'nde araştırma görevlilerinden biri tarafından öldürülmüş ve üniversite rektörü istifa etmiştir (Habertürk, 2018, Nisan). Kriz sonrası hala çözülemeyen ve kurumun ve halkın itibarına zarar veren bir kaos yaşandığı bilinmektedir. İkinci örnek ise Çankaya Üniversitesi'nde meydana gelmiş ve bir araştırma görevlisi Hukuk Fakültesi'ndeki bir öğrenci tarafından önce

bıçaklanarak daha sonra ateş edilerek öldürüldü. Bu krizden sonra üniversite bir gün ara verdi ve Hukuk Fakültesi üç yıl ara verdi gün (Cumhuriyet, 2019, Ocak). Her iki örnekte de görüldüğü üzere kriz sonra yaşananlar krizin nasıl yönetildiği ve karar verme süreçlerinin etkili bir biçimde yürütülüp yürütülemediği konularında merak uyandırmıştır. Bu noktada literatürün etkili kriz karar verme süreçleri için neler önerdiğini bilmek önem arz etmektedir. Günümüz yöneticilerinin rutin kararlarda geleneksel rasyonellik ve bilgi işleme modellerinden ayrılan paradigmalara dayalı kararlar almaları beklenmektedir; bununla birlikte, karar vericilerin bilgiden ve zamandan yoksun olduğu kriz durumlarında; sezgilerin, örtük bilgi ve duyguların karar vermede etkin rolü olabileceği savunulmuştur (Sayegh ve ark. 2004).

Bu çalışma, üniversite yöneticilerinin krize bakış açılarını ve kriz algılarını anlamayı ve aynı zamanda üniversite yöneticilerinin bu kriz durumlarında nasıl karar verdiklerini incelemeyi hedeflemiştir. Ayrıca bu çalışma, üniversite yöneticilerinin karar verirken hangi adımları izlediğini, karar verme sürecine dahil olan kişileri ve bu kişilerin neden karar verme sürecine dahil edildikleri gibi süreçleri keşfetmeyi amaçlamıştır. Bu bağlamda bu çalışmanın araştırma soruları aşağıdaki gibidir:

- Üniversite yöneticileri krizi üniversite bağlamında nasıl algılıyor?
- Üniversite yöneticileri kriz durumlarında nasıl karar verir?

Kriz durumlarında karar verme ile ilgili yapılan çalışmaların genellikle ölüm-kalım meseleleri ile ilgili kararlar almayı gerektiren kurumlar (hastane, itfaiye departmanı, polis teşkilatı, vb.) üzerinde yapıldığından, üniversitelerde karar verme ve kriz yönetimini birleştiren bir çalışma yürütülmüş olması bu çalışmayı önemli kılmaktadır; çünkü benzer bir çalışmaya eğitim yönetimi alanında rastlanmamıştır. Bunun yanı sıra, literatüre bakıldığında sadece üniversitelerdeki krizleri ele alan birçok çalışma bulmak mümkündür; ancak bunlardan en önemlilerinden biri Penpece ve Madran'ın 2015'de Türkiye bağlamındaki üniversiteler üzerinde yaptığıdır. Bu çalışmaya göre Türkiye'deki üniversitelerde sıklıkla görülen kriz türleri prestij (%58,5), güvenlik sorunları (%20), suça dair sorunlar (%12,9), insan kaynakları (%4,7) ile ilgili sorunlar olduğu bulunmuştur. Prestijle ilgili sorunlar, kurumun ve akademisyenlerin itibarı (%48,2), karalama (%6,6), söylentiler (%2,8), anlamsız beyanlar (%0,9) altında

sınıflandırılmaktadır. Güvenlik sorunları ise gösteriler (%11,2), protestolar (%6,5), kampüs güvenliği (%2,3) altında sınıflandırılmaktadır. Suça dair sorunlar; şiddet (%9,1), terör (%3,1), yolsuzluk (%0,7) altında incelenmektedir. İnsan kaynakları ile ilgili sorunlar ise önemli yöneticilerin ve akademik personelin kaybı (%16,9) altında incelenmektedir.

