What Do the Names of Higher Education Institutions in Turkey and the UK Imply?

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Abstract

Higher education is a growing field in which universities pursue better worldwide reputations. Although academic success is doubtless the most crucial element of a university's quality and worldwide image, university names also influence universities' functions and reputations.

This article is based on a project named "World Higher Education Institutions Name Map" at Social Sciences University of Ankara, Center for Higher Education Research. The project was primarily inspired by curiosity about which motives have influenced higher education institutions as they choose their names and whether it could be possible to detect any country-based tendencies in these choices. The data were gathered relying primarily on information elicited from the official websites of various countries' higher education institutions. This article will focus on preliminary findings based on the data and will provide a comparative analysis of the names of higher education institutions in Turkey and the United Kingdom. The United Kingdom has been chosen because it has several long-established universities and is one of the leading countries in the field of higher education. Turkey has been included because it has a variety of higher education institutions ranging from the old to the very recent.

Introduction

Unlike lower levels of education, higher education has a substantial impact on both individuals and societies (White, 1997). Higher education evolved from being a privilege for elite and restricted beneficiaries to servicing a mass population after the 20th century. Higher Education Institutions (hereafter HEIs) are complex institutions that are fundamental to cultural life, economic prosperity, social cohesion and national identity (Anderson, 2006). With the technological and global developments of the 21st century, higher education has become integrated with nations' economic plans because it prepares human resources for the conditions of the 21st century (Cortese, 2003). Students, parents, employers and other related stakeholders seek affiliation with more prestigious institutions. One question that arises relates to the factors that contribute to the prestige of HEIs.

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Therefore, higher education is a field of competition within and between countries and regions (Van der Wende, 2009). In this competitive arena, HEIs are engaged in an endless struggle to construct a positive image for themselves (OECD, 2007). Along with academic success and educational quality, HEIs continue to improve their market image by utilizing other factors such as campus facilities, corporate identity branding and naming.

Some researchers have worked on HEIs' institutional image, corporate branding and marketing strategies (Hemsley-Brown & Goonawardana, 2007; Kennedy, 1997; Mourad, Ennew, & Kortam, 2011; Pfoertsch, Linder, Beuk, Bartikowski, & Luczak, 2007; Slaughter & Leslie, 1997). Considering that in recent decades higher education has been described more as a "market" in which institutional profit parallels institutional prestige and the number of students, it would be interesting to learn whether HEIs have special preferences when selecting a name (Landrum, Turrisi, & Harless, 1998; Neumark, 2012; Van Riel & Balmer, 1997; Webster & Keller, 2004; Waeraas & Solbakk, 2009). Some studies discuss this aspect by comparing HEIs to companies that change their names for marketing purposes (Slaughter & Leslie, 1997; Ivy, 2001). Of the several elements that comprise an HEI's corporate image, its name contributes to the desired public image.

As a general term, "institutional image" refers to different sectors and is defined as "the overall impression made on the minds of the public about an organization" (Barich & Kotler, 1991). Following this line of scholarship, an HEI's image is defined as "the sum of all beliefs an individual has towards the [HEI]" (Landrum et al., 1998). Institutional image is also defined as comparing and contrasting various aspects of an organization (Kennedy, 1977). In higher education, the image of an HEI relates to various institutional attributes such as name, logo, tagline, color palette, facilities, former students, course offerings, academic reputation, and public behavior (Alessandri, 2001), along with the HEI's architecture, ideology, tradition and variety of products or services (Nguyen & LeBlanc, 2001). Institutional image plays an important role in determining the institution's popularity among scholars, students and even parents (Nguyen & LeBlanc, 2001). Naming creates the institution's first image and is a tool for influencing its perceived credibility, prestige and attractiveness in the market (Peluso & Guido, 2012; Doğan, 2009; Zaghloul, Hayajneh, & Almarzouki, 2010). Accordingly, it would not be wrong to say that scrutinizing the names of HEIs can give us information about their images, branding and identity strategies.

This article will investigate the names of HEIs in Turkey and in the UK retrieved from the World Higher Education Institutions Name Map (WHEINM) project conducted by Social Sciences University of Ankara. WHEINM is an ongoing, dynamic study that was initiated with the goal of collecting data on the names of HEIs in various countries and then investigating whether HEIs around the world displayed any remarkable similarities, differences and tendencies with respect to their name preferences. Relying on the fact that this aspect of HEIs is an under-researched area in the academic field, we assumed that this project would contribute to identity strategies in higher education studies. We narrow our focus to categories of names by relying on an intuition that institutional names are among the factors that contribute to HEIs' image, target and prestige. Additionally, the content of the names will be evaluated by considering HEIs' identities, hinterlands, and relations. The name map of the world's HEIs to be prepared at the end of this project will also provide other indicators of HEIs' identities, including foundation year, location, student enrollment, and web address. It is planned for this comprehensive map to provide open access and dynamic multilingual data to investigate naming tendencies among HEIs worldwide.

That said, this article utilizes the data from only two countries from the WHEINM project—Turkey and the UK— to shed light on the similarities and differences among HEI names in the two countries. The UK and Turkey have been chosen for this article because the former is one of the world's leading countries in higher education, with long established and prestigious HEIs, whereas the latter has a recently enlarged HEI system with numerous old and newly established HEIs. The study will investigate and compare the naming strategies (if any) under two indicators. First, the most frequently used names of the HEIs in each country will be investigated to determine the overall trend in naming strategies. Second, the study considers foundation date as another indicator. To examine whether a country's social, historical and political changes a country may have resulted in a noticeable strategy in name-giving trend related to HEIs, the HEIs in both countries will be examined with a reliance on foundation dates, which were grouped based on certain time intervals.

In this study, names of HEIs as part of their branding and identity building strategies were scrutinized via a name-mapping project. Naming the HEIs seems to be an under-researched topic in higher education studies and therefore little work specifically addresses HEIs' names. However, we believe that the project is an important asset to investigate how HEIs' names define and brand the institutions while they product knowledge and technology.

Methodology

The project, titled *World Higher Education Institutions Name Map* (WHEINM), has been planned and implemented by the Center for Higher Education Research at the Social Science University of Ankara. It is a dynamic study in which the demographic features of HEIs (native name, foundation date, type, student population, census year, location, and web address) around the world are collected and their names are divided into meaningful units and tagged according to their meaning. The project was set up and carried out by a large research group for one year. Under the project leader, two coordinators, one system administrator, and 18 researchers with a good command of various languages worked together to tag HEI names. The project covered 68 countries and the researchers tagged the names of 12,967 HEIs. We opted for non-convenience sampling with respect to the countries that would be involved in the project. In other words, we covered these countries because they were available to us because of the researchers' language proficiency. We eliminated those countries for whose language we did not have a proficient researcher.

First, the HEIs to be analyzed were defined by referring to formal sources, if available, such as the web pages of the educational ministry or other formal foundation in charge of HEIs, or other international sources that provide a comprehensive list of selected HEIs such as the UNESCO and International Association of Universities (IAU) lists.[1] After having identified the HEIs to be analyzed, a computer program, the interface of which was published on a web page (http://unitag.asbu.edu.tr/home), was created to gather, compare and analyze the necessary information. This program primarily served two functions: (1) to create representations of institutional identities by collecting necessary demographic information such as foundation date, student population, and geographical position; and (2) to classify the names of these institutions under related categories. The entire data-collection process of the WHEINM project and therefore of this study took nearly two years. Three stages were followed during the data-collection process. The initial stage was used to form a comprehensive list of HEIs, the second stage involved the main tagging process and the final stage was reserved to performing a final data check by controlling the data's reliability and the compatibility of the researchers' tagging choices.

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[1] http://www.unesco.org/new/en/education/resources/unesco-portal-to-recognized-higher-education-institutions/; and http://www.whed.net/home.php

Because this study was data driven, these categories were formed and continuously reshaped during the process of forming the need-based tag database. Three gradual steps were followed in organizing these categories. The main category was defined by relying on the content of names and to the greatest extent possible, this upper-level category was labeled with an inclusive name. Next, secondary subfolders were defined under the main folders. These first two upper-level folders aimed to lead the researchers through their category choices and pinpoint the most appropriate label for the HEI names. The point here was that the researchers could not use these folder names to tag selected institutions (the words that the researchers could use for defining the items in the institutions' names are referred to as *tag* and the action was referred to as *tagging*)[2]. For example, one of the main folders was *Field of Science*. Several secondary-level subfolders were defined for this main folder, including *Social Sciences*, *Natural Sciences*, and *Arts*. Under these folders, all related tags were provided in the computer program not only to enable the researchers to choose the most related, appropriate tag for the target names but also to avoid the double tagging of a single name under different folders.

Another point to discuss here is the process of choosing inclusive labels for main folders. Although the organization of the folders was described in a top-down fashion, their creation took place in a bottom-up style. As stated above, the folders were created relying on data consisting of the selected institution names. The creation of folders was a data-driven process in which the names were suggested, accepted, and revised relying on the HEIs' names. For instance, upon encountering specific scientific fields such as Economics or Management, we created a folder name of Fields of Science, which was comprised of main branches in a hierarchical fashion. Ten main folders emerged throughout the data analysis as follows:

Linguistic Items: Includes function words that have no independent meaning such as prepositions, pronouns, and conjunctions but that are included in HEIs' names (such as of, in, the)

Concept: Includes a wide array of words related to various concepts such as culture, career, and climate

Identity: Includes words affiliated with a specific religion and/or ethnicity

Abbreviation: Includes abbreviated names of companies, groups, or individuals

Location: Includes words referring to geographical areas (mountain, river, valley, etc.), physical entities/buildings (castle, bridge, museum, etc.), and place of residence (country, city, village, etc.)

Type of HEI: Includes words specifying the type of institution such as college or university

Number/Date: Includes numbers and dates, all of which have some cultural or historical meaning

Group/Community: Includes any type of community such as a formal institution, historical community, or corporation

Famous People: Includes people who have historical, religious, or political importance

Fields of Science: Includes sub-branches of scientific fields such as natural sciences, social sciences, and fine arts (which were determined relying on *OECD 2007 Fields of Science and Technology Classification*) (OECD, n.d.)

