EGE UNIVERSITY
SELF-EVALUATION REPORT

European University Association (EUA)
Institutional Evaluation Programme

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İZMİR-TURKEY
1. PREFACE

2. NATIONAL AND INSTITUTIONAL CONTEXT
   2.1 Turkish National Higher Education System
   2.2 Evaluation of Regional and National Situation
   2.3 Brief Presentation of the Institution
      2.3.1 Institutional Development
      2.3.2 Location and Facilities
      2.3.3 Academic Units
      2.3.4 Numbers and Distribution of Students and Academic Staff across Faculties

3. INSTITUTIONAL NORMS AND CORE VALUES
   3.1 What is the University Trying to Do?
      3.1.1 The Vision
      3.1.2 The Mission
         3.1.2.1 Management
         3.1.2.2 Academic activities
         3.1.2.3 Academically related activities
         3.1.2.4 Funding
      3.1.3 Core Values, Norms and Strategic Objectives
   3.2 How is the University Trying to Achieve Its Aims?
      3.2.1 University Leadership
      3.2.2 Administration and Decision Making Process
      3.2.3 Degree of Centralisation or Decentralisation
      3.2.4 Balance Between Teaching Research and Other Services
      3.2.5 Teaching and Education
         3.2.5.1 Preferred didactic approaches
         3.2.5.2 Continuing education
         3.2.5.3 Extracurricular activities
         3.2.5.4 Student support services
      3.2.6 Research Activities
         3.2.6.1 Research support
         3.2.6.2 Research and technology transfer in cooperation with industry
      3.2.7 Public Service Activities
3.2.8 Local, Regional, National and International Positioning
  3.2.8.1 Relationship with society
  3.2.8.2 International relations
    3.2.8.2.1 Student and teaching staff mobility
    3.2.8.2.2 Facilities for international students
    3.2.8.2.3 Joint degrees
  3.2.9 Financial Structure

3.3 Constraints
  3.3.1 Constraints in Institutional Autonomy
  3.3.2 Constraints in Personnel Recruitment
  3.3.3 Constraints in Student Selection
  3.3.4 Constraints in Teaching and Education
  3.3.5 Constraints in Research
  3.3.6 Constraints in Public Services
  3.3.7 Financial Constraints

4. HOW DOES THE UNIVERSITY KNOW THAT IT WORKS?
  4.1 Quality Monitoring
    4.1.1 Student Feedbacks
    4.1.2 Feedbacks from External Stakeholders
    4.1.3 Academic Quality
    4.1.4 Service Quality

4.2 Quality Management
  4.2.1 Establishing a Quality Culture
  4.2.2 Quality Management in Academic Promotions
  4.2.3 Quality Management in Education
  4.2.4 Quality Management in Research
  4.2.5 Quality Management in Services

5. HOW DOES THE INSTITUTION CHANGE IN ORDER TO IMPROVE?
  5.1 Strategic Management and the Capacity of Change

6. CONCLUSIONS
1. PREFACE

Ege University is the first university in the region and the fourth oldest one in Turkey. Since its foundation in 1955, it has pioneered many changes in the Turkish Higher Education system and has been in a continuous search for new tools of improvement.

Ege University is named after the region it is located in, the Aegean Region which has been the cradle of Science, Culture and Art since ancient times. Thus, Ege University’s location is an asset for its traditional role of igniting and leading democratic, change-oriented movements. Bearing the responsibility of this unique position, Ege University, in the last decade, has been channelling more of its resources to attaining its goal of becoming one of the world’s best universities in the globalizing world.

The first concrete attempt for quality and improvement-focused initiatives has been made in 2001. Turkey has accelerated its efforts on quality issues during its candidacy application process for the European Union membership. Adjusting and altering some aspects of the Turkish Higher Education system and adapting it to the European Higher Education Area (EHEA) has been one of the pre-requisites of the candidacy procedure. The year 2001 coincided with Turkey’s intensified efforts on the political arena to integrate itself to the European Union.

In 2001 Ege University prepared a “Continuous Improvement and Change Project” in accord with the requirements of EFQM (European Foundation of Quality Management). Different working groups composed of volunteers worked on thirty-seven topics and four major thematic projects to increase the penetration of The Total Quality Management Approach in the University, for three years. This initiative was named as “My University Programme”.

Subsequently a Strategic Planning Council was established, composed of five members; namely, the Vice-Rector, Secretary General and three elected academicians. Between 2001-2004, the council analysed the feasibility studies and categorized the data collated by the working groups and finally prepared a draft document about the mission, vision, norms and values and strategic goals for the University. The draft was submitted to the Senate and was approved on April 5, 2005. Consequently, a long process was commenced involving the participation of all academic and administrative units. University Strategic Planning Boards were constituted at the level of Faculties, Institutes, Research and Application Centres and Directorates. The staff heads of all these units were also members of these Boards. A special training was given to all board members. Finally, each Strategic Planning Board prepared and submitted a strategic activity report including the mission, vision and goals of their units to the upper council. All the suggestions and activity reports were carefully studied by the University Strategic Planning Council. The council integrated all the new ideas and formulised the mission, vision and the strategic goals of Ege University.