Literatür Taraması:

Literatür taramasının temelde karar verme, kriz ve kriz yönetimi olmak üzere üç başlıktan oluştuğu görülmektedir. Üniversite yöneticilerinin karar alma süreçlerini araştırmaya odaklanan araştırmanın araştırma sorularına bir cevap bulmak için, literatür taramasında karar verme ve krizin kapsamlı bir tanımına yer verilmiştir. Bu durumda, literatür taramasında karar verme teorileri, modelleri ve stratejilerine, kriz yönetimine ve kriz durumlarında karar vermeye yer verilmiştir. Bu kavramlar, üniversite yöneticilerinin kriz algılarını ve kriz karar verme süreçlerini araştırmak amacıyla veri toplandıktan sonra içerik analizinin verimli bir şekilde yapılması açısından son derece önemlidir. Bunun yanı sıra, Türkiye’de Yükseköğretim Kurumlarının yönetim şeklini anlamak gerektiğinden, bununla ilgili bir başlık ile literatür zenginleştirilmiş ve sonunda, literatür taramasının özeti ile bu bölüm sonlandırılmıştır.

Metod:

Bu çalışma, üniversite yöneticilerinin kriz algılarını tanımlamayı ve krizde karar alma sürecini araştırmayı amaçladığından nitel bir betimleyici vaka çalışması olarak tasarlanmıştır. Bu durumda veriler nitel yaklaşımla toplanmış ve analiz edilmiştir. Nitel araştırma yöntemi insanların belirli zaman ve durumda yaşadıkları olayları nasıl deneyimlediklerini anlamayı sağlar (Merriam, 2002). Yin’e (2003) göre, araştırmacı karmaşık bir sosyal fenomeni araştırmaya çalışırsa, vaka çalışması metodu araştırmacılara gerçek yaşam olaylarının özelliklerinin bütüncül anlayışını sürdürme fırsatı sağlayacaktır. Ona göre, örgütsel ve yönetsel süreçler vaka çalışmaları ile incelenebilir. Ayrıca, vaka çalışmaları, araştırmacının olaylar üzerinde çok az kontrolü olduğunda soruların nasıl cevaplandığını gösteren bir yaklaşım olarak bilinmektedir

(Yin, 2003). Araştırmanın iki araştırma sorusu da nasıl sorusuna cevap aradığından nitel bir vaka çalışması yürütmek uygun görülmüştür.

Bu çalışmanın katılımcıları üst düzey üniversite yöneticileri arasında komuta zincirinin her bir katmanını temsil eden yeterli sayıda katılımcı olması sağlama hedefi doğrultusunda amaçlı örnekleme yöntemi ile seçilmiştir. Mevcut üst düzey yöneticiler ve son 5 yılda yöneticilik yapmış ve halen üniversitenin üyesi olmakta olan üst düzey yöneticiler çalışmanın hedef katılımcılarıdır. Çalışmanın hedef katılımcıları 40 üst düzey üniversite yöneticisinden oluşmaktadır; ancak bazı yöneticiler e-postaya cevap vermediğinden ve bazıları da katılmayı kibarca reddettiğinden çalışma sekiz katılımcı ile yürütülmüştür ve katılımcıların çalışmaya katılmaya istekli olmaları koşulunu sağlamak oldukça önem arz etmiştir. Bu vaka çalışmasında temel veri toplama aracı, üniversite yöneticilerinin krizi nasıl algıladığını ve krizde nasıl karar aldıklarını araştırmak için araştırmacı tarafından uzman görüşü olarak oluşturulmuş 17 sorudan oluşmakta olan yarı yapılandırılmış görüşme sorularıdır.

Görüşmeleri yaparken tüm katılımcılardan kriz konseptinin tanımlamaları istenmiştir. Tanımları araştırmanın kriz tanımına yakın olanlardan, doğrudan kriz örnekleri vermeleri istenmiştir. Değilse, araştırmacı, analiz edilecek kriz senaryolarını paylaşımlarını isterken benzeri görülmemiş, beklenmedik, rutin olmayan gibi sıfatlar kullanarak katılımcıları yönlendirmiştir. Veri toplama yaklaşık 3 ay sürmüş ve ilk görüşme 27 Aralık tarihinde yapılırken ve son görüşme 10 Nisan tarihinde yapılmıştır. En uzun görüşme 85 dakika, en kısa görüşme 42 dakika sürmüş, tüm görüşmeler katılımcıların izniyle kaydedilmiş ve araştırmacı tarafından kelimelere dökülmüştür. Bu işlemin sonunda 110 sayfalık veri elde edilmiştir. Verileri analiz etmek için, insan davranışının insanların iletişimi doğrultusunda analiz edilmesine imkân tanıyan tanımlayıcı analiz ve içerik analizi yöntemleri kullanılmıştır (Fraenkel, Wallen ve Hyun, 2015). Ayrıca, niteliksel içerik analizi, Bryman (2004) tarafından belgelerin analizi için en güçlü ve en yaygın yaklaşım olarak bulunmuştur. Bu esnada, gizliliği sağlamak adına katılımcıların isimlerinin yerine pozisyonlarına göre verilmiş kısaltmalar kullanılmıştır.