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[2] See the appendix for the detailed list of the folders, subfolders and tags.

Ongoing revisions to these tag categories were actualized relying on the feedback of the researchers involved in the study. Because of the dynamic and data-driven nature of the project, the coordinators both decided to make changes to the tags and provided continuous guidance to the researchers about revisions to the system. Each of the selected institutions was appropriately entered into the computer program by the researchers and the database was completed. The final version of the program was designed to allow the calculation of descriptive statistics for each country, making it possible to compare the names of the institutions in those countries.

As stated above, for the scope of this study, the names of the HEIs in the UK and Turkey were compared. The United Kingdom has been chosen because it has several long-established universities and is a leading country in the field of higher education. Turkey has been included because it has a variety of HEIs ranging from the old to the very recent and is a rapidly growing system. This comparison was actualized around two indicators in both countries: (1) the frequently used name categories; and (2) the HEIs' foundation dates.

The main aim of this article is to examine the names of HEIs around the world to answer the following questions:

Are there any national or cultural similarities and/or differences in the most frequently detected tags in the HEI names of both countries'?

Is it possible to detect a noticeable relationship between different time intervals and HEI names in both countries?

To increase the strength of the methodology, the universe of the project was narrowed to HEIs that offer bachelor's and/or graduate degrees both in Turkey and the UK because these two countries might differ in relation to the structures of their higher education systems. Having defined the scope of the study, several other steps were taken for contextual analysis.

Main Findings

Overall, 302 HEIs in the UK (England, Scotland, Wales and Northern Ireland) and 179 in Turkey were included in this study. The central body coordinating the universities in the UK is Universities UK. It should be noted here that the two countries' higher education systems differ in many ways. For example, whereas admission to higher education in the UK is operated by UCAS (Universities and Colleges Admission Service), in Turkey YÖK (Council of Higher Education) and ÖSYM (Student Selection and Placement Center) are responsible for defining and operating the access process (Çetinsaya, 2014). The majority of the UK's HEIs are funded by the government, but there are alternative providers from for profit or non-profit private enterprises. In Turkey, most HEIs are government financed; in addition, numerous non-profit foundation HEIs were established by law after 1982. UK HEIs are approved by the Privy Council and can use the title *university* after its approval; however, there is a variety of HEIs, which are regulated by different laws depending on their foundations and structures (British Council, n.d.; Europass, n.d.; Universities UK, 2014; Universities UK, 2015). In Turkey, however, HEIs are established by law after YÖK's suggestion to the ministry and Cabinet approval. Therefore, the HEI-naming process in both countries differs. This study's main findings focus on comparing the name tags while avoiding making bold generalizations about the two systems.

1. The Most Frequent Tags Detected in the Names of HEIs
A) Higher Education Institutions in Turkey

There is an immense amount of growth in the number of Turkish higher education institutions (HEIs) to date. Currently there are 193 HEIs in Turkey (YÖK, n.d.). However, the names of 179 HEIs in Turkey have been analyzed in this project as the universe was defined in 2014. Those HEIs included both public and non-profit foundation institutions. The following analysis presents the most frequently used tags that have been detected in the names of these institutions. The aim of this primary analysis is, if possible, to provide a general impression of the prominent tendencies in choosing HEI names in both countries.
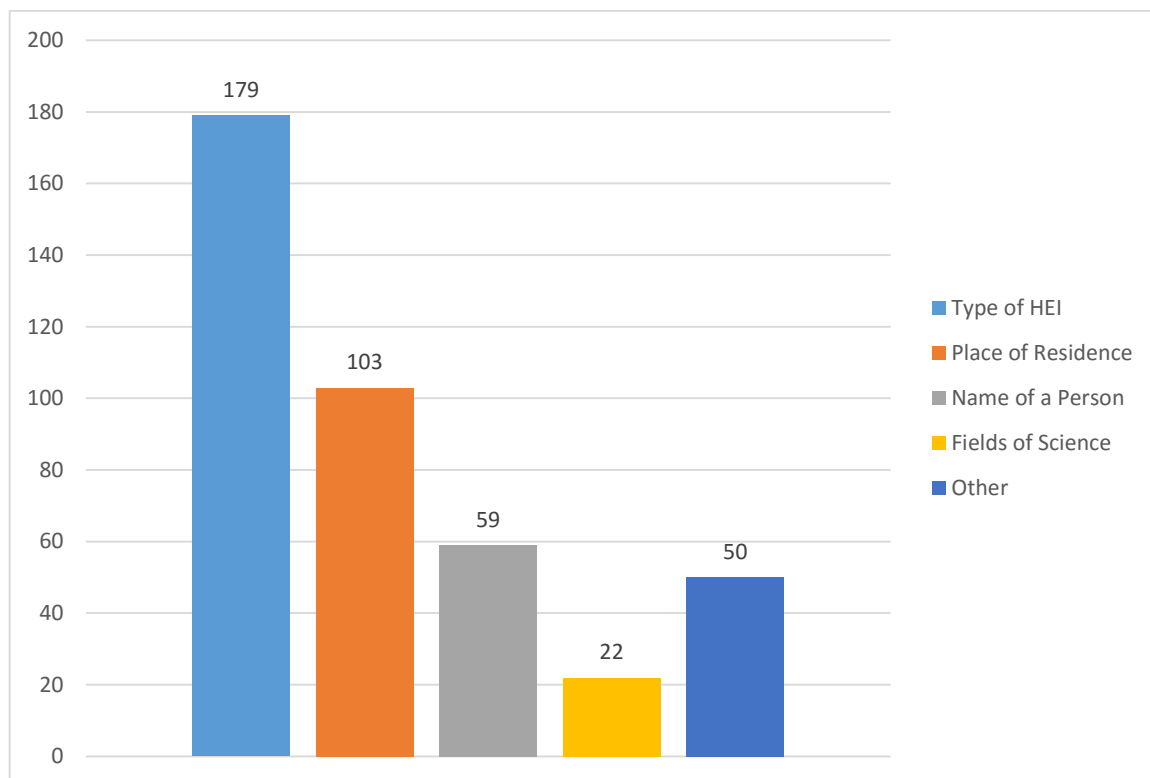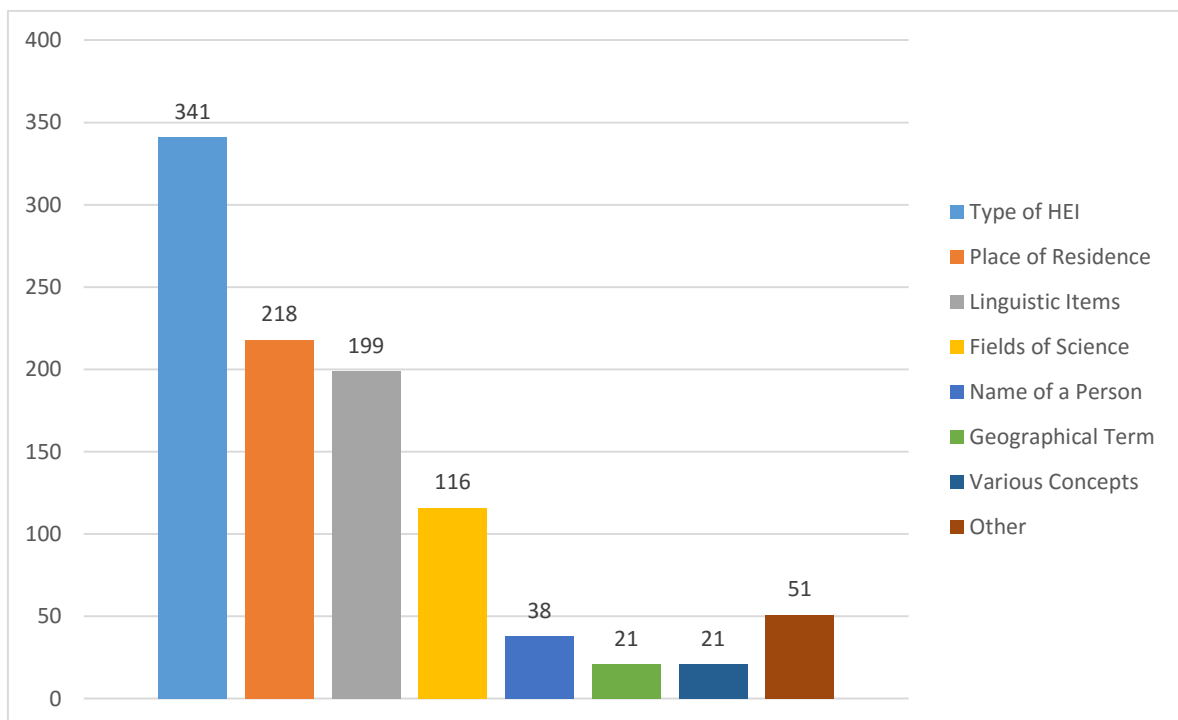

Figure 1. Distribution of the Most-frequent Tags in the Names of HEIs in Turkey

As it is shown in Figure 1, the most frequently used folders in the names of HEIs in Turkey were 'Type of HEI', 'Place of Residence', 'Name of a Person', and 'Fields of Science'. The most frequently used folder was 'Type of HEI' (179); it is important to remember that 'Type of HEI' is going to appear as the most frequently used folder in each analysis because it is indispensable for each HEI name to indicate what type of institution it is, regardless of country. Thus, considering that each HEI must include a word to describe its type, each analysis will result in 'Type of HEI' to appear as the most frequently used folder. In the 'Type of HEI' folder for the Turkey analysis, the *university* tag was seen as prominent, applying to a large majority, namely, 173 institutions. This shows that majority of the HEIs in Turkey are established as universities and there is not a considerable variety of institutions because only a few HEIs are academies or institutes. 'Place of Residence' (103) was another folder that appeared quite frequently (77 times) and it was primarily comprised of *city names*. This folder is significant, showing that in Turkish higher education, most HEIs' names include their cities. Additionally, when it is checked to determine which city name is used the most by HEIs, it is clear that Istanbul predominates, having been used in the names of 17 HEIs. Another frequently used folder was 'Name of a Person' (59), which mostly included the names of 22 *politicians* (i.e., Abdullah Gül University and İnönü University, Recep Tayyip Erdoğan University), 22 *university founders* (i.e., İhsan Doğramacı Bilkent University, Koç University, Abant İzzet Baysal University), *three soldiers* (i.e., Çankırı Karatekin University, Gaziosman Paşa University, and Piri Reis University), *three artists* (i.e.,

Mehmet Akif University, Mimar Sinan Fine Arts University, and Namık Kemal University), *two public heroes* (i.e., Kahramanmaraş Sütçü İmam University and Osmaniye Korkut Ata University), *three philosophers (*Hacı Bektaşı Veli, Mevlana, and Ahi Evran*), two scientific figures (*Biruni and Ktip Çelebi University*), one academic (*Sabahattin Zaim University*)* and *one religious figure* (i.e., Bilecik Şeyh Edebali University). Although it was not as popular as these categories, the 'Fields of Science' folder (22) was also observed to be used frequently and 'Engineering and Technology' was the most popular subfolder, detected 11 times out of 22 (i.e., Adana Science and Technology University, Istanbul Technical University, and Izmir Institute of Technology).