During this period, The Higher Education Council initiated an action to evaluate the Turkish Quality Assurance System to determine and overcome the deficiencies of Turkish Higher Education system. The Academic Evaluation and Quality Improvement by-laws were published in September, 2005. An Academic Evaluation and Quality Improvement Committee (YÖDEK) was formed and Ege University representative was elected to be one of the nine members of this National Committee. In accord with the by-laws, Institutional Academic Evaluation and Quality Improvement Committees (ADEK) were formed. At Ege University the institutional committee composed of 12 members, prepared a self-evaluation report and sent it to YÖDEK. Thus, a self-evaluation process was started at Ege University.

Consequently, Ege University has felt the need to seek the guidance of an international accreditation agency and has applied to the European Universities Association for an assessment. With this application, the University aims to obtain an objective and quantitative feedback on its existing system, to assist its efforts of continuous improvement in providing high quality human resources to respective sectors in society, in reaching global standards and fully integrating itself to European Higher Education Area.
The following Committee was formed from academic and administrative staff to prepare the self-evaluation report to be submitted to EUA.

**Chairman:**
Haluk BAYLAS,

*Professor, Vice–Rector*

**Academic Secretary**
Fazilet VARDAR SUKAN,

*Professor, Director of Science and Technology Centre*
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*Secretary General of Ege University*

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*Associate Professor, Vice–Dean, Faculty of Education*

**Student Representatives:**

Ural Gökay ÇİÇEKLI

*President of Student Council*

Zeynep Elvan YILDİRİM

*Student Representative of Engineering Faculty*

This committee utilised the institutional activity reports, existing documentation and statistics, evaluated the suggestions of student representatives and prepared a detailed report. This report was submitted to the University Senate and took its final form subsequent to discussions and respective contributions. It is also published at the University web page.
2. NATIONAL AND INSTITUTIONAL CONTEXT

2.1 Turkish National Higher Education System

The basic structure of the Turkish national education system is defined by the Basic Law on National Education (Law no. 1739). The educational system in Turkey is structured under pre-school, primary, secondary and higher education levels. The eight-year compulsory primary education is followed by a secondary education which is a minimum of three years general or vocational-technical education. Education at all levels is free of charge in state schools and universities with the exception of a symbolic student fee in universities. The general structure of the Turkish Education System is presented in Appendix 1.

2.2 Evaluation of Regional and National Situation

Turkey is a country located at a point where the three continents (Asia, Africa, and Europe) are closest to each other and where Asia and Europe meet. It is 1500 km from west to east and 600 km from north to south, covering a territory of 914,578 km² of variable geographic, climatic characteristics severely splitting the country into distinctive socio-economic regions.

Because of its geographical location, the mainland of Anatolia has always found favour throughout history and has been the birthplace of many great civilisations. It has also been prominent throughout the history, as a centre of commerce because of its land connections to three continents and the seas surrounding it on three sides. It has been a democratic state since 1923 and it is the only secular state in the world, where the majority of the population has Islamic faith.

The country with its young population, highly-skilled competitive labour, huge domestic market, unique geographical location, dynamic private sector and regional connections, possesses a great potential for international investors. Turkey has government agencies, with a direct remit for innovation policy and these issues are combined with serious efforts for establishing a national innovation system. It has an institutional structure with a long-tradition of policy development in the field of technological development and innovation policy.

With its population of 71.3 million, Turkey has agreed to partake responsibilities in a number of international organizations and agreements. In addition to its socio-economic strengths, it puts a lot of emphasis on research and higher education. 55% of its gross national R&D expenditures go to higher education and this is higher than the EU average. The biggest proportion of these resources allocated to higher education is distributed between three metropolitan cities of Turkey one of which is İzmir.

İzmir is the Turkey's third largest city after Istanbul and Ankara and the second most important port. It is located on the west coast of the country possessing a large hinterland known as the Aegean Region. Although the Aegean Region covers approximately 170,000 km² which is 21% of Turkey's territory, it is one of the most advantageous regions of Turkey, with respect to its geological structure, natural resources, climate, river regimes, water products, natural vegetation, soil formation and fertility, land usage, agricultural products, animal farming, and energy resources.

Cultivated land covers a large portion in the Aegean Region. More than half of Turkey's tobacco production and one-third of cotton originate from this Region. The region is also a major producer of fruits and vegetables. Seedless grapes (35%), figs (80%), olives (48%), citrus fruits and related industries are predominant and constitute the major export items of the region.

The region is the second largest industrial region in the country after Istanbul with very specific socio-economic differences. Total population of the area is approximately 15 Million, possessing a GDP Share of 15.2%, 2,642 USD Per Capita in the region. Total exports and imports in these areas amounted to 8 and 6 billion USD, respectively, in 2001. These values are 25% of total exports and 14% of total imports.
The economy is agro-industry oriented, food, textiles, leather, plastics and machinery are in the lead in with İzmir as the capital encompassing all industries and others are concentrated in the surrounding provinces; the olive oil industry in the North of the region, sugar factories and synthetic fertiliser factories, carpet weaving, cotton processing in the inner parts. A large oil refinery (TUPRAS) and the largest Petrochemical Plant of Turkey, PETKIM are located at Aliaga near İzmir. There is a very large organized industrial region in Central İzmir and five others in the periphery encompassing a total of 1300 companies, providing employment for 60,000 people.

