

Council of Higher Education

Curriculum Vitae and Publications

Name Surname: Burcu Erdemir

Place of Birth: Ankara

Title: Asst. Prof.

Education: PhD

Affiliated Institution: Bahçeşehir University

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Foreign Languages (Grade and Years):

English, 93.75 (2021 E-Yds)

İtalian (Intermediate) (TÖMER, İtalian Culture Institute, 2000-2001)

German (Basic) (TÖMER, 1997; Goethe Inst., 2001)

Academic Titles

Assistant Professorship : 2017 March-2022 August; 2023 July- ...

Associate Professorship :

Professorship :

Research Interests: Leadership, educational administration, higher education and educational policies, social justice, access and equity in education, organizational ethics and culture, workplace mobbing, Capabilities Approach

Education/Expertise

Degree	Field	University	Year
Post Doctorate	Higher Education	New York University, Steinhardt, Dept. of Administration, Leadership and Technology	2019-2020
PhD	Educational Administration and Planning	METU, Education Faculty, Ankara, Turkey	2010-2015
Master (MA)	English Language and Literature	Atilım University, Faculty of Letters, Ankara, Turkey	2009-(2010)-2022
Master (MS)	European Studies	METU, Faculty of Economics Admin. Sciences, Ankara, Turkey	2001-2005
Bachelor	English Language and Literature	Hacettepe University, Faculty of Letters, Ankara, Turkey	1993-1997

Work Experience

Institution	Title	Year
METU, Dept. of Educational Sciences	Dr. Instructor (Adjunct)	2019 Spring-2022 Spring
Çankaya Uni., Inter-Curricular Courses	Dr. Instructor (Full time)	2017 March-2019 August

TED University, English Language School (Preparatory classes and Freshman)	English Language Instructor and Acad. Learning Center Coordinator	2014 -2017
İstanbul Kemerburgaz Univ. School of Foreign Lang. (Prep School and Freshman)	English Language Instructor	2012-2013
TED Ankara College Basic Education	English Language Teacher (4 th and 5 th grades)	2008-2010
İstanbul Bilgi Univ. English Lang. Program	English Language Instructor	2006-2008
Bilkent University English Lang. Program	English Language Instructor	2000-2003
Ankara Univ.English Lang.Prog. and TÖMER	English Lang. Instructor (All Levels & Ages)	1997-1999

Certificates

Educational Sciences		
Name	Institution	Year
Coaching Skills for Learner-Centered Conversations	Imperial College London (ImperialX)	2021 (4 weeks online)
Leaders of Learning	Harvard University (HarvardX)	August 6, 2021 (6 weeks online)
Justice (only courses followed)	Harvard University (Harvard X)	July-October 2021 (3 months online)
Managing Conflicts on Programs and Projects with Cultural and Emotional Intelligence	University of Maryland (USMx)	August 1, 2021 (4 weeks online)
How to Learn Online	EdX	July 26, 2021 (2 weeks online)
Education on Preparation and Writing of Research Projects on Educational Sciences	TÜBİTAK 2237B Program Supporting Project Facilities	19-20 June, 2021 (14 hours online)
The Research Development Workshop for Turkey-US Partnership in the Field of Higher Education	TÜBİTAK 2223-D (Konya)	10-12 March 2018
English Language-Teaching		
Name	Institution	Year
DELTA (Diploma in Teaching English to Speakers of other languages) (Module 3)	ITI-İstanbul	2013 December
Teacher Training Certificate (Distinction Grade)	British Council	19.2.- 30.4.2010 (Online)
COTE - Cert. for Overseas Teachers of Eng.) Cambridge Un.	Bilkent University	2000
Teaching Certificate	Hacettepe University	1997
Other Interest Areas		

Name	Institution	Year
Entrepreneur Women Education Certificate	Rotary-GİKA	2019
Applied Entrepreneurship Education Certificate	KOSGEB (Çankaya University)	26.5.2018-1.7.2018 (35 days)
Diction/ Speaker and Presenter Certificate	Başkent Communication, Ankara, TR	2005 Dec.-2006 June
Art of Marbling Certificate	Ministry of Culture, Ankara, TR	2005 Sept.-2006 July
Training of Trainers Certificate	Center for EU Educ. & Youth Programs, Ankara, TR	26.3.-2.4.2006 (1 week)
European Community Basic Education and International Relations Course Certificate	ATAUM (Ankara Uni., European Community Research Centre) TR	8.3.1999-31.5.1999 4.10.1999-9.1.2000 (10 months)
Italian Language Certificate	Italian Institute of Culture, TR	2001
German Language Certificate	TÖMER Lang. Center & Goethe Inst., Ankara, TR	1997