B) Higher Education Institutions in the UK

The most frequently used tags in the names of UK HEIs were listed under the 'Type of HEI' folder (341), as seen in Figure 2. Within the folder, the most prominent tags were *university* (160) and *college* (75), respectively. Next came the subfolder titled 'Place of Residence' (218), with the *city name* (i.e., University of Sheffield) and *capital name* (i.e., City University London) tags used the most frequently (91 *city name*, 44 *capital name*). There were also 26 institutions tagged as *village/ town/riding* (i.e., University of Warwick). In third place was the 'Fields of Science' folder (116), in which most of the schools were tagged as 'Fine Arts' (54) and 'Social Sciences' (34), both of which were subfolders and composed of related tags. Two examples are *Guildhall School of Music and Drama* and *Grafton College of Management Sciences*. 'Name of a Person', 'Geographical Area' and 'Various Concepts' folders were used 38, 21 and 21 times, as in *Saint George's University of London, Queen Margaret University, South Eastern Regional College,* and *Wirral Metropolitan College*, respectively. The frequently used tags in the 'Name of a Person' folder were *founder* (15) and *religious figure* (10). The total of rarely used tags that do not fit easily into any category can be seen in Figure 2 under the 'Other' title (51).

Figure 2. Distribution of the Most-frequent Tags in the Names of HEIs in the UK

Overall, when we compared the commonly used tag folders in both countries, we observed some meaningful differences. Whereas in Turkey it was possible to group tags under three main folders ('Place of Residence', 'Name of a Person', and 'Fields of Science'), for the UK, we encountered a more dispersed grouping. In the UK, 5 main folders were needed to group the names ('Place of Residence', 'Fields of Science', 'Name of a Person', 'Various Concepts' and 'Geographical Area'). Additionally, in both countries 'Type of HEI' was the most commonly used folder. For Turkey, *university* was the most employed type whereas in the UK, *university* and *college* were both used extensively. The content of the 'Fields of Science' folder also differed. In Turkey, the prominent subfolders were 'Service' and 'Engineering', whereas in the UK 'Fine Arts' took the lead. Moreover, *politician* and *founder* were very frequent tags in Turkey whereas in the UK, *religious figure* was used more than *politician*. One last important difference was that because of the linguistic structure of English, for the UK we found many words tagged as 'Linguistic Items' such as "the, in, of etc.", which was an underused folder in Turkey's data. The following part will present a more detailed analysis that was performed by considering the foundation dates of selected HEIs in Turkey and the UK.

2. HEIs According to Foundation Date

To explore whether specific naming preferences or tendencies could be detected in Turkey and the UK depending on the HEIs' foundation dates, we attempted to analyze the most frequently used tags in certain time periods. To achieve this, specific time periods were first determined for both of the countries and HEIs were classified based on those time intervals. Because the development of HEIs in Turkey and the UK were influenced by different historical events, the time periods around which the selected HEIs were grouped were country-specific.

A) Time Intervals in Turkey

HEIs in Turkey were classified into four groups. The first group was the HEIs established before 1980; the second group was the HEIs established between years 1980-1992; the third group was the HEIs established between 1993 and 2006; and the fourth group was the HEIs established after 2006. This classification was realized based on various indicators such as significant periods in the history of the higher education or enlargement of the system. When the new higher education law (No. 2547) was approved and Council for Higher Education (YÖK) was established in 1980, there were 27 HEIs. In 1992, 29 new HEIs, particularly in rural areas and medium-size cities, were established. In the third category, which covers the years between 1993 and 2006, another 40 HEIs were founded. Finally, after 2006 there was a significant increase of 80 newly founded HEIs, which means that new public and foundation HEIs were established in a relatively short period of time (Günay & Günay, 2011).

1st Period: Before 1980

When we examine the first period, we encounter 27 HEIs established before 1980. As shown in Figure 3, frequent tags used in the names of these HEIs belonged to four folders or subfolders, namely, 'Fields of Science', 'Geographical Area', 'Place of Residence', and 'Type of HEI'. When these main folders were examined individually, it was seen that most of the HEIs founded during this interval carried the title of *university*, although there were four *academies* (i.e., Gülhane Military Medical Academy, Turkish Naval Academy, Turkish Military Academy, and Turkish National Police Academy). The next frequent tag category was 'Fields of Science'; the fields in this category included Engineering (i.e., Yıldız/Karadeniz/Middle East/ Technical University), Service (i.e., Military and Police), Medicine (i.e., Gülhane Military Medical Academy), and Fine Arts (i.e., Mimar Sinan Fine Arts University). It can be stated that a diversity of HEI types was very noticeable in this period, whereas mostly "universities" were established in the later periods.
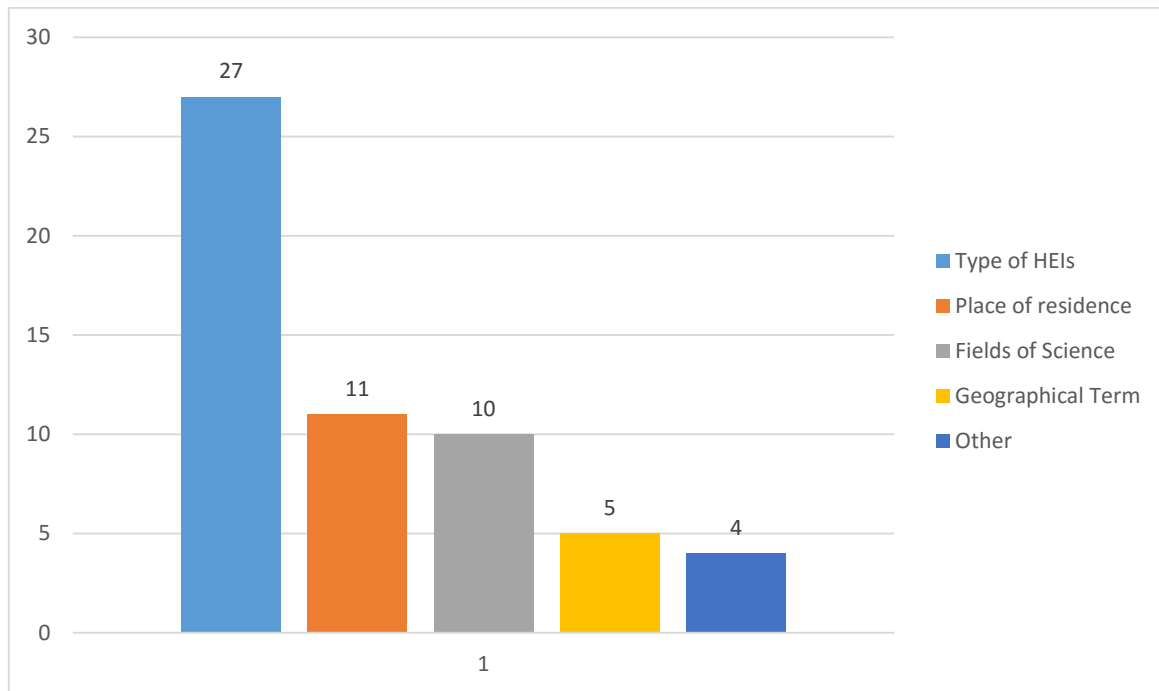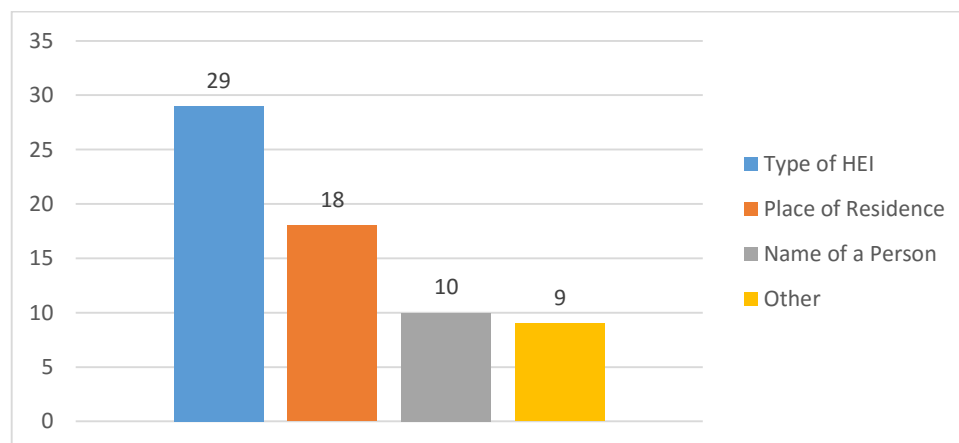
Figure 3. Distribution of the Most-frequent Tags in the Names of HEIs Founded in Turkey before 1980

'Place of Residence' was another frequently used folder and it was seen that half of these tags were the names of geographical regions in Turkey (i.e., Ege University, Marmara, Middle East, Anatolian, and Karadeniz Technical University). If we ignore İstanbul University and İstanbul Technical University, we can claim that for the names of HEIs with earlier foundation dates, geographical regions were preferred to city names. This tendency may be explained by the fact that there were not many HEIs in Turkey during that period and geographical regions used in the names may signal that those HEIs were founded to serve the needs of students from wider areas instead of being associated with specific cities. The last category was also a related tag, 'Geographical Area'. The analysis showed us that there were five geographical terms in the names of HEIs belonging to this group. These geographical terms were the names of rivers (Fırat & Dicle University), mountains (Erciyes University, Uludağ University), and plains (Çukurova University) in Turkey. This finding again signifies that regional values were emphasized instead of local/city concepts.