Bulgular:

Çalışmada, üniversite yöneticilerinin krizi nasıl algıladıklarını ve krizde nasıl karar verdiklerini araştırmayı amaçlayan iki araştırma sorusu olduğu için bu bölüm temel olarak iki çerçeveye ayrılmıştır. Birinci bölümde temel olarak krizle ilgili ortaya çıkan temalar, ikinci bölüm karar alma süreçleri ile ilgili ortaya çıkan temalar ile ilgilidir. Verilerin analizinde birinci araştırma soru ile ilgili iki tema bulunmaktadır. Bunlar (1) kriz algısı ve (2) sıkça vurgulanan kriz tipleridir. İkinci araştırma sorusu ile ilgili ise 5 tema bulunmaktadır: (1) kriz yönetimin önemli karar verme süreçleri bulunduran aşamaları, (2) krizlerde karar vermeyi etkileyen faktörler, (3), krizlerde karar vermenin doğası, (4) krizlerde karar verirken ki aksaklıklar, (5) daha iyi bir kararlarla daha iyi kriz yönetimi için öneriler.

Kriz algısı temasının (1) hadiseler ve krizleri ayırma ve (2) krizi tanımlama olmak üzere iki alt teması vardır. Birinci alt temanın temasının tüm bulgularına göre iki farklı eğilim görülmüştür. Hadiseleri krizden güçlü bir şekilde ayırma fikri olan bazı yöneticiler ve hadiseleri kriz olarak adlandıran ve bunları ayırt etmenin kolay olmadığını iddia eden bazı yöneticiler kod olarak karşımıza çıkmaktadır. Bu duruma ilişkin katılımcıların çoğunluğu tüm hadiseleri kriz olarak görme eğiliminde bulunmuştur. Ayrıca bulgular göstermiştir ki eğer bir katılımcı daha önce benzer bir hadiseyi yaşıdıysa, bunu bir kriz olarak adlandırma eğiliminde olmamıştır. İkinci alt tema olan krizi tanımlamada ise katılımcıların kriz tanımlarına dair sekiz adet koda ulaşılmıştır. Tanımları incelendiğinde, üst düzey üniversite yöneticilerinin tanımlarında beklenmedik olaylar, eşi benzeri görülmemiş / olağanüstü, rutin olmayan, belirsizlik, zaman baskısı, hazırlıksız yakalanmak / habersiz yakalanmak ve kötü itibar / hasar olmak gibi noktalara değindikleri görülmüştür. Krizin tanımlarının önemli bir parçası olan belirsizlik noktasına ise sadece iki katılımcı değinmiştir.

Sıkça vurgulanan kriz tipleri temasının sekiz alt teması ise; (1) akıl sağlığı, (2) yüzleşme krizleri, (3) hükümet dayatmaları, (4) yönetsel krizler, (5) kampüs güvenliği, (6) kazalar, (7) personeller arası problemler, (8) sağlık şeklinde yapılanmıştır. Akıl sağlığına dair krizler neredeyse tüm katılımcılar tarafından zorlayıcı bulunmuş ve gittikçe artan intiharlar ve psikolojik sorunları olan öğrenciler veya akademisyenlere

dair krizlere değinilmiştir. Yine bu krizlerin içinden çokça bahsedilerek ve belirsizlik seviyesi yüksek bulunarak sıyrılan kriz çeşidi ise hükümet dayatmaları olmuştur. Bu krizlerin üniversitenin özerk doğasına zarar verdiği ise sıkça vurgulanmıştır.