1.Master’s Thesis (M.S.) (abstract at the back) and the Advisor:

“The Specificity of the Eastern Enlargement: A Unique Experience for the EU”

Advisor: Doç. Dr. Sevilay Kahraman

2. Master’s Thesis (M.A.) (abstract at the back) and the Advisor:

“Women’s Role in English Society in *Emma* and *Jane Eyre* from the Capabilities Approach Perspective”

Advisor: Prof. Dr. N. Belgin Demir

Doctorate Dissertation (abstract at the back) and the Advisor:

“Psychological Abuse in Higher Education in Relation to Leadership and Ethical Climate”

Advisor: Prof.Dr.Cennet Engin Demir

Supervised Master’s Thesis : -

Supervised Doctorate Dissertation: -

Project Works : -

Administrative Duties: Çankaya University, Member of Quality Council; TEDU, Academic English Coordinator

Computer Skills: Microsoft Office, SPSS, MAXQDA

Non-Academic Interests: Foreign language learning, photography, swimming, charcoal drawing, marbling, watercolor, travelling, pastry

Awards and Grants

Scholarships and Awards	Institution	Year
Post-Doctoral Research Scholarship (TÜBİTAK 2219)	New York University, Steinhardt	2019 - 2020
Emerging Researchers Bursary (Grant) Winner: "Poor Leadership and Organizational Culture Behind the Issue of Psychological Abuse in Academia"	ECER (European Conference on Educational Research), Porto	1-5 Sept. 2014
Erasmus Internship Scholarship, METU	University College London (UCL), Institute of Education (IOE), Center for Leadership (LCLL)	June – Sept. 2011
Jean Monnet Research Scholarship "Enlargement of the EU", METU	Rome University, La Sapienza	March 2005 (15 days)
Italian Language Scholarship, Italian Institute of Culture, Ankara, Turkey	Italy, Florence	August 2000
Best Paper Award: "European Community Citizenship"	ATAUM, Turkey, Ankara	1999

Courses taught over the last two academic years

Academic Year	Term	Course Name	Level	Hours/Week		Number of Students
				Theoretical	Applied	
2022-23	Summer	Project	Graduate	3		11
2022-23	Spring	Special Topics in Instructional Design and Evaluation	Graduate	3		20
2020-21	Spring	Turkish Edu. System & School Mngt.	U.Grad.	3		41
2021-22	Fall	Introduction to Education	U.Grad.	3		15

Publications

1.1. Articles published in peer reviewed international journals (Web of Science-SSCI and ESCI)

- i. Cui, S., Wu, Q., & Erdemir, B. (2022). The role of being a student leader in a college in the prospect of a higher income: Chinese experience. *Education + Training*, 64(5), 700-715. <https://doi.org/10.1108/ET-04-2021-0153> **(SSCI)-post-doc**
- ii. Erdemir, B. & Wu, Q. (2021). An examination of Turkish and Chinese equity-related barriers to higher education admissions from the capabilities perspective. *Asia Pacific Education Review* <https://doi.org/10.1007/s12564-021-09730-9> **(SSCI) -post-doc**
- iii. Erdemir, B. (2019). Academic mobbing in Turkey and suggestions for solutions: Content analysis of graduate theses. *Journal of Higher Education*, doi: 10.2399/yod.18.034 **(ESCI)**
- iv. Erdemir, B. (2023). Promoting trust through professional learning communities in higher education institutions: Turkish and American faculty perspectives. *Teaching in Higher Education* **(SSCI; Under review)-post-doc**
- v. Erdemir, B., & Yılık, M.A. (2023). University students as advocates of social justice and socially responsible leaders. *International Educational Development* **(SSCI; Under review)**

1.2. Articles published in other peer reviewed international journals

- i. Erdemir, B. (2023). University students' perceptions about unethical faculty practices. *Uluslararası Yönetim Akademisi Dergisi*, 6(1), 109-126. <https://doi.org/10.33712/mana.1247554> (Published in English) **(Asos)**
- ii. Erdemir, B., Demir, C. E., Yıldırım, J. & Kondakçı, Y. (2020). Academic mobbing in relation to leadership practices: A new perspective to an old issue. *The Educational Forum*. 84(2), 126-139. DOI:10.1080/00131725.2020.1698684 **(ERIC; SCOPUS)**