2nd Period: 1980 - 1992

The second period defined in Turkey for grouping HEIs according to foundation dates covered the years between 1980 and 1992. Overall, 29 HEIs in Turkey fell into this group.
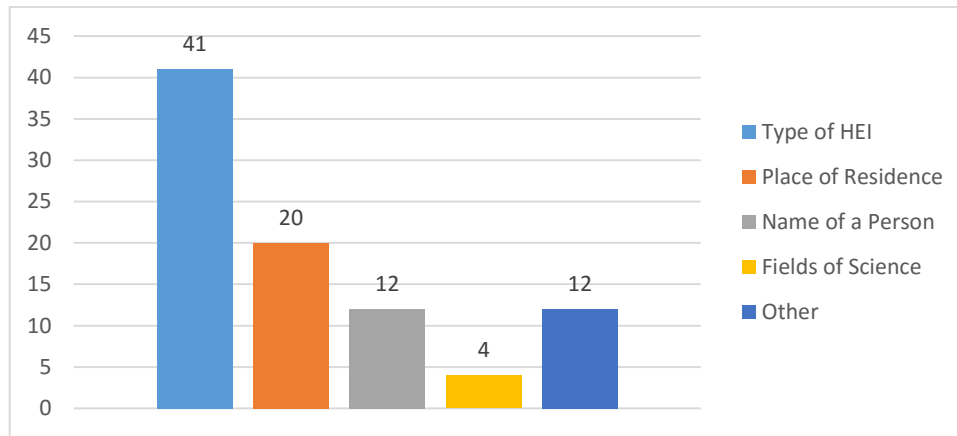

Figure 4. Distribution of the Most-frequent Tags in the Names of HEIs Founded in Turkey between 1980 and 1992

The frequency rates presented in Figure 4 show that tags used in the names of HEIs founded in this period were grouped under three folders. The most frequent folder again belonged to 'Type of HEI', which was dominated by the *university* tag. Only two HEIs carried the name *Institute* during this period (i.e., İzmir Institute of Technology and Gebze Institute of Technology). The second folder was 'Place of Residence', in which *city names* were in the majority and four tags referred to geographical areas (i.e., Akdeniz University, Trakya University, Kafkas University, and Harran University) and a neighborhood name (İhsan Doğramacı *Bilkent* University). The last frequent folder in this period was 'Name of a Person', which displayed variety in terms of those peoples' features. This group included five politicians (Celal Bayar, Adnan Menderes, Mustafa Kemal, Bülent Ecevit, Süleyman Demirel), three university founders (Muğla Sıtkı Koçman, Abant İzzet Batsal, İhsan Doğramacı), a soldier (i.e., Gaziosmanpaşa University) and a public hero (i.e., Kahramanmaraş *Sütçü İmam* University). İhsan Doğramacı is the first non-profit foundation university in Turkey.

3rd Period: 1993-2006

The third period included 40 HEIs founded between 1993 and 2006. The distribution of frequent tags detected in this period is shown below.
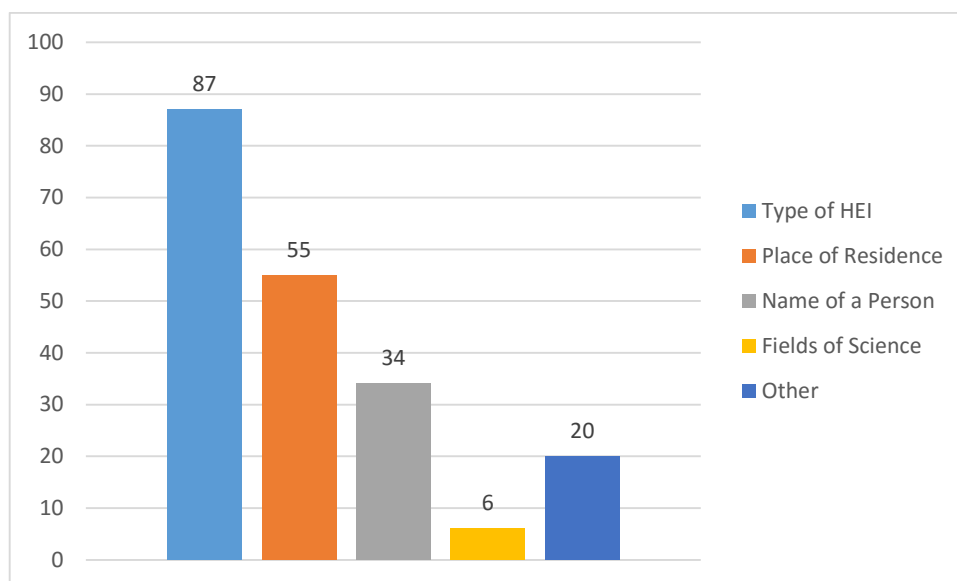

Figure 5. Distribution of the Most-frequent Tags in the Names of HEIs Founded in Turkey between 1993 and 2006

As shown in Figure 5, the tags used in the names of these institutions were grouped under four folders. As was the case in the previous periods, the most frequent folder was 'Type of HEI'; all of the tags in this folder were composed of the *university* tag, which shows that no other institution type was founded during this period. The next category was 'Place of Residence'; 15 of these places were city names (Eskişehir Osmangazi University, İstanbul Bilgi University, İzmir University of Economics, Ordu University, Adıyaman University, etc.). Compared with the previous periods, this finding may highlight a shift from more national themes to more localized motives. 'Name of a Person' was also a popular folder and name of founder was the dominant tag type in this category, representing 8 institutions (such as Ufuk, Okan, Yaşar, Koç University) attributable to the establishment of new non-profit foundation universities. Finally, 4 tags from the 'Fields of Science' folder were associated with the names of HEIs founded in this period. These HEIs were Istanbul Commerce University, TOBB University of Economics and Technology, Izmir University of Economics.

4rd Period: After 2006

The final period defined in the history of HEIs in Turkey covers all HEIs founded after 2006. This period was marked with an increasing number of newly founded HEIs: 83.

Figure 6. Distribution of the Most-frequent Tags in the Names of HEIs Founded in Turkey after 2006

As Figure 6 shows, the most frequent folder, 'Type of HEI', was used 87 times. The most frequent tag in this folder was *university*, which was involved in the names of all of the HEIs founded in this period. The other tags used once or twice were *higher education, wakf* or *international* as in Bezmi Alem Vakıf Üniversitesi. This was followed by the 'Place of Residence' folder. In this category, 45 tags were *city names* (i.e., Kilis, Bingöl, Mardin, Nevşehir, Osmaniye, Siirt) and 10 were neighborhood names. Universities were associated with the cities in which they were located. This popularity of place names might be attributable to the possibility that the new universities primarily aim to enroll students from their own cities. This raises the question of whether an HEI is local rather than regional, national or global even though the missions and functions of these universities are the same as the earlier-founded ones. 'Name of a Person' is the second most-frequent folder in which (especially) names of *politicians* (i.e., Necmettin Erbakan, Turgut Özal, Abdullah Gül University) and historically important people (i.e., Fatih Sultan Mehmet, Piri Reis, Süleyman Şah, Salahaddin Eyyubi, Kanuni, Biruni, and Şeyh Edebali) are seen. Here, it is primarily foundation universities that tend to prefer the names of their founders, such as Hasan Kalyoncu University and İstanbul Sabahattin Zaim University. The final folder was 'Fields of Science' with subfolders of 'Engineering', 'Social Sciences' and 'Agriculture'—for example, Bursa Technical University, Social Sciences University of Ankara, and Konya Food and Agriculture University. This finding shows that all of the HEIs founded in this period carry the university title. Diversification of the universities is planned by theme and field in these recently established universities.

B) Time Intervals in the UK

The HEIs in the UK were grouped under six historical periods[3]. The first period refers to the years before 1800 when the earliest HEIs in the UK were established. The second period is the 19th century. The third period is between 1901 and 1944, in other worlds, it spans from the beginning of the century to World War II. The fourth period is between 1945 and 1965. The fifth period refers to the period between 1966 and 1991. Finally, the years after 1992 are the sixth period, during which new HEIs were established.

Two categories—'Linguistic items' and 'Other'—were intentionally ignored in the analysis of the HEIs in the UK because the extensive usage of the former resulted from inherent features of the English language and the latter is merely a collection of tags that would be insignificant in number if presented separately.