Kriz yönetimin önemli karar verme süreçleri bulunduran aşamaları temasının beş alt teması; (1) kriz haberini alma, (2) krizi anlama ve eksik bilgileri tamamlama, (3) krizi başkaları ile paylaşma, (4) krizi çözme, (5) kriz sonrası şeklinde sıralanmıştır. Kriz haberini alma aşamasında ilk tepkiler, iletişi ağı ve iletişim kanalı önemli kategoriler olarak karşımıza çıkmıştır. Yöneticilerin hiyerarşik seviyesinin ve krizin ölçeğinin prosedürü ve iletişimin yönünü değiştirebileceği anlaşılmıştır. Ayrıca, katılımcılardan bazıları, karar alma sürecini hızlandırmak adına üniversite içinde geniş bir sosyal ağa sahip olmanın önemini vurgulamışlardır. İkinci alt temanın içinde oluşan kategoriler ise krizin belirsizlik seviyesi, krizin ölçeği ve ilgi personel veya görgü tanıkları ile iletişime geçme aşamaları önemli kararlar alınan süreçlerin içinde yerini almıştır. Katılımcıların çoğu, yetersiz bilgi ile sağlıklı kararlar vermenin mümkün olmadığını vurgulamıştır. Bulgular göstermiştir ki paylaşılan birçok kriz senaryosuna göre, üst düzey üniversite yöneticilerinin karar verme sürecinin bir döngü içinde olduğu düşünmek mümkündür. Bu karar verme döngüsü yardım veya tavsiye almak katılımcıları belirleme ve eylem planını belirleme döngüsü olarak nitelendirilmiştir. Her bir yeni kriz vakasında katılımcıların ve eylem planlarının değişebileceği sonucuna varılmıştır.

Krizlerde karar vermeyi etkileyen faktörlerin on bir alt teması bulunmaktadır. Bunlar (1) kampüsün büyüklü ve yerleşim planı, (2) karar vericiler arası güven duygusu, (3) örgüt kültürü ve örgüt bağlılığı, (4) bürokrasinin bir parçası olarak yetki ve kurallar, (5) bürokrasinin bir parçası olarak örgütsel yapı, (6) yönetime dair deneyim ve bilgi, (7) paydaşların birbirini suçlama ve eleştirme eğilimi, (8) ölçek ve içerik, (9) karar vericilerin kişisel özellikleri, (10) duygu durumu, (11) hayat deneyimi olarak ortaya çıkmıştır. Bu alt temaların içinden en fazla katılımcı tarafından değinilenler yönetime dair bilgi ve deneyim ile bürokrasinin bir parçası olarak yetki ve kurallar olmuştur. Katılımcıların çoğu, yönetimdeki deneyimlerin krizde karar verme konusunda bilgili olmaktan çok daha önemli olduğu konusunda hem fikir olmuşlardır. Çalışmanın

bulguları göstermiştir ki çoğu katılımcı üniversitelerin özerk olamayan doğasının uygulanacak birçok sağlıklı kararın önüne geçtiğini belirtmiştir. Çoğunlukla krizin yönetimi karar vericilerden veya katılımcılardan daha fazla yönlendirenleri hükümet kısıtlamaları, kanunları ve yasaları olarak gördüklerini beyan ettiler. Bu durumun üniversitelerde sağlıklı karar verme sürecinin etkinliğini azaltabileceği söylenebilir.