1.3. Papers delivered in international conferences and printed as proceedings

- i. Erdemir, B., & Yıldırım, J. (2019). "Social (In)Justice Perceptions of University Students in Relation to Certain Variables", **EAIR, 41st Annual Forum**, Leiden University, Leiden, 25-28 August.
- ii. Erdemir, B., & Yıldırım, J. (2019). "Determinants of Social Justice Perceptions of University Students in Ankara", **14th International Educational Administration Congress**, Çeşme- Turkey, 2-4 May.
- iii. Erdemir, B. (2019). "Realities of the 21st Century Shaping University Students' Perspectives of Social Justice", **14th International Educational Administration Congress**, Çeşme-Turkey, 2-4 May.
- iv. Erdemir, B. (2018). "Academic Ethics in Relation to Social Media: The Views of the University Students (Pilot study)", **3rd International Higher Education Studies Conference (IHEC)**, Kayseri- Turkey, 11-13 October.
- v. Erdemir, B. (2018). "Professional Learning Communities and the Role of Academic Ethics, Organizational Justice and Trust (The pilot study)", **3rd IHEC** Kayseri- Turkey, 11-13 October.

- vi. Erdemir, B., & Akkoyunlu, B. (2018). "Academic Ethics in Relation to Social Media: The Views of the University Students (The main study)", **7th International Congress on Education and Learning**. Paris Diderot University, France, 18-20 July.
- vii. Erdemir, B. (2017). "From the Past to the Present in Psychological Abuse in Higher Education in Turkey: 2005-2017 Thesis Scanning", **2nd IHEC**, Antalya-Turkey, 11-14 October.
- viii. Erdemir, B. (2017). "Are Managerial Practices in Higher Education a Means to Professional Development and Justice or Factors of Hindrance to Career Advancement of Instructors?", **ECER**, Copenhagen, 21-25 August.
- ix. Erdemir, B. (2017). "Manifestation of Psychological Abuse in the Academy as a Result of Neo-Liberal Trends", **12th International Educational Administration Congress**, Kızılcahamam, Ankara-Turkey, 11-13 May.
- x. Erdemir, B. (2016). "Psychological Abuse in Higher Education in Relation to Leadership and Ethical Climate", **ECER**, Dublin, 22-26 August.
- xi. Erdemir, B. (2014). "Poor Leadership and Organizational Culture behind the Issue of Psychological Abuse in Academia", **ECER**, Portugal, 28 August - 5 September.

1.4 Published international book sections

- i. Erdemir, B., & Wu, Q. (2024). Stakeholder perspectives on barriers for equitable higher education admissions: Cases of Turkey and China. In A. W. Wiseman (Ed.), *2022 Annual review of comparative and international education*. Emerald Publishing. **(Under publication)**
- ii. Erdemir, B. (2022). Higher education policies for the Syrian refugees in Turkey: Opportunities and challenges. In A. W. Wiseman (Ed.), *2021 Annual review of comparative and international education*. (International Perspectives on Education and Society, Vol. 42A), (pp.185–205). Emerald Publishing Ltd. ISSN: 1479-3679. doi:10.1108/S1479-36792022000042A015

1.5 Articles published in peer reviewed national journals

- i. Erdemir, B. (2023). Destructive leadership and organizational culture as the predecessors of academic mobbing. *Eğitim Bilim ve Araştırma Dergisi*, 4(1), 171-220. <https://doi.org/10.54637/ebad.1259385> (Published in English) **(Asos)**
- ii. Erdemir, B. (2012). Psychological abuse (mobbing) in higher education and legal measures in the world and in Turkey. *Journal of Higher Education*, 2 (3): 151-158. doi:10.2399/yod.12.022. (Published in Turkish-**Ulakbim**)

1.6 Papers delivered at national conferences and printed as proceedings

- i. Erdemir, B. (2016). Psychological Abuse in Higher Education. **11th National Educational Administration Congress**, İzmir-Turkey, May 12-14.
- ii. Erdemir, B. (2012). Psychological Abuse at Workplace in the World and in Turkey and Legal Measures. **7th National Educational Administration Congress**, İnönü University, Malatya, May 25-26.