The region contributes to the electricity production in Turkey through thermal, hydroelectric and geothermal power plants. Tourism also contributes considerably to the economy of the region.

İzmir ranked as the 3rd among 81 cities in State Planning Organization Socio-economic Development Index, in the year 2000. In other words, İzmir has made the third largest contribution to the Turkish economy, by producing 7.3 % of Turkey’s GDP in 2000. In addition, the income per capita level in İzmir is generally higher (in 2000 by 1.5) than the country’s average per capita. Services sector leads by 63 %, followed by industry (29.5 %) and agricultural production (7.5 %).

It possesses a large potential for investment, with good transportation and communication infrastructures, proximity to domestic and foreign markets, availability of qualified man-power. The city is approximately 600 km to Istanbul and to Ankara. It has a free-trade zone, a harbour and it is located at the junction of the main highways to other major cities.

2.3 Brief Presentation of the Institution

2.3.1 Institutional Development

Ege University was established in 1955 (according to Law No: 6595) with two faculties: Medicine and Agriculture as the fourth university in the Country. In 1982, it was one of the largest universities in Turkey with 17 Faculties, 9 Schools and 7 Institutes when it was divided into two separate universities; Ege University and Dokuz Eylül University by a State decision. After the division; Ege University ended up with 7 Faculties, 3 Schools and approximately 9000 students.

Today, it is a research based, teaching oriented institution, training students up to Doctorate level. In the academic year of 2005-2006, it has grown to encompass 3,196 academic staff and 42,693 students.

2.3.2 Location and Facilities

Ege University is located in Bornova, a district of İzmir and it is many buildings and facilities are scattered over 3,450 hectares of land. The natural environment of the University supports the creativity and motivation of the students.

All of the faculties and four of the schools and three of the vocational schools are in the Campus. The University has an additional Campus in Çeşme and there are four Vocational Training Schools located in various districts of İzmir respectively Ödemiş, Tire, Bergama and Bayındır. Thus, it actually serves the public in a decentralised way through its various units scattered around the hinterland of Metropolitan İzmir.

The University has, well-equipped laboratories where the students learn to put into practice the skills and theory studied in their courses. A sufficient number of personal computers, workstations and servers are available for student use, as well as a wide range of logic elements, peripheral devices and instrumentation.

The physical facilities of the Campus are excellent, with good roads, car parks and signboards. There is a modern central library, indoor sports facilities, an indoor Olympic swimming pool, tennis courts, athletics and football fields, cafeterias and a shopping centre. Furthermore, a civil community centre, a leisure club and a guest house are also present in the campus.
It is easily accessible from all parts of İzmir. The inner-city transportation to and from the Campus is provided by buses of Municipality and by metro.

Campus Cultural Centre located in the Campus and Atatürk Cultural Centre in Konak, are recreational and social centres that accommodate various cultural and arts activities and performances, national and international congresses, conferences, symposia, continuing education courses and professional development seminars.

In addition, the University also has:
- A Library
- An Observatory
- A Natural History Museum
- Botanical Gardens
- A Publishing House
- An Olympic Swimming Pool and a Sports Centre
- Housing Facilities for Personnel and Dormitories for Students

These facilities are very extensive and some of them present the only examples of their kind in the country such as the Botanical Gardens and the Natural History Museum.

2.3.3 Academic Units

Ege University has 11 Faculties; namely, Agriculture, Communication, Dentistry, Economics and Administrative Sciences, Education, Engineering, Fisheries, Letters, Medicine, Pharmacy, and Science and three Graduate Schools; namely, Pure and Applied Sciences, Health Sciences, Social Sciences. Additionally there are 6 four-year Schools (one of them is a Conservatory), 7 two-year Vocational Training Schools, 6 Departments directly connected to Rectorate and 26 Research and Application Centres. The list of the academic units and Research and Application Centres is presented in Appendix 2.

There are 55 Study Programmes offered at Bachelor’s level and 35, 34, and 52 graduate programmes, respectively in Graduate Schools of Pure and Applied Sciences, Health Sciences, and Social Sciences. A detailed list of these is given in Appendix 3.

2.3.4 Numbers and Distribution of Students and Academic Staff across Faculties

A total of 42,693 students are enrolled at Ege University in the present academic year, out of which 27,262 are at undergraduate, 11,582 at associate, and 3,849 are at graduate degree levels (Appendix 4).

The number of students enrolled in associate, bachelor and postgraduate programmes during the last five-year period and their distributions are presented in Appendix 9, Table 1.

The number of the academic staff is 3,196 and the distribution of academic staff across academic units is presented in Appendix 4. The composition of the academic staff based on academic titles is presented in Appendix 9, Table 2. This presents a ratio of 13.4 students per academic staff which is approximately half of the national ratio which is 23.4.
3. INSTITUTIONAL NORMS AND CORE VALUES

3.1 What is the University Trying to Do?

The mission, vision and values of the University were sought through a long series of discussion platforms involving 300 academicians, administrative staff and students. Consequently, a consensus was reached on the vision, mission and values of Ege University on May 22nd, 2003.