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[3] https://www.britishcouncil.in/sites/default/files/higher_education_system_of_uk.pdf

1st *Period: Before 1800*

Eight HEIs were founded in the UK before the year 1800. Two folders (one of which is a subfolder) were mainly used to tag the names of HEIs in this period: 'Type of HEI' (8) and 'Place of Residence' (7) (Figure 7). All of the HEIs covered in the 'Type of HEI' folder were tagged as *university*. The tag chosen in the 'Place of Residence' folder was usually *city name* (6 out of 8), for example, University of Oxford and University of Cambridge. The naming of the HEIs during this time period was probably inspired by the HEI's actual location.
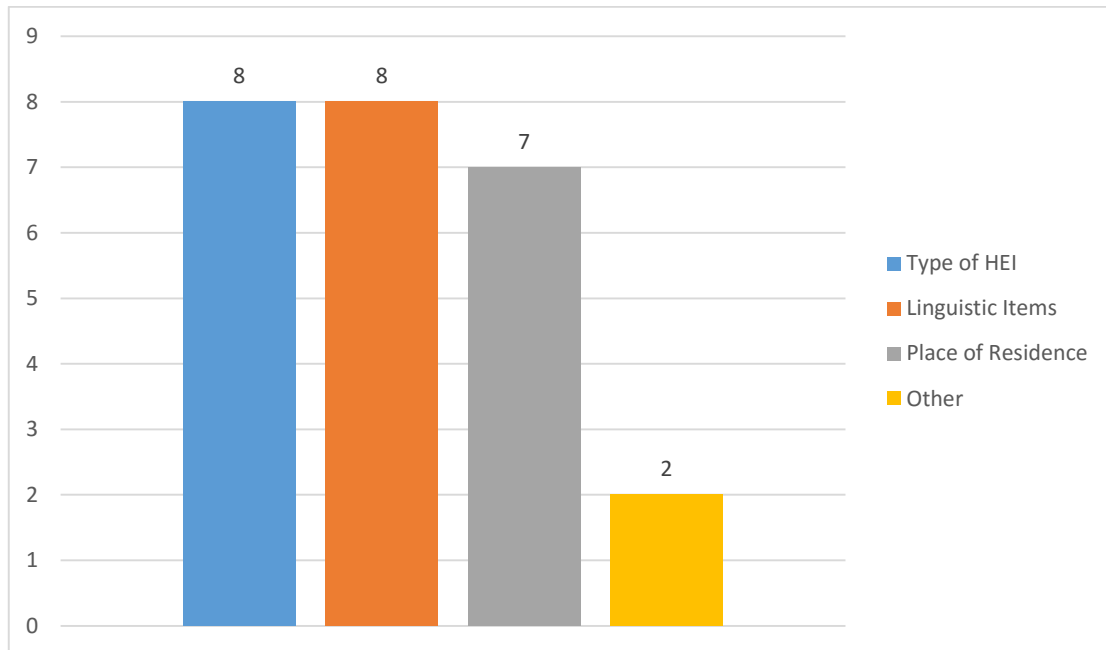
Figure 7. Distribution of the Most-frequent Tags in the Names of HEIs Founded in the UK before 1800

2nd *Period: 19th Century*

Forty-six HEIs were established in the UK between 1801 and 1900. As indicated in Figure 8, the main folders or subfolders used to tag the names of these HEIs were 'Type of HEI' (44), 'Place of Residence' (38) and 'Fields of Science' (21).
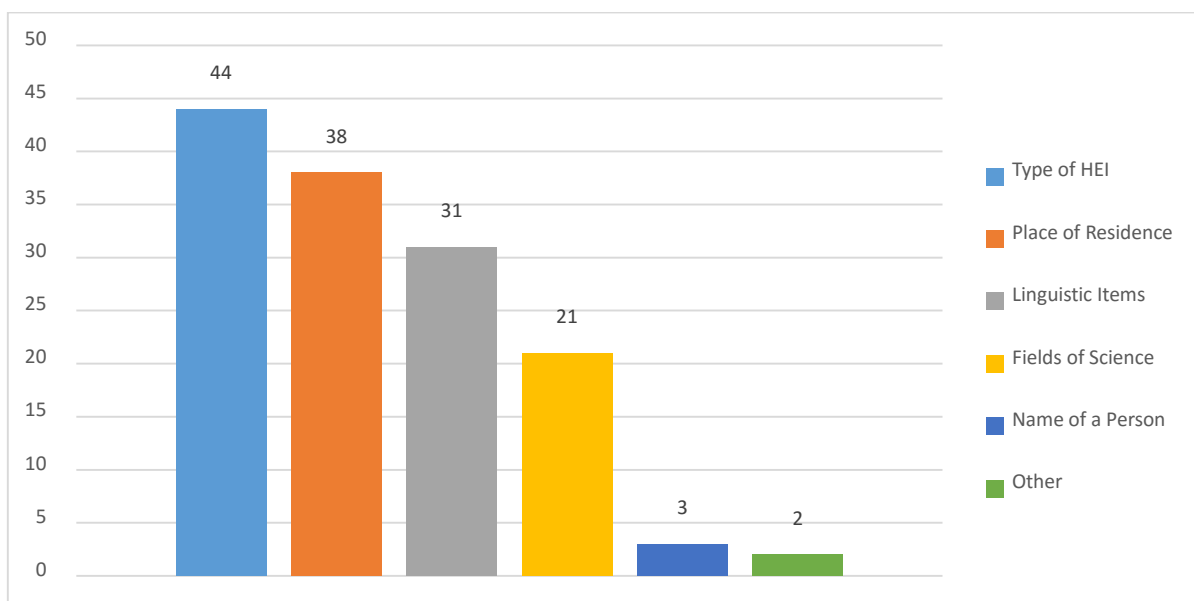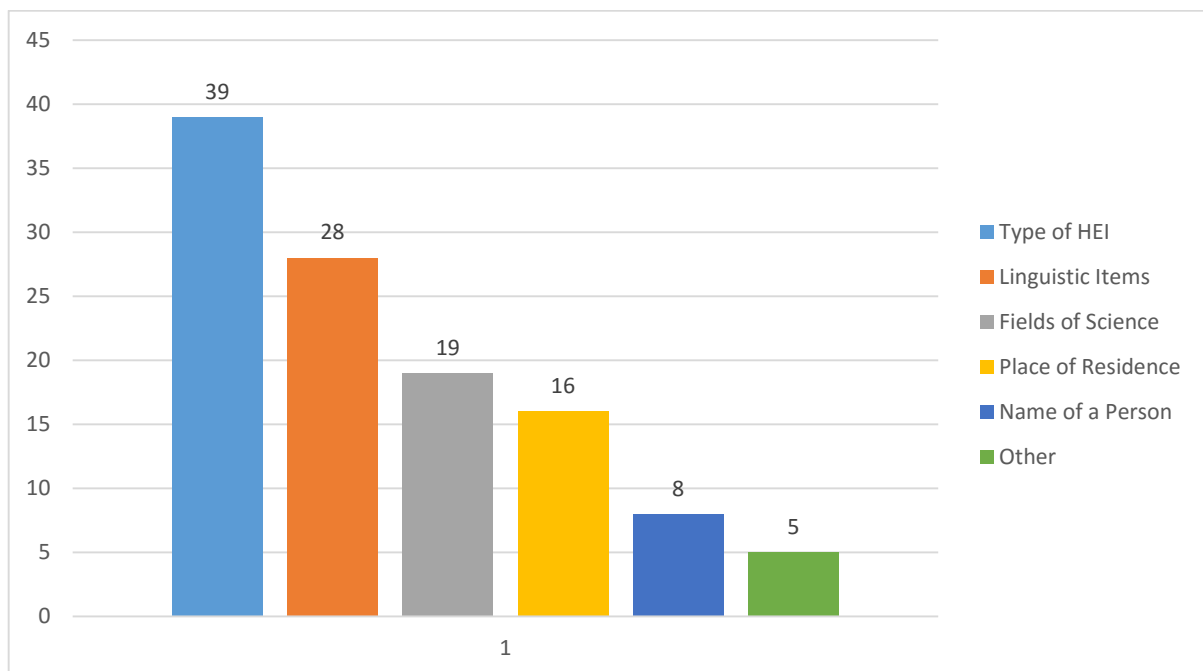

Figure 8. Distribution of the Most-frequent Tags in the Names of HEIs Founded in the UK between 1801 and 1900

The tags *university* (i.e., Queen's University Belfast) and *college* (i.e., King's College London) were the most frequently used in the 'Type of HEI' folder. Other tags included *school, royal* (as in Royal College of Music) and *academy* (as in London Academy of Music and Dramatic Art). The *city name* (14) and *capital name* (12) tags were the majority in the 'Place of Residence' subfolder (i.e., University College London and Glasgow School of Art). A notable number of tags (13) in the 'Fine Arts' (i.e., Guildhall School of Music and Drama) subfolder in the 'Fields of Science' folder were also used. 'Medical Sciences' (i.e., London School of Hygiene and Tropical Medicine) and 'Social Sciences' (i.e., London School of Economics and Political Science) subfolders were also used, but not in remarkably large amounts.

As seen in the data, there was an increase in the variety of the words used in the names of HEIs during this period compared to the first period. First, and most importantly, the variation in the 'Type of HEI' folder shows that the organization of HEIs developed in time and HEIs with different structures or organizations took various names such as college, academy or university. As opposed to the dominance of the tag *city name* in the first period, there was almost the same number of *capital name* tags during this period. This can be interpreted as a sign of London becoming an educational center during the 19th century. For the first time, 'Fields of Science' words started to be used in the names of HEIs in the UK. This might be assumed to show the HEIs' tendency to specialize in certain areas (social sciences, fine arts, medical sciences), which can be evaluated as a result of industrialization.

3rd Period: Before World War II

Thirty-one HEIs were established during this period. The most frequently used folders or subfolders were 'Type of HEI' with 39 usages, 'Fields of Science' with 19 usages, 'Place of Residence' with 16 usages, and 'Name of a Person' with eight usages.
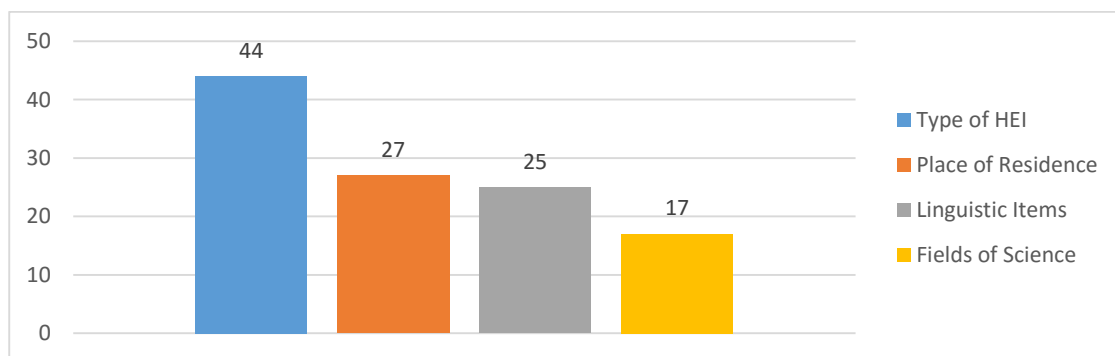

Figure 9. Distribution of the Most-frequent Tags in the Names of HEIs Founded in the UK before WWII (1901-1944)

University, *college* and *school*, as in *University of Southampton, Chelsea College of Arts*, and *London School of Theology*, respectively, were the prominent tags in the 'Type of HEI' folder. Other tags included were *institute*, *royal* and *academy*. The folder 'Fields of Science' featured the subfolders 'Fine Arts' (4) (i.e., Edinburgh College of Art), 'Social Sciences' (3) (i.e., College of Estate Management), and 'Medical Sciences' (3) (i.e., Imperial College of Science, Technology and Medicine) as the top three tags. The most frequently used tags in 'Place of Residence' subfolder were *city name* (7) and *capital name* (7), as seen in Goldsmiths University of London and Edinburgh College of Art. Finally, *founder* tag was the most prominent tag in the 'Name of a Person' folder (i.e., Harper Adams University).