1.7 Published national book sections

- i. Erdemir, B. (2023). Barriers and inequalities in front of access to distant higher education during the Covid-19 pandemic: Capabilities Approach. *Online and*

hybrid education process in universties. İstanbul: Ekin Yayınevi. (Basım aşamasında)

- ii. Yılık, M. A., & Erdemir, B. (2022). Vakıf üniversitelerinde fiziksel ve teknolojik altyapı. H. Şimşek (Ed.), *Türkiye’de vakıf üniversiteleri: Genç bir sektörün anatomisi* (pp.253-282). ISBN: 9789750281488
- iii. Erdemir, B. (2019). The educational orientations in the 21st century (Yirmibirinci yüzyılda eğitimle ilgili yönelimler). M.Şahin & T.Aytaç (Eds.), *Introduction to education (Eğitime giriş)* (pp.297-310). Ankara: Pegem. Doi: 10.14527/9786052416563
- iv. Erdemir, B. (2018). Eğitim örgütlerinde mobbing’in önlenmesi: Hukuksal dayanaklar ve dava örnekleri. Y. K. Kepenekçi & P.Taşkın (Eds.), *Prof. Dr. Emine Akyüz’e armağan: Akademisyenlikte 50 yıl. Çocuk hakları, eğitim hukuku, vatandaşlık eğitimi* (pp.516-524). Ankara: Pegem. doi: 10.14527/9786052411643

1.8 Seminars, Workshops, Panels, Invited Talks

- i. **Workshop (Online):** Tübitak 2237B Education on Preparation and Writing of Research Projects on Educational Sciences, 19-20 June 2021.
- ii. **Invited as a Guest Speaker:** “Academic Mobbing in Turkey and Suggestions for Solution”, Hacettepe University Political Science and Public Administration Community- ‘Consciousness Towards Mobbing’; 27.05.2020
- iii. **Invited as a Talk Moderator:** “World-class University Discussions in the Turkish Higher Education System”, YÖÇAD (Association for HE Studies) Higher Education Meetings, October 15, 2020.
- iv. **Invited as a Guest Speaker:** “A Talk on Graduate Education and Academic Life”, Kadir Has University, Department of Psychology - MINT LAB; October 1, 2020.
- v. **Invited as a Guest Speaker (Post-doc):** “Turkish Higher Education: Developments and Challenges”, New York University (NYU), Steinhardt Institute, Feb 13, 2020.
- vi. **Invited as a Guest Speaker (Post-doc):** “Professional Learning Communities and the Role of Academic Ethics, Organizational Justice and Trust”, NYU, Steinhardt Institute, ALT Department, Nov 20, 2019.
- vii. **Seminar (Post-doc):** “Some Insights into Refugee Access to Higher Education across Europe” - Marie-Agnes Detourbe, NYU, Steinhardt, Dec 4, 2019.
- viii. **Seminar (Post-doc):** “The New Mobility in Higher Education: Does a College Degree Matter?” Susan Dynarski; Michal Kurlaender; Paul Attewell, NYU, Steinhardt, Oct 25, 2019.
- ix. **Seminar (Post-doc):** “Higher Education and the 2020 Election” - David Leonhardt and Susan Dynarski, NYU, Steinhardt, Oct 25, 2019.
- x. **Seminar (Post-doc):** “A Conversation on Affirmative Action in Higher Education”, NYU, Fac.of Law, Oct 2, 2019.
- xi. **Seminar (Post-doc):** “Overview of HE in the US and the History of NYU”- Prof Dr. Ann Marcus, NYU, Steinhardt, Sept 11, 2019.
- xii. **Panel Organization and Moderation:** “Coping with Workplace Mobbing and Suggestions for Solutions”, Çankaya University, Turkey, April 18, 2019.
- xiii. **Quantitative Research Workshop in Social Sciences, YÖÇAD - METU** Collaboration, METU-Turkey, May 5-6, 2018

- xiv. **The Project Development Workshop for Turkey-US Partnership in Higher Education**, Konya-Turkey, March 10-12, 2018.