3.1.1 The Vision

To become one of the top leading Universities in the World in teaching and research by forming and developing contacts, collaborations and co-operations with national and international platforms of science and technology, and by promoting a strong institutional culture and identity.

3.1.2 The Mission

➢ To produce new knowledge at global scale
➢ To produce competent, capable and innovative graduates who are up-to-date in knowledge, well-equipped culturally and are aware of the national and global issues
➢ To endeavour to improve the life quality of the society at regional and national level

3.1.2.1 Management

• The institution is already a prestigious university with respect to its local, regional, national positioning and aims to become a global institute at international level.
• The institution values international relations at European and international levels and partakes in numerous activities to achieve this.
• The institution aims for a decentralised approach whenever possible within the constraints of the national system which favours a centralised approach.

3.1.2.2 Academic activities

• The institution aims to achieve a complete balance among its teaching, research and other services.
• The institution aims to keep its programmes and research abreast with recent developments and social needs. It actually pioneers in certain fields of research, teaching as well as services provided.
• The institution prefers an interactive didactic approach where theoretical teaching is supplemented with practical education.
• The institution emphasizes the importance of foreign language therefore has a compulsory English preparatory year for all students and proficiency in foreign languages is a prerequisite of all academic promotions.

3.1.2.3 Academically related activities

• The institution has extremely close relations with the society, external partners, local and regional government as well as with the central state institutions such as the Higher Education Council, Scientific and Technical Research Council, Patent Institute, the Directorship for the Support and Development of SMEs and numerous Ministries and is invited to be represented in the respective committees and working groups of these organizations. It aims to maintain and even improve its participation and contributions at these levels.

3.1.2.4 Funding

• The institution has favourable relations with its funding agencies public and others such as research contractors, within the constraints of the national system and has developed novel systems for revenue creation.
3.1.3 Core Values, Norms and Strategic Objectives

The core values, strategic goals and activities were determined subsequent to the SWOT analyses conducted at different levels. A general consensus was reached and the performance indicators for monitoring system for each and every strategic goal were agreed upon (Appendix 7).

**Core Values:**

Scientific, Universal, Socially Responsible, Contemporary, Innovative and Creative, Participatory, and Reliable.

**Norms:**

- To seek for quality in education
- To promote scientific approach
- To emphasize academic performance and quality
- To respect human rights and universal norms
- To esteem ethical values
- To unite national and global approaches
- To value environmental sensibility
- To favour continuous improvement in administrative policies
- To utilize all resources effectively
- To pursue a just and consistent administration
- To unite freedom and discipline harmoniously

3.2 How is the University Trying to Achieve Its Aims?

3.2.1 University Leadership

The Rector, appoints three vice-rectors who is each responsible for the different issues: research, industrial relations, construction, student affairs, international relations, educational matters, etc. The Rector also forms a number of advisory bodies and boards to provide consultancy on special issues.

3.2.2 Administration and Decision Making Process

Although the main bodies of the University’s decision–making are prescribed by national law, it is how these laws and regulations are implemented which determines the success of organizational structures. The University’s decision making power is separated between the Senate and the Executive Board, thus it can be said that there is a partial delegation of power, however there are no mechanisms for separation of power, since both the Senate and the Executive Board are chaired by the Rector and composed of professors. The Rector carries an ultimate responsibility towards YÖK and the Senate.

The compositions of both bodies - the Senate and the Executive Board - are defined by law. Therefore, regional representatives cannot be included. However, representatives from industry, media and NGO’s are involved in Advisory Councils of various Units (Research and Application Centres, Vocational Schools, etc). Senate consists of Rector, Vice-Rectors, Deans, Directors of Graduate Schools, Presidents of High Schools and Vocational High Schools, elected faculty representatives and the Secretary General as the reporter. Head of the University Student Council participates in Senate meetings.
University Executive Board is chaired by the Rector, and consists of Vice-Rectors, Deans, three elected members representing Graduate Schools of Social Sciences, Pure and Applied Sciences and Health Sciences. The Secretary General attends the meetings as the reporter. Senate has the authority of forming committees to study issues in more detail, if required. The list of the committees formed is given in Appendix 5. The organizational chart of the University is updated regularly and distributed to all units (Appendix 6).

The organizational and administrative structure at the faculty level is in parallel to the general structure at the University level. The Dean has an ultimate responsibility towards the Academic Board of the Faculty, the Rector and the Senate. It's the Dean’s responsibility is that the Faculty is run in line with the laws of the country as well as with the internal regulations of the University. Faculty management also includes Vice-Deans and the Faculty Secretary.

Teaching, education and research are coordinated by the Dean and respective boards; the Faculty Board and the Faculty Executive Board. A student representative participates in the Faculty Board, when required.

A class representative is elected from each class and programme. Class representatives elect programme representatives; programme representatives elect school student representatives and student representatives form the Student Council.

Appointments of professors, associate professors, and assistant professors are done by the University Executive Board according to the reports of independent referees. Academic positions are advertised on national newspapers, and selections and appointments are carried out according to the by-laws of Appointment and Promotion Criteria of Academic Staff.

The decision making strategy of the University indicates a matrix form. The proposals from the academic staff, departments and faculties are meticulously evaluated by the administration and utilised towards the improvement of accepted practices. It can be stated that within the given constraints of the existing national system, the practices adopted by Ege University administration present a transparent and democratic approach which allows a collective contribution of academicians. The implementation of voluntary Working Groups, as described in the Preface, clearly demonstrates this.