The distribution of the tags under the folder 'Type of HEI' in the 3rd period resembled those of the 2nd period. However, the number of HEIs tagged as 'Fields of Science' were more than 'Place of Residence' between 1901 and 1944. This may be interpreted as the result of more emphasis on specialization in certain areas and less emphasis on local values. In contrast to the first two periods mentioned, the names of HEI founders or benefactors were chosen as HEI names in this period, which may be an indication of the beginnings of private initiatives in the HEI sector.

4th Period: 1945-1965
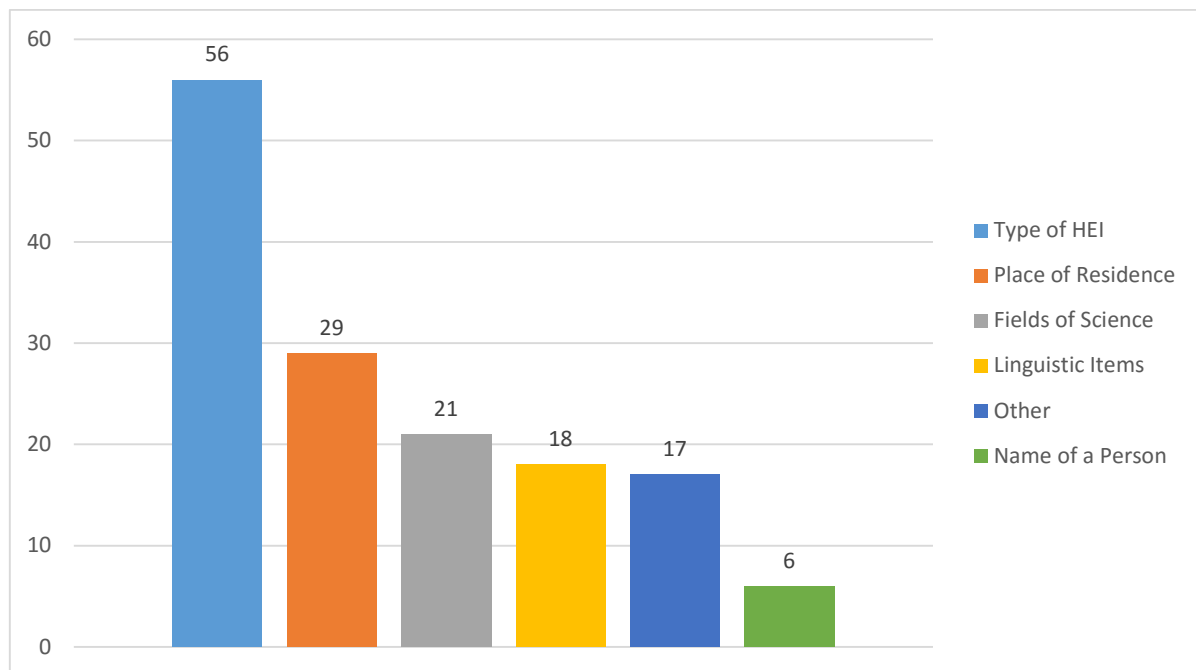Thirty-seven HEIs were established during this period.

Figure 10. Distribution of the Most-frequent Tags in the Names of HEIs Founded in the UK between 1945 and 1965

The most prominent tags used in this period belonged to the folder 'Type of HEI' (44). The most frequent tag was *college* (11), followed by *university* (8) (as in *Hartpury College* and *University of Exeter*). Next came the subfolder 'Place of Residence' (27). The most commonly used tags in this folder were *city name, county/parish name* (i.e., University of Essex*), village/town/riding name* (i.e., Farnborough College of Technology*), region name* (i.e., North Highland College UHI) and *capital name*, with *city name* being used 15 times and the others being used less than five times. Seventeen words were tagged in the 'Fields of Science' folder and the most frequently used subfolders were 'Social Sciences' (5) and 'Fine Arts' (5), as in London School of Theology.

One interesting finding in this period is the popularity of the tag *college*. This may be interpreted as an organizational shift from university structure to college structure, which usually refers to a smaller type of institution specializing in certain fields. This assumption can also be supported by the fact that many HEIs established during this period were named after places smaller than cities, such as boroughs, parishes, villages or other similarly sized places. Both findings imply that there was a further localization of education in this period.

5th Period: After 1966
Forty-six HEIs were founded during the fifth period. Figure 11 shows that tags in 'Type of HEI', 'Place of Residence' and 'Fields of Science' folders or subfolders were used 56, 29 and 21 times, respectively. 'Name of a Person' was another folder used, though with less frequency.
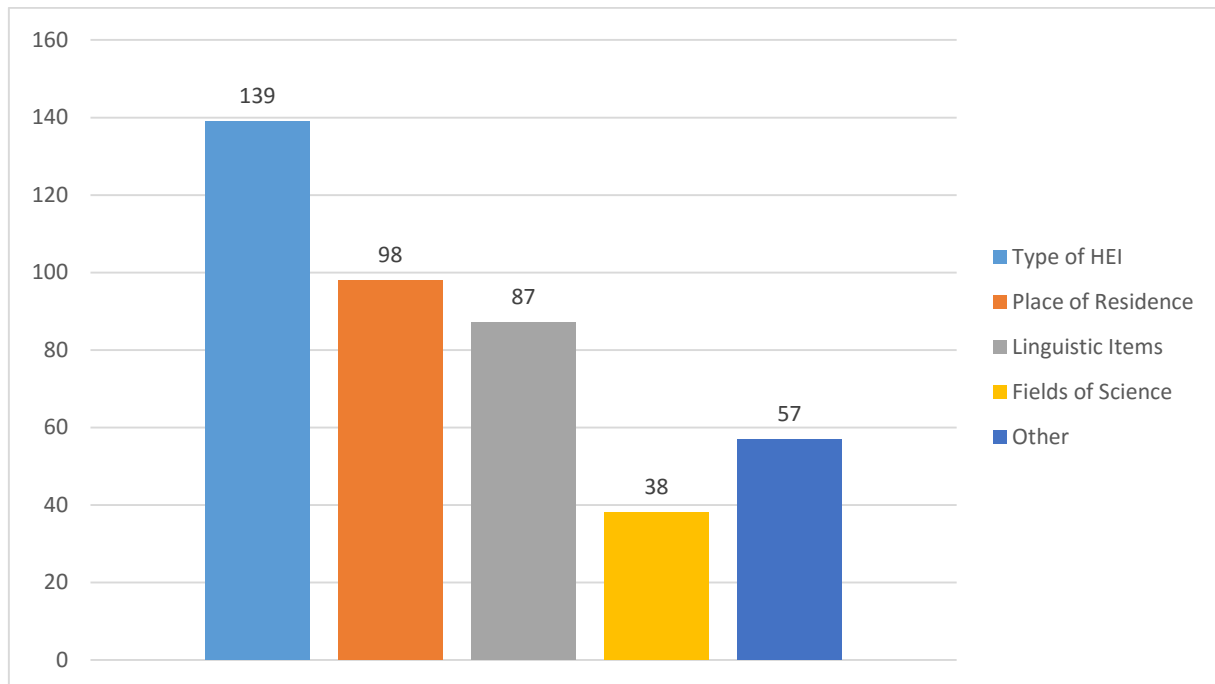
Figure 11. Distribution of the Most-frequent Tags in the Names of HEIs Founded in the UK between 1966 and 1991

The most frequently used tags in the 'Type of HEI' folder were *college* (14) and *university* (11), as in *Newcastle College* and *University of Salford*. The tag *national* was first used during this period (i.e., National Film and Television School). Next, we see the 'Place of Residence' subfolder with the leading tags of *city name* (8), *capital name* (7), *village/town/riding name* (4, i.e., University of Buckingham), and *neighborhood* name (2, i.e., Greenwich School of Management). Another frequently used folder was 'Fields of Science', for which the most popular tags were the 'Fine Arts' (10) and 'Social Sciences' (4) subfolders, as in *Royal Northern College of Music* and *European Business School London*. The tags used in the 'Name of a Person' folder were *inventor, businessman* (i.e., Heriot-Watt University), *founder* and *religious* figure (i.e., Saint Mary's University College), all of which were used once or twice.

The dominance of the tag *college* over *university* continued in the fifth period. Also resembling the previous period, the tags in the 'Place of Residence' subfolder included the names of small places such as towns and even neighborhoods. One striking difference was the focus on fine arts, as seen in numbers above.

6th Period: New Universities (After 1992)

One hundred and twenty-three new HEIs were established in the sixth period. As shown in Figure 12, the most frequent tags used in this period were nested in the following folders or subfolders: 'Type of HEI' (139), 'Place of Residence' (98) and 'Fields of Science' (38). 'Geographical Area', 'Various Concepts' and 'Name of a Person' folders were also used for tagging, albeit not with remarkable frequency.

Figure 12. Distribution of the Most-frequent Tags in the Names of HEIs Founded in the UK between 1992 and 2015

The 'Type of HEI' folder included a variety of tags, with *university* (79), *college* (22), *school* (13) and *institute* (7) being the most frequently used. Most of the HEI names tagged in the 'Place of Residence' subfolder carried the *city name, capital name* (i.e., London South Bank University), *village/town/riding name, county/parish name* (i.e., University of Central Lancashire) and *country name* (University of the West of Scotland) tags. In the 'Fields of Science' folder, the prominent tags were found in the 'Fine Arts' subfolder, as in *Liverpool Institute of Performing Arts* and *Royal Drawing School*, and in the 'Social Sciences' subfolder, as in *City Law School*.