Krizlerde karar vermenin doğası temasının dört alt teması ise; (1) katılımcıların niteliği ve niceliği, (2) çözüm sürecinde toplanma sıklığı, (3) rasyonelliğe dayalı karar verme eğilimi, (4) katılımcı karar vermeye eğilim şeklindedir. Birinci alt temanın en önemli bulgusu çoğu üniversite yöneticisi katılımcının, karar verme süreçlerinde katılımcıların sayısından kalitesi ve donanımının daha önemli olduğunu düşünmeleri idi. Bunun en büyük gerekçesi ise katılımcı sayısı arttıkça krizlerde karar verme sürecinin kaosa sürüklendiği düşüncesini paylaşıyor olmaları idi. Üçüncü alt temada ise, veriler rasyonel kararlara açıklık ve sezgisel kararlara açıklık olan bu iki kod doğrultusunda analiz edilmiştir. Genel olarak, katılımcıların çoğunluğunun kriz olarak tanımlanan durumlarda sezgisel kararlar verme eğiliminde olduklarının farkında oldukları; ancak bilinçsizce direndikleri ve sezgisel karar vermeyi tercih etmedikleri bulunmuştur. Üst düzey üniversite yöneticilerine göre kriz durumlarında akılcı kararlar almak kaçınılmaz görülmüştür. Kurumsallaşma ve hesap verebilirlik bunun olası nedenlerinden bazıları olarak ortaya çıkmıştır. Akla dayalı ve akla dayalı olmayan kararlar hakkındaki algıları da sorunlu ve yetersiz bulunmuştur. Çoğunlukla grup kararının rasyonel bir karar olduğuna inanma eğiliminde oldukları çıkarımı yapılmıştır. Akla dayalı aldıklarını düşündükleri kararlar katılımcıların aktardıkları kadarıyla rasyonel karar modellerinin gerekliliklerine göre incelendiğinde rasyonellik düzeyi oldukça düşük bulunmuştur. Kriz karar verme teorilerinin belirsizlik altında rasyonel kararlar vermenin mümkün olmadığını iddia ettiği için bu normal kabul edilmiştir; ancak yöneticilerin farkındalık seviyesi yetersiz bulunmuştur. Dördüncü alt tema, araştırmacının üniversite yöneticilerinin katılımcı kararlar verme konusunda güçlü eğilimi olduğunu gösteren kodlar bulmasıyla ortaya çıkmıştır. Veriler, bireysel kararlar ve grup kararları olan iki kod altında analiz edilmiştir. Sonuçlar göstermiştir ki, tüm katılımcılar çoğu zaman “biz” ibaresini kullanarak anlattıkları krizlerin karar

verme süreçlerinde, katılımcı karar verme yaklaşımını kullanmışlardır; ancak, katılım dereceleri otorite hiyerarşisine ve stres faktörlerine göre değişim göstermiştir.

Krizlerde karar verirken ki aksaklıklar temasının alt temaları ise; (1) kriz masası, (2) birimler arası kopukluk, (3) iyi donanımlı yetkili personelin eksikliği şeklinde ortaya çıkmıştır. Bu temanın altında en fazla uzlaş sağlanan konu birimler arası kopukluk olmuştur. Bulgulara bakıldığında, üniversiteler bağlamında, birimler arasındaki kopukluğun ilk kodunun orta ve üst düzey yöneticiler arasındaki kopukluk olduğu, ikinci kodunun akademik olmayan birimlerle akademik birimler arasındaki kopukluk olduğu, üçüncü kodun ise önceki yöneticilerle aynı konumdaki mevcut yöneticiler arasındaki kopukluk olduğu söylenebilir. Bazı katılımcılara göre ise birimler arasındaki kopukluğun ana nedenlerinin iletişim bozulması ve organizasyon şemasının detaylarındaki eksiklik olduğu düşünülmektedir.

Son tema olan daha iyi bir kararlarla daha iyi kriz yönetimi için önerilerin altındaki bulgular şu şekildedir; görüşmecilerin çoğunun kriz durumlarında karar alma süreçlerindeki eksiklikler hakkında konuşur durumda olması, görüşmecilerden bazılarının mevcut iyileştirme uygulamalarını vurgulaması, bazılarının ise üniversitelerinin daha iyi kriz yönetimi için uygulanacak stratejik plana dahil edilecek iyileştirme fikirlerine sahip olduklarını vurgulamasıdır. Bu doğrultuda mevcut iyileştirme uygulamaları ve potansiyel iyileştirme uygulamaları olarak iki kodun bulunmuştur. Bu kodlar karar vericilerin üniversitenin gelişmeye ihtiyacı olduğunun bilincinde olduğu şeklinde yorumlanabilir.

Son olarak, karar vericilerin bireysel kriz algılarının karar verme sürecini etkileyebileceği bulgusuna ulaşılmıştır. Bazı katılımcıların krizin literatürdeki tanımından daha farklı bir kriz anlayışına sahip oldukları anlaşıncı; katılımcılardan daha önce idari yaşamları boyunca eşini benzerini deneyimlemedikleri bir kriz paylaşmaları istendi. Bu krizler araştırmada benzeri görülmemiş krizler olarak nitelendirilmekle birlikte, katılımcılar tarafından paylaşılan benzeri görülmemiş kriz senaryolarından çıkarılan özellikler üniversite bağlamında; (1) çoğunlukla makro ölçekli, (2) mantıksal hareket etmeyi zorlaştıran, (3) karar vericileri sezgisel kararlar

vermeye zorlayan, (4) yüksek düzeyde belirsizlik gösteren, (5) sistematik kararlar beklemenin imkansız olduğu, (6) en iyi işbölümünü yapmak için çaba gerektiren ve (7) yöneticilerin veya akademisyenlerin rollerini derhal değiştirmelerini gerektiren krizler olarak nitelendirilmişlerdir.