3.2.3 Degree of Centralisation and Decentralisation

Although the University endeavours to propagate its services to the community in a decentralised way through its various units scattered around Izmir, the management strategy is centralised on major issues. The Directors of the individual Vocational Schools take part in the decision making process and are represented in the Senate.

A hybrid model comprised of decentralised and centralised units had been adopted prior to the 2001 restructuring. Recently, all logistics services of the University have been evaluated and the administration in the required fields was centralised. The personnel, student registration, purchasing, inventory management processes are conducted centrally with the help of automation software.

The recruitment of staff, development of curricula and study programmes are subject to central administration approval and student registration is carried out by the Rectorate under the Directorates of Administrative and Financial Affairs, Student Affairs and Personnel Affairs. Plans for academic activities are formed at the departments and are finally represented to the Senate for the approval, subsequent to discussions at faculty levels.

A semi centralised structure for financial management was accepted in 2003, with the Law of Public Finance Management and Control (No: 5018). The authorization of expenditure is now shared among the directorates of Rectorate. This legislation aims to provide an auto control mechanism by decentralising the power within the administrative units of the University.
3.2.4 Balance Between Teaching, Research and Other Services

At Ege University there is no division between teaching and research. Staff promotions are directly dependent on excellence in research, establishing the integrated link between teaching and research. The priorities in the educational area are to increase quality of undergraduate studies and to concentrate efforts on graduate programmes. The University puts a specific emphasis on interdisciplinary, and collaborative studies.

The Research and Application Centres are primarily in interdisciplinary areas or represent topics in research frontiers and their Directors are responsible to the Rectorate.

Of the 42,693 students presently enrolled at Ege University; 28% are in associate programmes, 63% in undergraduate programmes and 9% are graduate students. Although being an education oriented university, it is clearly stated in its strategic plan that research side should be improved. In accordance with this target considerable emphasis is put to theses supervised at masters and doctorate levels and financial support, though limited, is allocated to most theses through Scientific Research Projects Unit (Bilimsel Araştırmı Projeleri-BAP).

Number of the publications made by Ege University academicians in journals of SCI-SSCI-AHCI increased from 337 in the year 2001 to 768 in the year 2005 (Appendix 9, Figure 1). This increase promoted Ege University to the 6th position amongst 93 Turkish Universities. This result is clearly a reflection of this targeted strategy.

3.2.5 Teaching and Education

Ege University is a teaching and research university, offering degrees at various levels up to post-doctoral. The degree structure is based on two main cycles (Bachelor and Masters) as envisaged by the Bologna Declaration in most academic fields. Many students seek to further their education by continuing with a Master’s programme either at their alma mater or in other national / international institutions. Both masters and doctoral degree studies involve taught courses in addition to tutoring.

The development of curricula and study programmes are subject to central administration approval. The curricula of all academic units at the University are discussed and designed by the respective Departments and Faculties and submitted to the Senate for approval.

The admission of students to Ege University is in accord with the National System described in Section 2.1. Student registration is carried out by the Rectorate.

An academic year consists of fall and spring semesters, each has a study period of 70 days, covering midterm, final and make-up exams (if any). A summer school concept was introduced which presents an opportunity to take courses from other departments and universities. Although the curricula of some departments of Faculty of Education and Vocational Schools are imposed by YÖK, curricula of associate and bachelor’s degrees are generally determined by Boards of Departments, Faculties and Vocational Schools and are approved by the University Senate.

The total number of credits required to graduate from a bachelor’s degree programme, vary between 120 to 160 credit/hours, in different programmes. On the other hand, Faculties of Medicine, Dentistry, and Pharmacy have class passing system.

The medium of teaching is Turkish at Ege University except in some selected faculties and departments. In the Department of Chemical Engineering, all courses are taught in English. In the faculty of Economics and Administrative Sciences two-thirds of the curricula is offered in English. In other faculties and departments curricula have English-supported courses. However, all first year students enrolled at Ege University are required to take an English Language Examination unless they already possess a Certificate of English Proficiency, such as TOEFL, IELC, etc. Those who fail to pass the proficiency exam of Ege University are placed in the English Preparatory School and are required to spend one year learning English.
A graduation thesis is required in most programmes except in the Faculty of Medicine. In the faculties of Economics and Administrative Sciences, Communication, Education and Pharmacy there is no any requirement for graduation thesis, instead, preparation of a project is necessary. In Letters Faculty students choose elective courses from a selection according to their interests instead of graduation thesis.

In the faculties of Science, Fisheries, and Economics and Administrative Sciences, it is possible to obtain Bachelor’s Degrees by following specially offered and scheduled evening classes, after school hours (Second Education). This is an opportunity for those who need to work to support their education.

Also Ege University offers students opportunities to seek double major and minor degrees in some units, such as Engineering and Science Faculties to motivate the successful students.

### 3.2.5.1 Preferred didactic approaches

The didactic approaches of academic units of Ege University are varied according to respective needs. The Institution has recently initiated a reform of Curricula in all departments and Professional associations and employers have been partially involved in this restructuring to improve the employability of the graduates.