During the period of new universities, there has been a shift towards the use of the *university* tag. However, a wide range of tags was frequently used in the 'Type of HEI' folder. The variation in 'Place of residence' continued. The tag 'country name' was first seen in this period, which could show that HEIs that aim to embrace larger areas came forward together with smaller and localized HEIs. The diversity of the tags used in this period can be interpreted as a sign of the globalization of HEIs in the UK in recent times, attempting to meet different expectations of the new world.

Conclusion

This paper focused on a topic involving an under-researched aspect of higher education. It investigated the names of selected HEIs in Turkey and the UK in certain categories collected by the WHEINM project at the Social Sciences University of Ankara. The motivation for the project was to categorize the names of HEIs into frequent or common categories so that it would be possible to compare and contrast whether those names reflected any significant similarities and/or differences related to cultural and geographical values. In this study, we also aimed to determine the extent to which the chronological appearance of selected HEIs affected their naming processes.

As stated above, this paper is derived from the WHEINM project and aimed to contribute to national and international higher education research. In this sense, our main findings could inspire further studies on this topic. With full awareness of the various types of higher education systems in terms of establishment, governance and funding, this article's main research question is to examine if there are any similarities or differences between the name categories of the Turkish and British HEIs. To answer this main question we retrieved data for the most frequently used name categories in both countries. In our analysis, we concluded that the most frequent categories in which Turkish HEIs appeared were 'Place of Residence', 'Name of a Person', and 'Fields of Science', whereas the names of UK HEIs also were categorized into 'Geographic Areas', 'Various Concepts', and 'Linguistic Items'. It is possible to suggest that because of the UK's history and culture, the HEIs in that country are more diverse and therefore, there is a wide range of tags, particularly in the Type of HEI folder. The HEIs in Turkey are less diverse, probably because of the clear definition of the HEI law, which frames the establishment of HEIs.

By searching the data according to the foundation years of the HEIs in each country, we found that in Turkey, the name categories evolved chronologically. The primary tendency to use geographical terms (such as regional or mountain names) is replaced by city names, especially among recently founded HEIs. Additionally, a change was also detected in the names of persons. Whereas the initially founded HEIs carry the name of politicians and historically important figures, more recent HEIs were named after their founders or benefactors. It should also be stated that there is a significant increase in the number of recently established non-profit foundation HEIs. A time-based evolution was also observed in UK HEI names. The variety of HEI types increased over time. Whereas early instances of HEIs were merely named "university", names such as "college" or "school" appeared in later periods. This indicates a change in the structure of HEIs, probably from more central and comprehensive to more local and specialized. Having been named after the founder of the institution, the HEIs established around the 1900s can pinpoint the time during which private initiatives began in the HEI sector. Although names of large cities and the capital, London, were frequently used in the names of HEIs at the beginning of the period under study, names of smaller local areas were often chosen as HEI names starting from 1945. These three findings may indicate that with the rise of capitalization, the HEI sector became more specialized and diversified in terms of their functions and outcomes.

Although the project team made a substantial effort to eliminate any limitations that could affect the academic reliability of the project, the study has some inevitable limitations. The primary limitation has emerged in relation to the difficulty of reaching the official web sources to collect data (name and basic information about the HEIs) for both countries. In other words, the websites of HEIs or even formal sources frequently were seen as lacking required information. Although the utmost importance was given to using either the countries' official resources (such as ministries) or international sources such as the OECD and UNESCO, other sources such as Wikipedia were used for cases in which official web sites failed to provide the necessary information. Thus, it is important to clearly state that we are cautious about the internal validity of the gathered data when we view internal validity as the answer to the question of 'How congruent are one's findings with reality?' as suggested by Merriam (1995). We are concerned about internal validity because part of the institutional data might be somewhat misleading because of the difficulty that we experienced in obtaining authentic sources of information. Additionally, we are aware of the major risk that various people might suggest results from the use of various categories in the labeling process. For instance, labeling a name such as Mevlana (under the main category of Famous People) is possible through the use of tags such as philosopher and religious figure. In this type of case, we relied on decisions derived from common discussions among our research team. However, we attempt to alleviate these concerns by assuming reality is not static; our purpose in this study is to develop an understanding of the general picture. To claim generalizable results, we strongly suggest re-checking and revising (if necessary) the elicited data for further studies. Another concern is the lack of similar projects on this topic to compare the structure, methodology and literature; however, this makes the project unique. Further research will certainly discover different aspects of naming strategies and their effects on HEIs for stakeholders such as parents, students, employers and other related bodies.

In conclusion, it can be argued that this research attempts to reflect commonalities of the HEIs in their name categories. Although the project is descriptive and data-driven, further qualitative research could provide insight into the impact of HEIs' names used for marketing and branding purposes to attract prospective students and their families. Furthermore, names may give clues about the systems and the HEIs with respect to their association with rural, regional, national or international places; people; and different thematic and scientific fields as part of their branding and marketing strategies. It was hypothesized that the results of this study would display country-specific details to be analyzed for certain indicators such as their geographical hinterland and cultural values, or even scientific improvements or political decisions that were influential at the time of their foundation.

Acknowledgement

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Appendix 1. Folder Names and Tags

Folder	Subfolder	Label
DİL BİLGİSEL / FONKSİYONEL KELİMELER (Linguistic Items)	Dil Bilgisel / Fonksiyonel Kelimeler (Linguistic Items)	
KAVRAM / KONSEPT (Concept)	ÇEŞİTLİ KAVRAMLAR (Various Concepts)	Askeri Kavram
	ÇEŞİTLİ KAVRAMLAR (Various Concepts)	Cinsiyet
	ÇEŞİTLİ KAVRAMLAR (Various Concepts)	Diğer kavramlar
	ÇEŞİTLİ KAVRAMLAR (Various Concepts)	Geometrik Şekil
	ÇEŞİTLİ KAVRAMLAR (Various Concepts)	Gıda
	ÇEŞİTLİ KAVRAMLAR (Various Concepts)	İklim
	ÇEŞİTLİ KAVRAMLAR (Various Concepts)	Kariyer
	ÇEŞİTLİ KAVRAMLAR (Various Concepts)	Kültür
	ÇEŞİTLİ KAVRAMLAR (Various Concepts)	Medeniyet
	ÇEŞİTLİ KAVRAMLAR (Various Concepts)	Renk
	ÇEŞİTLİ KAVRAMLAR (Various Concepts)	Sıfat
	ÇEŞİTLİ KAVRAMLAR (Various Concepts)	Takma Ad / Ünvan
KAVRAM / KONSEPT (Concept)	DİNİ KAVRAM (Religious Concept)	Budizm
	DİNİ KAVRAM (Religious Concept)	Hristiyanlık
	DİNİ KAVRAM (Religious Concept)	İslam
	DİNİ KAVRAM (Religious Concept)	Katolik
	DİNİ KAVRAM (Religious Concept)	Kutsal kitap
	DİNİ KAVRAM (Religious Concept)	Ortodoks
	DİNİ KAVRAM (Religious Concept)	Protestan
	DİNİ KAVRAM (Religious Concept)	Yahudilik
KISALTMA (Abbreviation)		Kurum
		Şahıs
KİMLİK (Identity)		Dini
		Etnisite / Irk / Milliyet
		Kabilesel
KONUM (Location)	COĞRAFİ YAPI (Geographical Structure)	Ada
	COĞRAFİ YAPI (Geographical Structure)	Boğaz/Geçit
	COĞRAFİ YAPI (Geographical Structure)	Burun
	COĞRAFİ YAPI (Geographical Structure)	Dağ
	COĞRAFİ YAPI (Geographical Structure)	Delta
	COĞRAFİ YAPI (Geographical Structure)	Deniz
	COĞRAFİ YAPI (Geographical Structure)	Göl
	COĞRAFİ YAPI (Geographical Structure)	Havza
	COĞRAFİ YAPI (Geographical Structure)	Kırsal
	COĞRAFİ YAPI (Geographical Structure)	Kıta
	COĞRAFİ YAPI (Geographical Structure)	Kıyı/Sahil
	COĞRAFİ YAPI (Geographical Structure)	Körfez
	COĞRAFİ YAPI (Geographical Structure)	Mağara
	COĞRAFİ YAPI (Geographical Structure)	Nehir
	COĞRAFİ YAPI (Geographical Structure)	Okyanus
	COĞRAFİ YAPI (Geographical Structure)	Ova
	COĞRAFİ YAPI (Geographical Structure)	Plato
	COĞRAFİ YAPI (Geographical Structure)	Şekil
	COĞRAFİ YAPI (Geographical Structure)	Şelale
	COĞRAFİ YAPI (Geographical Structure)	Tepe
	COĞRAFİ YAPI (Geographical Structure)	Vadi

	COĞRAFİ YAPI (Geographical Structure)	Yarımada
	COĞRAFİ YAPI (Geographical Structure)	Yıldız
	COĞRAFİ YAPI (Geographical Structure)	Yol
	COĞRAFİ YAPI (Geographical Structure)	Yön
KONUM (Location)	MEKAN / YAPI (Building/Structure)	Hastane
	MEKAN / YAPI (Building/Structure)	Havaalanı
	MEKAN / YAPI (Building/Structure)	İbadethane / Tapınak
	MEKAN / YAPI (Building/Structure)	Kale
	MEKAN / YAPI (Building/Structure)	Kampüs
	MEKAN / YAPI (Building/Structure)	Kaplıca /Spa
	MEKAN / YAPI (Building/Structure)	Köprü
	MEKAN / YAPI (Building/Structure)	Mezarlık
	MEKAN / YAPI (Building/Structure)	Müze
	MEKAN / YAPI (Building/Structure)	Park/ Milli Park
	MEKAN / YAPI (Building/Structure)	Tarihi Yapı
KONUM (Location)	YERLEŞİM BİRİMİ (Place of Residence)	Adres / Konum
	YERLEŞİM BİRİMİ (Place of Residence)	Başkent Adı
	YERLEŞİM BİRİMİ (Place of Residence)	Bölge Adı
	YERLEŞİM BİRİMİ (Place of Residence)	Eyalet Adı
	YERLEŞİM BİRİMİ (Place of Residence)	İdari Bölge Adı
	YERLEŞİM BİRİMİ (Place of Residence)	Köy/Kasaba/İlçe Adı
	YERLEŞİM BİRİMİ (Place of Residence)	Özerk/Otonom
	YERLEŞİM BİRİMİ (Place of Residence)	Şehir Adı
	YERLEŞİM BİRİMİ (Place of Residence)	Semt / Mahalle Adı
	YERLEŞİM BİRİMİ (Place of Residence)	Ülke Adı
OKUL TÜRÜ / ÖZELLİĞİ (School Type / Feature)		Açık / Uzaktan
		Akademi
		Araştırma
		Bakanlık/Resmi Birim
		Belediye
		Bilim/Bilimsel
		Birleşik / Bütünleşik / Bütünleyici
		Bölgesel
		Cumhuriyet
		Devlet (State) / Hükümet
		Dini okul/Papaz/Haham Okulu
		Eğitim Merkezi
		Enstitü
		Fakülte
		Federal
		Kolej
		Konservatuar
		Kraliyet
		Küresel
		Lisansüstü
		Merkez
		Meslek Yüksek Okulu
		Okul
		Şehir
		Topluluk Koleji
		Ulusal
		Uluslararası
		Üniversite