Sonuç ve tartışma:

Bu çalışmanın temel amacı, üniversite yöneticilerinin kriz hakkındaki bakış açılarına ve kriz durumlarında nasıl kararlar aldıklarına ışık tutmaktır. Daha spesifik olarak, üniversite yöneticilerinin krizlerde karar verirken hangi karar verme yaklaşımlarına eğilimli olduklarını keşfetmeyi amaçlamıştır. Bu çalışma nitel bir araştırma olarak tasarlanmıştır, çünkü çalışmanın temel kaygısı üniversite yöneticilerinin krizi nasıl algıladığını ve krizde nasıl karar verdiklerini araştırmaktır. Araştırma sorularını cevaplamak amacıyla, yarı yapılandırılmış görüşmelerden elde edilen veriler, üniversitede halen yönetici olan veya son beş yılda yöneticilik yapmış olan 8 katılımcı ile gerçekleştirilmiştir. Yazıya çevrilen sözel veri birkaç kez okunduktan sonra içerik analizi ile analiz edildiğinde, ilk araştırma sorusu için iki tema ve altı alt tema ortaya çıkmış ve ikinci araştırma sorusu için ise beş tema ve yirmi üç alt tema ortaya çıkmıştır.

İlk araştırma sorusu “Üniversite yöneticileri krizi üniversiteler bağlamında nasıl algılıyor?” tartışılacak olursa; her şeyden önce, bulgular üniversite yöneticilerinin bu araştırmanın ilk araştırma sorusu olan kriz algısını anlamak için yeterli olmuştur. Katılımcıların çoğuna göre kriz, üniversiteye zarar veren ve kötü itibar bırakabilecek olaylara denir. Ayrıca, katılımcıların çoğu krizlerin rutin olmayan ve beklenmedik olaylar olduğunu düşünmektedir. Ancak, katılımcıların sadece bir kısmı krizlerin kriz olabilmesi için eşi benzeri görülmemiş olması ve krizde bir olağanüstülük olması gerektiğini düşünmektedir. Bu bulgu sadece çarpıcı olmakta kalmayıp, aynı zamanda kriz algısı başlığı altında tartışılmasının beklendiği bir konu haline geldi. Temel olarak iki yönelim vardı; karar vericilerin çoğu için, herhangi bir büyük olay kriz olarak adlandırılabilirken bazı karar vericiler ise krizlerin belirsizliklerle dolu olması ve benzeri görülmemesi gerektiğini iddia ederek, muazzam olayları krizlerden güçlü bir şekilde ayırmışlardır.

Muazzam olayları krizlerden güçlü bir şekilde ayıran katılımcılar belirsizliklerle dolu olmalı ve katılımcıların azınlığı görülmemiş olmalı, diğer grup zihinsel süreç nedeniyle olağanüstü ve benzeri görülmemiş kriz senaryolarını göstermeye yönlendirilmişti. Üniversite yöneticilerinin krizi nasıl tanımladıklarına bakılmaksızın; tüm katılımcılar kendi bağlamlarında belirsizliklerle dolu olan krizde karar verme adımlarından bahsetmişlerdir. Makro ölçekli veya mikro ölçekli bir kriz olması fark etmeksizin, sezgilerini ani kararlar almak için aktive ettikleri söylenilebilir.

Ayrıca, kriz örneklerinin çoğunun bir tür zaman baskısı ve düşük miktarda öngörülebilir riskleri olduğu bulunmuştur. Genel olarak belirsizliklerin seviyesi, risk seviyesi ve zaman baskısı seviyesinin karar verme süreçlerini farklılaştırma eğilimi göstererek sezgisel kararlar verdikleri görülmüştür; ancak üniversite bağlamında bu durumun en çok kriz haberini ilk kez alma aşamasındaki kararlarda gerçekleştiği görülmüştür.