The Institution puts a special emphasis on the regional socio-economic priorities in developing its programmes or establishing new ones especially in the Vocational School programmes. For example, Ege Vocational School has special programmes jointly developed with and sponsored by industry, such as cosmetics, automobile repairs (with TOFAS), and painting (with Akzo - Nobel).

Ege University is aware of the importance of having an infrastructure equipped with modern technologies and is continuing to invest in information technologies. Courses are supported through audiovisual materials which are designed to improve the visualization and reasoning abilities of the students.

The team spirit and team work is encouraged by means of group studies. Courses are, into two groups as compulsory and elective. Students have to take compulsory courses from field-specific core courses in their departments. For electives, they can select courses from the elective pool offered. The number of elective courses was increased to give flexibility to students to focus on their areas of interest.

Programmes involving theoretical and applied courses are supported by laboratories, studios and clinics. The Faculty of Agriculture has two Research, Application and Production Farms situated in Mordogan and Menemen to give students a better grasp of agricultural activities and to supplement their theoretical and practical skills. The 50% of the courses in the curricula of the faculty compose of applied courses. The Faculty of Engineering, Departments of Textile, Food Engineering and Bioengineering have modern pilot plants that are used for research and the practical training of the students. The Faculty of Communication has digital editing facilities in the Radio, Television and Film Department, Ege Press Agency and photography studios in the Journalism Department. All mentioned facilities provide a wide range of opportunities for applied studies for students.

Internship or practical training, generally during the summer, is compulsory for students of some programmes in the Faculties of Agriculture, Engineering, Fisheries, Science, Education, Medicine, Dentistry and Pharmacy and optional in the faculties of Economics and Administrative Sciences, Communication and Letters. The duration of practical training for each programme varies between 4 to 8 weeks. In addition, technical trips and excursions are organized for students in order to improve their understanding of their selected fields of study. In the Faculty of Economics and Administrative Sciences, training programmes, panels, symposia and conferences are regularly organized in cooperation with the experts from well-known companies. Some courses are organized to be fully or partially taught by professionals from industry to widen the vision of the students.
The medical curriculum is 6 years long and contains two parts; Theoretical Teaching Hours (TTH) and Practical Medical Training (PMT) both contributing towards gaining understanding and skills in structured or unstructured formats. The medical curricula has been restructured recently into a community oriented, outcome-based format. The new model emphasizes the use of active learning techniques at authentic situations and small groups.

3.2.5.2 Continuing education

Although Ege University believes the importance of life long learning, it is in the initial stages of developing a Life-Long Learning initiatives and strategies. In 2001 it has established Ege Continuous Education Centre (EGESEM) to provide courses in continuous education. The Centre cooperates with professional organizations, employers and other stakeholders in developing LLL Programmes. It tries to respond to their foreseen needs as well as providing assistance upon request.

Furthermore, while the Department of Computer Engineering, Foreign Languages Department and Institute of Turkish Studies provide courses for the general public. The University also organizes entrepreneurship courses in collaboration with KOSGEB for students who which to set up their own businesses upon graduation.

3.2.5.3 Extracurricular activities

Throughout the academic year, students, academic and administrative staff can participate in sports competitions as well as variety of cultural and social activities. These activities take place at cultural centres, conference halls and sports facilities. There is a traditional period of Festivities during the second half of May each year, which is primarily organized by students. Extracurricular activities are designed for students to develop their social skills and to integrate academic education with social education. Presently there are nearly 3,650 students registered in 49 student clubs at Ege University. The clubs are financially supported by the General Directorate of Health, Culture and Sports (Appendix 8). Ege University continuously tries to improve the quality and quantity of its social and cultural activities.

Some of these clubs have nation-wide recognition. For example, Ege University Science and Technology Student Club was chosen to be the most active Science and Technology Student Activity Group, and Ege University Gateway Student Association was chosen as the most active Student Career Club in a contest held in 2006, amongst 710 University Activity Groups.

3.2.5.4 Student support services

Ege University shows its sensitivity to the University community by giving paramount importance to student, academic and administrative staff health care. The University provides fully comprehensive service providing general medical care. These are carried out by the General Directorate of Health, Culture and Sports in its purpose-built and modern health centre located in the centre of the Campus. There are 19 doctors and 64 health staff. General health services including Programmes to Quit Smoking, Sexual Health Consultancy and Nutrition and Diet Clinics are available students. Also, Psychological Consultancy and Guidance Services are provided to assist students to deal with their personal problems and guide them through their personal development.

Ege University has gained a wide reputation for the quality of its social and cultural activities, which take place on the Campus. The activities are designed for the enjoyment of students, academic and administrative staff and to develop new and existing interests. The University offers opportunities for personal, cultural, social and professional development that complement the richly complex and challenging academic life of the University.

In addition, financial support programmes are provided for the students. Scholarships from 31 institutions including public, private or University funds are distributed to 6440 (approximately 15%) needy students in the
academic year 2006-2007. Furthermore, 441 (1%) students are given part-time jobs within the campus. The Career Planning Unit performs traditional Career Fair and Career Days activities organization twice a year.