		Uygulamalı Bilimler
		Vakıf/Özel
		Yetişkin Eğitimi
		Yüksek Öğretim
		Yüksek Okul
SAYI / TARİH (Number/Date)		Önemli Tarih
		Sayı
TOPLULUK (Groups)		Federasyon
		Polis Federasyonu
		Şirket
		Tarihi Topluluk
		Topluluk/ Cemiyet / Dernek
UZMANLIK ALANI (Fields of Science)		Disiplinlerarası Çalışmalar (Interdisciplinary Studies)
	BEŞERİ BİLİMLER (Humanities)	1.Tarih ve Arkeoloji
	BEŞERİ BİLİMLER (Humanities)	2.Dil ve Edebiyat
	BEŞERİ BİLİMLER (Humanities)	3.Felsefe, Ahlakbilim ve Din
	BEŞERİ BİLİMLER (Humanities)	5.Diğer Beşeri Bilimler
	BEŞERİ BİLİMLER (Humanities)	Beşeri Bilimler
	DOĞA BİLİMLERİ / TEMEL BİLİMLER (Natural Sciences)	1.Matematik
	DOĞA BİLİMLERİ / TEMEL BİLİMLER (Natural Sciences)	2.Bilgisayar ve Bilişim Bilimleri
	DOĞA BİLİMLERİ / TEMEL BİLİMLER (Natural Sciences)	3.Fen Bilimleri
	DOĞA BİLİMLERİ / TEMEL BİLİMLER (Natural Sciences)	4.Kimya Bilimi
	DOĞA BİLİMLERİ / TEMEL BİLİMLER (Natural Sciences)	5.Yeryüzü ve Çevre Bilimleri
	DOĞA BİLİMLERİ / TEMEL BİLİMLER (Natural Sciences)	6.Biyoloji Bilimi
	DOĞA BİLİMLERİ / TEMEL BİLİMLER (Natural Sciences)	Doğa Bilimleri
	GÜZEL SANATLAR (Fine Arts)	Dans
	GÜZEL SANATLAR (Fine Arts)	Görsel
	GÜZEL SANATLAR (Fine Arts)	Güzel Sanatlar / Tasarım
	GÜZEL SANATLAR (Fine Arts)	Moda
	GÜZEL SANATLAR (Fine Arts)	Müzik / Müzik ve Pedagoji
	GÜZEL SANATLAR (Fine Arts)	Tiyatro
	HİZMET (Services)	Aşçılık
	HİZMET (Services)	Cenaze Hizmetleri
	HİZMET (Services)	Güvenlik/savunma
	HİZMET (Services)	Güzellik
	HİZMET (Services)	Hizmet
	HİZMET (Services)	Turizm
	MÜHENDİSLİK VE TEKNOLOJİ (Engineering and Technology)	1.İnşaat Mühendisliği
	MÜHENDİSLİK VE TEKNOLOJİ (Engineering and Technology)	10.Nano teknoloji
	MÜHENDİSLİK VE TEKNOLOJİ (Engineering and Technology)	11.Diğer Mühendislik ve Teknolojileri
	MÜHENDİSLİK VE TEKNOLOJİ (Engineering and Technology)	2.Elektrik Mühendisliği, Elektronik Müh., Enformatik Müh.
	MÜHENDİSLİK VE TEKNOLOJİ	3.Makine Mühendisliği

	(Engineering and Technology)	
	MÜHENDİSLİK VE TEKNOLOJİ (Engineering and Technology)	4.Kimya Mühendisliği
	MÜHENDİSLİK VE TEKNOLOJİ (Engineering and Technology)	5.Malzeme Mühendisliği
	MÜHENDİSLİK VE TEKNOLOJİ (Engineering and Technology)	6.Medikal Mühendisliği
	MÜHENDİSLİK VE TEKNOLOJİ (Engineering and Technology)	7.Çevre Mühendisliği
	MÜHENDİSLİK VE TEKNOLOJİ (Engineering and Technology)	8.Çevresel Biyoteknoloji
	MÜHENDİSLİK VE TEKNOLOJİ (Engineering and Technology)	9.Endüstriyel Biyoteknoloji
	MÜHENDİSLİK VE TEKNOLOJİ (Engineering and Technology)	Bilim
	MÜHENDİSLİK VE TEKNOLOJİ (Engineering and Technology)	Hava / Havacılık
	MÜHENDİSLİK VE TEKNOLOJİ (Engineering and Technology)	Teknoloji/Teknolojik/Teknik
	SOSYAL BİLİMLER (Social Sciences)	1.Psikoloji
	SOSYAL BİLİMLER (Social Sciences)	2.İktisat ve İşletme
	SOSYAL BİLİMLER (Social Sciences)	3.Eğitim Bilimleri
	SOSYAL BİLİMLER (Social Sciences)	4.Sosyoloji
	SOSYAL BİLİMLER (Social Sciences)	5.Hukuk
	SOSYAL BİLİMLER (Social Sciences)	6.Siyaset Bilimi
	SOSYAL BİLİMLER (Social Sciences)	7.Sosyal ve ekonomik Coğrafya
	SOSYAL BİLİMLER (Social Sciences)	8.Medya ve İletişim
	SOSYAL BİLİMLER (Social Sciences)	9.Diğer Sosyal Bilimler
	SOSYAL BİLİMLER (Social Sciences)	Eğitim
	SOSYAL BİLİMLER (Social Sciences)	Sosyal Bilimler
	SPOR (Sports)	Spor
	TIP VE SAĞLIK BİLİMLERİ (Medical and Health Sciences)	1.Temel Tıp
	TIP VE SAĞLIK BİLİMLERİ (Medical and Health Sciences)	2.Klinik Tıp
	TIP VE SAĞLIK BİLİMLERİ (Medical and Health Sciences)	3.Sağlık Bilimleri
	TIP VE SAĞLIK BİLİMLERİ (Medical and Health Sciences)	4.Medikal Biyoteknoloji
	TIP VE SAĞLIK BİLİMLERİ (Medical and Health Sciences)	5.Diğer Sağlık Bilimleri
	TIP VE SAĞLIK BİLİMLERİ (Medical and Health Sciences)	Tıp / Tıp Bilimleri
	ZİRAİ BİLİMLER (Agricultural Sciences)	1.Ziraat, Ormancılık, Su ürünleri
	ZİRAİ BİLİMLER (Agricultural Sciences)	2.Hayvan ve Süt ürünleri Bilimi
	ZİRAİ BİLİMLER (Agricultural Sciences)	3.Veterinerlik Bilimi
	ZİRAİ BİLİMLER (Agricultural Sciences)	4.Zirai Biyoteknoloji
	ZİRAİ BİLİMLER (Agricultural Sciences)	5.Diğer Zirai Bilimler
ÜNLÜ KİŞİ / LİDER (Famous Person/ Leader)		Diğer meslekler (araştırmacı olmayan mimar, mühendis, doktor vb.)
ÜNLÜ KİŞİ / LİDER (Famous Person/ Leader)	AKADEMİSYEN / BİLİM İNSANI (Academician/Scientist)	Bilim insanı
		Filozof
		Kaşif

		Mucit
		Öğretim Üyesi / Profesör
		Öğretmen
ÜNLÜ KİŞİ / LİDER (Famous Person/ Leader)	ASKER / POLİS (Soldier /Police)	Asker
		Fatih
		Kumandan
ÜNLÜ KİŞİ / LİDER (Famous Person/ Leader)	BÜROKRAT (Bureaucrat)	Bürokrat/Memur
ÜNLÜ KİŞİ / LİDER (Famous Person/ Leader)	DİNİ ŞAHIS (Religious Person)	Aziz/Azize
		Budist
		Cemaat Lideri
		Guru
		Haham
		İmam
		Melek Adı
		Misyoner
		Papaz/ Rahip/ Rahibe/ Piskopos
		Peygamber
		Tanrı adı
ÜNLÜ KİŞİ / LİDER (Famous Person/ Leader)	HALK KAHRAMANI / KAHRAMAN (Folk Hero/ Hero)	Halk Kahramanı
		Mitolojik kahraman
ÜNLÜ KİŞİ / LİDER (Famous Person/ Leader)	SANATÇI (Artist)	Dansçı
		Mimar
		Müzisyen
		Ressam
		Şair
		Tiyatrocu/Oyuncu/Yönetmen
		Yazar
ÜNLÜ KİŞİ / LİDER (Famous Person/ Leader)	SİYASİ LİDER / POLİTİKACI (Political Leader/ Politician)	Bakan
		Başbakan
		Cumhurbaşkanı/ Devlet başkanı
		Hükümdar / Kral / Kraliçe
		Siyasetçi / Politikacı
		Tarihi Lider
ÜNLÜ KİŞİ / LİDER (Famous Person/ Leader)	ÜNİVERSİTE KURUCUSU / BAĞIŞÇISI (Founder / Benefactor)	İşadamı
		Üniversite Kurucusu / Bağışçısı