İkinci araştırma sorusu, “Üniversite yöneticileri krizde nasıl karar verir?” tartışıldığında ortaya çıkan en temel düşünceler özetlenecek olursa; krizin ölçeğinin ve türünün, risk faktörlerinin ve krizin belirsizlik seviyelerinin, üst düzey yöneticilerin duygusal tepkileri buna göre şekillendiğinden, kriz müdahalesinde karar verme prosedürlerini değiştiren bazı göstergelerden olduğunu anlaşılmıştır. Benzer şekilde, Hodgkinson, Langan-Fox ve Sadler-Smith (2008) sezgisel ve rasyonel bilişsel stillerin, durumun bağlamı ölçeği ile geliştirilebildiğini bulmuşlardır. Bu çalışmada ise, belirsizlik düzeyinin karar verme için yüksek olduğu belirlenirse, rasyonel olma eğiliminin arttığı çıkarımı yapılmıştır. Ayrıca, bu çalışma üniversitelerdeki üst düzey karar vericilerin çoğunlukla sezgisel karar verme konusunda taraflı olduğunu ve eğilimlerinin rasyonel kararlar vermek üzerine olduğunu göstermektedir; ancak karar verme süreçleri incelendiğinde, doğal karar verme (DKM) modeli ve tanınırlığa dayalı karar verme ve adımlarıyla tutarlı bir sürecin var olduğu görülmektedir. Bunu anlamamanın en temel yolu, karar alırken mevcut durumu tecrübe yoluyla boyutlandıran ve ilerleyen süreci hayal ederek değerlendiren eğilimlerin göstergelerinin bulunmasıdır (Klein, 2001).

Benzer olarak, üniversite yöneticilerinin krizin ölçeğini belirleme, başkalarıyla paylaşp paylaşmama, görevli olarak kimin seçileceği, kimden tavsiye isteyeceği veya ne zaman başvuracağı gibi konularda karar verirken sıklıkla bilinçsizce sezgisel kararlar aldığı bulunmuştur. Lunenburg ve Ornstein (2012) birçok sosyal bilimcinin yöneticilerin sezgiyi etkili bir şekilde kullanma konusunda iyi olmadığına inandıklarını iddia etmiştir. Ancak; Mintzberg, Raisinghani ve Théorêt'e (1976) göre yöneticiler önsezilerine göre kararlar alırlardır. Bu çalışmanın bulguları bu literatürde sınırlık rasyonellik modeli ile ilgili olan bu savlarla çatışmaktadır; çünkü üst düzey yöneticilerin uzlaşma gibi çevre kısıtlamaları bağlamında karar verme süreçlerini gerçekleştirme eğilimindedirler. Bu da sınırlı rasyonellik modelinin varsayımlarından biri olan “farklı paydaşların veya bireylerin çelişen hedeflerinin kararları kısıtlayabilir ve uzlaşmacı bir çözümü arayışını zorunlu kılabilir” ifadesi ile açıklanabilmektedir (Lunenburg ve Ornstein, 2012, s.140).

Diğer önemli bir bulgu, üniversitelerin bağlamında çok çeşitli konularsa uzmanlar bulunduğundan kaynaklanıyor olabilecek olan, üniversite karar vericilerinin yardım arama davranışdır. Bu noktada, yöneticilerin sosyallik düzeyinin, onlara kimin yardım edeceğini seçmek için daha hızlı kararlar verebilmek adına önemli bir avantaj olduğu görülmüştür. Bu bulguya paralel olarak, Piczon ve Asis (2019) son zamanlarda üniversite dekanlarının yardım arama davranışlarının problem çözme ve çatışma yönetimi becerileri üzerinde olumlu etkiye sahip olduğunu bulmuşlardır. Bu da bize mentor sisteminin önemini bir kez daha göstermiştir. Dolayısıyla, üniversitelerin organizasyon yapısının, yardım arama davranışlarına yol açacak gevşek bir bağlantı sistemi ve de açık bir iklime sahip olmasının önemli olduğu söylenebilir.