Two cafeterias on campus provide cheap and good quality food to all students and 200 students benefit from charge-free cafeteria programme. There are various alternatives for accommodation services. For students who prefer to stay on campus, state funded dormitories with provide 5210 bed-capacity lodgings. Private dormitories are also available in Bornova. Ege University Student Village with a 300 bed-capacity was opened in 2006. The bed capacity of this student village increase to 2000 in 2007.

3.2.6 Research Activities

The research activities are managed by the Ege University Rectorate. The rector appoints one of the vice-rectors to manage research activities.

3.2.6.1 Research support

State funds are coordinated by the Scientific Research Projects Unit (BAP) of the University. BAP is composed of the directors of the three graduate schools and seven members appointed by the Rector based on the nominations from the University Senate. BAP allocates the budget to fields, selects projects to be funded and monitors their progress through regular reporting. BAP allocates separate funds to support masters and doctorate theses projects.

Through its various sources of income the University also allocates an annual budget of approximately 500,000 € for R&D programmes coordinated through its Science and Technology Centre (EBILTEM). Presently there are 27 different support programmes in this category.

National and International Research Programmes, funds from international bilateral agreements and support of scientific associations and organizations are also promoted extensively primarily by EBILTEM. Researchers are encouraged to apply to different funding bodies to attract additional support to the University’s research projects. A lot of emphasis has been given to EU Framework Programmes.

EU Research Programmes Coordination Office was established in 2002. It works in coordination with the FP6 National Coordination Office within the structure of TÜBİTAK (The Scientific and Technical Research Council of Turkey). The mission of the Office is to increase Turkey’s involvement in the EU Framework Programmes and, in regional platform to assist in facilitating the integration of Turkish Research Area with the European Research Area. Functioning as an Institutional Contact Point, the Office is in direct contact with the representatives from the European Commission, institutional contact points and researchers. The Office contributes to efficient participation to the Programme via disseminating information coming from the National Contact Points to the relevant institutions and persons.

EU Research Programmes Coordination Office acts as a Regional Contact Point in the region, providing services to 14 Universities in Aegean Region, Research and Application Centres, SMEs, Industrial Associations, Regional Authorities and NGOs. Within the last four years 66 seminars and info days workshops were organized and a total of 45 national and 20 international informative meetings and training activities have been attended. The expertise gained has been disseminated to the interest groups through publications, training seminars and individual tutoring. The office assists researchers in Western Anatolian Universities, in finding partners, applying for EU Programmes and in disseminating information through a specially designed web-site and researcher data base.

3.2.6.2 Research and technology transfer in cooperation with industry

The University also has close ties with other national and regional organizations and industry through the Science and Technology Centre providing an effective interface between industry and university, with the support of Ege University’s infrastructure and expert manpower. Strengthening the inter-departmental ties to encourage interdisciplinary collaboration for joint projects and shared equipment, initiating and supporting international and
industrial co-operation and securing funds for different projects of regional and industrial priority, promoting as well as facilitating technology transfer to the industrial sector in the Aegean Region need to be mentioned as major interest areas.

Through EBILTEM agreements have been signed with national/regional organizations which are key players in the Turkish Research and Innovation platform, such as; the Turkish Patent Institute, KOSGEB, TÜBİTAK, and The Aegean Region Free-Trade Zone. It also collaborates closely with the European Union Business Centre in Izmir. These enable the University to give in-house services on topics such as; IPR, FP6 programmes and financial support mechanisms. It also provides tailored services to Industry, in the form of consultancy, joint research and training projects, and other cooperative activities.

Furthermore, there are a number of complementary units on Campus:

- The “Turkish Patent Office” has a special liaison office on Campus as a consequence of a protocol signed between the Rectorate and TPI.
- “KOSGEB Business Incubator” is also situated on Ege University Campus and the University is a shareholder in the Izmir Technopark.
- The first University “Spin - Off Company” in Turkey was formed at Ege University in 1999. The Project started in 1998. The aim was to develop an appropriate commercial technology for the cultivation of the microalgae and to construct a pilot scale cultivation plant for outdoor production of Spirulina platensis in Aegean Region through Technology Transfer from university to private sector.
- “Ege Innovation Relay Centre (IRC - EGE)” is a European Union supported project with a Mission for International Technology Transfer. IRC - EGE was established through a consortium of Ege University, Aegean Chamber of Industry, Izmir Ataturk Industrial Zone and the National Directorship for the Support and Development of SMEs (KOSGEB). It has been active since April 1st, 2004 a new IRC in the Innovation Relay Centre (IRC) Network which is a European support network for the promotion of research, technology transfer and innovation. IRC-EGE head office is located at Ege University Campus and it is responsible from the Aegean Region, Western Turkey, comprising of 14 provinces in Western Turkey. Through the various services provided by IRC-EGE, the benefits of technology transfers has been demonstrated to regional SMEs establishing a much sought for “innovation culture” and SMEs have been encouraged towards upgrading their technologies. In the last 3 years it has served to over 1000 companies in the region accomplishing 29 Transnational Technology Transfers.

3.2.7 Public Service Activities

Ege University hospital is one of the fully equipped and the biggest tertiary health care service provider institution of the country, and has a more than 5000 staff (health care and support) which serve the patients form all over the country. Specifically organ transplantation, pediatric surgery, neurosurgery and in-vitro fertilization services are very well developed (Appendix 9, Table 3).