Additional Documents

THESIS ABSTRACTS

1. M.S., Department of European Studies (2005)
THE SPECIFICITY OF THE EASTERN ENLARGEMENT: A UNIQUE EXPERIENCE FOR THE EU

Supervisor: Assoc. Prof. Dr. Sevilay Kahraman

This thesis analyses the Eastern enlargement of the EU in comparison with the past four enlargement rounds, as a result of which it proves that Central and Eastern enlargement (CEE) is a unique experience for the EU. After the fourth enlargement, the EU turned its face to the CEECs, which witnessed unexpected events of a historic nature, with the fall of the Berlin Wall in 1989. This date symbolises a great change for the CEECs, such as the end of communism, transition to open market economy, democratisation and stability. A special focus is given to the inclusion of the CEECs into the EU necessitating to make adjustments both in the EU and in the CEECs. The specificity of the fifth enlargement derives from all the changes and challenges that it poses to the applicant countries and the Union but also to its neighbours. It concludes that the factors of uniqueness of the Eastern enlargement will strengthen the probability of the inclusion of the future applicants in the Eastern part of the continent. This enlargement is a positive development for the old and the new member states, it is one of the most important 'political necessities' and 'historical opportunities' that the EU is facing since its establishment, because it will not only ensure the unification, stabilisation, security, economic growth and general well-being of the continent but also because it has opened the way of membership to the future possible applicants in the Eastern part of the continent.

2. M.A., Department of English Language and Literature (2022)
WOMEN'S ROLE IN ENGLISH SOCIETY IN *EMMA* and *JANE EYRE* FROM THE CAPABILITIES APPROACH PERSPECTIVE

Supervisor: Prof. Dr. N. Belgin Elbir

The current thesis aims to analyse the fictions of the early 19th century and Victorian time as *Emma* and *Jane Eyre* in terms of the roles of women in education, marriage, work and social life. The study bares significance in terms of the two women writers of the time reflecting in their novels through their heroines the issues women went through in real life by using autobiographical elements. This is done by the novel of manners and comic elements as with Austen, and with Brontë, through Bildungsroman enriched with gothic romantic details. Another aspect that makes this study different is that these two "classical" literary works have been examined from the perspective of a "contemporary" framework as the Capabilities Approach of Amartya Sen. Using this framework is important and appropriate as in contrast to the social and religious factors of the time that narrow the possibilities for women's expansion in life, it prioritizes the enhancement of opportunities presented to (capabilities) and achievements that can be attained (functionings) by discriminated groups in society including women; i.e. their empowerment. By doing so, a suitable

ground is also created to make sense of the stance that progressivist writers of the time presented against the social conventions through their fictional discourses. As a final word, although the woman protagonists in the novels complete their quests for self-development, they are enslaved by their foibles that bring them the popular "functioning" of the time, "marriage" in the end, as one of the pillars of the patriarchal society; Emma, by despising marriage throughout and surrendering it in the end, and Jane Eyre, abandoning her devotion to independence for marriage.

PhD, Department of Educational Administration and Planning (2015)
Psychological abuse in higher education in relation to leadership and ethical climate

Supervisor: Prof. Dr. Cennet Engin Demir

In today's fast changing world, educational organizations and the individuals working in them have become a part of a competitive work atmosphere. In such kind of an environment, opposition with colleagues and supervisors is almost inevitable for some people. This friction sometimes reaches to such an unbearable extent that faculty academic staff has nothing left to do but run away from that organisation. This phenomenon is known as "mobbing, bullying or psychological abuse at workplace". It not only causes psychological and financial loses to individuals but also deals a serious blow to the effectiveness, reputation and finance of organizations. Though the issue has a dark and negative nature, the existence of preventive measures and related solutions can present themselves as lights of hope for targeted individuals and organizations. This study aimed at exploring the strength of relationship between psychological abuse and the predictors of leadership and ethical climate in higher education through ordinal logistic regression analysis. The data were collected from 547 academicians in different faculties of 10 universities in Ankara, Turkey, in 2014. The findings of the study suggested that there was a negative relationship between the outcome variable of psychological abuse and the predictors of leadership and ethical climate; academicians with the title of instructor (okutman) constituted the largest group to have been exposed to psychological abuse; academicians from all positions experience some kind of mobbing behavior; the older academicians get, the probability of being exposed to abusive behaviors decreases; females are more likely to be mobbed compared to males; mobbing is seen more in Education and Communication faculties and in total 21 % of the academicians have become the victims of psychological abuse in their departments.