Bürokrasi ve örgütsel yapının, özellikle hiyerarşi otoritesinin, karar vericilerin çoğu için kafa karıştırıcı bir faktör olduğu söylenebilir. Bunun birkaç sebebi olabileceği düşünülmektedir. Bunlardan birincisi, krizlerdeki risk faktörü, belirsizlik ve zaman baskısı ne olursa olsun, karar vericilerin için iletişim zincirini kırma eylemini etik bulmaması olabilir. Bu bağlamda etik dışı olmanın anlamı iş arkadaşları arasındaki iletişimde hassas düşünme halidir. İletişimde bir seviyeyi atlarsanız, iş arkadaşlarınızın yetersiz hissedilebileceği varsayılır; ancak karar verme süreçlerini daha hızlı

yürütebilmek adına kriz iletişimde istisnalar olmalıdır. İkinci neden, karar vericilerin uyması gereken katı kurallar olabilir. İletişim zinciri ile ilgili düzenlemelere ve kurallara olan bağlılıkları, kriz haberlerini aktarmak zaman aldığından karar verme sürecini yavaşlatabilmektedir. Üçüncü neden ise şeffaflık ve hesap verebilirliktir; çünkü karar vericilerin yazılı düzenlemelere uymanın süreci daha güvenilir hale getirdiğine inanma eğilimde oldukları söylenebilir.

Bu çalışma kapsamında elde edilen bulgulara dayanarak gelecek çalışmalar için şu önerilerde bulunulabilir:

- Akademik olmayan idari personelin kriz durumlarda karar vermede önemli rol oynadıkları görüldüğünden, gelecek süreçteki çalışmalar buna yoğunlaşabilir veya yükseköğretim kurumlarında kriz durumlarında karar verme konusundaki araştırmalara akademik olmayan idari personeller de dahil edebilir.
- Bu bilinmeyen karmaşık fenomeni aydınlatmak için çoklu veri toplama araçları kullanılarak daha fazla bulgu eklenebilir. Üniversitelerin doğası, yükseköğretim kurumlarına özgü modellerin teorileştirilmesi veya geliştirilmesi adına bu fenomenini derinlemesine anlamak için etnografik çalışmalara da uygundur.
- Nitel araştırmanın genelleştirilemeyeceği göz önünde bulundurularak, nitel çalışmaların bulguları kapsamında yükseköğretim kurumlarında kriz durumlarında karar verme konusunda bir ölçek geliştirilmesi ve geçerliğinin sağlanması, bu alanda nicel araştırma yürütülebilmesi için yararlı olabilir.
- Bulgular üniversitelerin kriz yönetiminde eksikleri olduğunu gösterdiğinden, gelecek çalışmalar karar verme ile sınırlandırılmada sadece krizlerin yönetim sürecine odaklanabilir.
- Üst düzey üniversite yöneticileri üniversitelerin yakın zamanda, birçok üniversite yöneticisinin oldukça yabancı olduğu psikoloji temelli krizlerle sıkça karşılaşmaya başladığını belirtmiş ve kendilerinin bu durumla psikoloji ile ilgili birimlerden yardım alarak başa çıktıklarını ve bu durumun onlara psikolojik olarak zarar verdiğini iddia etmişlerdir. Bu nedenle, üst düzey üniversite yöneticilerinin zor bir görev üstlendiklerini düşünerek onların

krizleri yönetirken psikolojisini anlamak adına psikoloji alanında çalışmalar tasarlanabilir.

Son olarak, konu kriz yönetimi olduğunda, içinde birçok risk faktörü olduğunu hatırlamak gerekmektedir. Bu noktada, deneyimsiz üst düzey üniversite yöneticilerinin kriz durumlarında ne yapacağını yaşayarak öğrenmesine izin vererek kriz yönetimini şansa bırakmak meşru görünmemektedir; belki de bir rektörün veya bir dekanın, yönetim konusunda deneyim veya eğitim sahibi olmadıkları için işi öğrenmek için zaman harcadığı zaman diliminde, büyük can ve mal kaybı ile sonuçlanacak bir kriz gerçekleşebilir. Krizi yönetmenin yollarını öğrenmek için harcadıkları süre krizin boyutunu artırabilir. Bu nedenle, üst düzey üniversite yöneticilerinin görev sistemlerinin standardizasyonu için hükümet tarafından desteklenen yeni düzenlemeler uygulanmalıdır. Standardizasyonda profesörlük şartı dışında bazı niteliklere de yer verilebilir. Bölüm başkanlığı, dekan yardımcılığı gibi alt düzey yöneticilik pozisyonlarında deneyimli olmak veya yöneticilik eğitimi almış olmak gibi bazı nitelikler atanma şartlarına eklenebilir. Deneyimlerin bir önceki yöneticiden bir sonraki yöneticiye aktarılmasına yönelik bir sistem ise kriz yönetimini iyileştirmek adına bir başka faydalı sistem olarak düşünülebilir.

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