As is clearly can be seen at the mortality rates, operation numbers and inpatients care numbers, the hospital focus was on high quality inpatient care at the last five years. Similarly approximately 40,000 patients are treated in the Faculty of Dentistry, annually.

Public services in the form of chemical analyses, selling of produces, plant material, are also provided by other units such as Faculty of Science, Faculty of Agriculture, Food Engineering, and Faculty of Fisheries, Textile Engineering.

3.2.8 Local, Regional, National and International Positioning

Ege University is a leading prestigious higher education institution of both Izmir and the Aegean Region. With respect to its student profile Ege University has transformed from a regional higher education institution into a national university in the last 50 years.
Today, the University is being preferred by talented and successful students from different regions of Turkey. When the University Entrance Examination scores of admitted students are analysed, it is seen that one third of the first year students are the first 10% achievers of the Entrance Exam at the year 2005. Based on year 2006 survey of first year students, approximately half of the first year students (46.3%) come from outside the Aegean Region of the country. This finding shows that the Ege University is not a regional Institution and it is being widely preferred by students from other regions of the country.

Similarly, Ege University is the leading research university with 3849 graduate students. Historically, Ege University has been the alma mater of most of the core academic staff of the regional universities. Many graduate students from new, developing universities are sent to Ege University to complete their education and return to their own Universities. Presently there are 204 such students studying at Ege. In the year 2004, it was also chosen by the State Planning Organization as one of the three Universities to participate in the Academic Staff Training Project (ÖYP) introduced to provide qualified academic staff for developing universities. 30 students are being trained under this pilot scale project.

The University has traditionally played a leadership role in the region. It has a number of practices which are completely innovative and unique in Turkey, such as its industrial relations, approach to EU projects, special programmes for students, etc.

One example for this is the recently developed “Industrial Experience Certificate Programme” which is being implemented in collaboration with the Aegean Region Chamber of Industry. This is an optional certificate programme offered to undergraduate student who wish to work for at least 12 months in an industrial company prior to obtaining their Bachelors Diplomas. The programme is being initiated in pilot scale this year for the Engineering students and has so far attracted a lot of interest amongst students since it is believed to enhance employability odds.

It has pioneered and is renown nationwide in several disciplines and applications such as, organ transplantations, in vitro fertilization and remote sensing. It established the first Bioengineering Department in the country in 2000, presently providing undergraduate, masters and doctorate degrees to a total of 170 students. The European Union supported “Aegean Centre of Excellence in Bioengineering / Biotechnology” carries out its activities under the auspices of this Department.

It has good relations with all stakeholders, has an approachable and respected image in the region. It tries to act as a model to younger universities in its relations with the public, the industry, professional organizations, governmental regulatory bodies, non-governmental organizations and other secondary education and higher education institutions. It is a preferred Mentor for a number of developing Private and State Universities and presently the legal guardian of two young private Universities in the Region; Economics University and Yaşar University.

The University is represented in the relevant committees of the İzmir Development Agency, Aegean Chamber of Industry, İzmir Chamber of Commerce, Municipalities of İzmir, Bornova and other counties, the Governor's Office, various NGOs and industrial companies. Ege University is also an active member of the network of the Black Sea Universities. Academic staff participates in joint projects on local and regional problems with industry either as consultants or Project leaders. Similarly, academic staff takes part in numerous national and international projects.

3.2.8.1 Relationship with society

In 2003 Ege University initiated a Social Responsibility Programme in cooperation with Sabancı University. In addition, another project titled “The Community University Project” reflecting the mission of the Project itself was started in 2004. Forty Projects were conducted for the residents of Bornova, with 8 different working groups composed of volunteers from administrative and academic staff of the University, municipal administration and civil society organizations.
The other social responsibility project participated in with civil society institutions is “Local Agenda 21” (YG21) initiated by the Metropolitan city and voluntary groups aiming at producing solutions to urban problems.

In addition, various social services such as, Child and Adult Alcohol and Drug Addiction Research and Application Centre, Disabled Children Rehabilitation and Education Research and Application Centre are good examples for society oriented activities. Ege University Gender Issues Research and Application Centre (EKAM), carries out activities for improving socio-economic conditions of women. Social projects as well as academic studies directed to women and their problems are conducted by this centre with cooperation with local administrations, public institutions and NGOs.

The organization of European Researchers’ Night in Turkey (EUREN-TR), a project supported by the FP6 Human Resources and Mobility Programme can be taken as another example. This was the first and only European Researchers’ Night Event realized in the country and the Event took place in İzmir simultaneously with 30 other cities all over Europe on 22 September 2006. The ultimate aim of the activity was to give the general public, and in particular the young people, an opportunity to meet researchers within the context of festive and ‘fun’ activities and to highlight the appeal of pursuing a research career. There were different shows and competitions, talks, demonstrations and hands-on experiments realized by researchers with public participation.

It is the policy of the University to contribute in the protecting the cultural heritage of İzmir. Thus, the University has restored old historical Mansions located in Bornova. Six such old Mansions are currently in use by the administration. Pandespanian Domicil and Bari House are designed to serve as café-restaurant; Pavilion Murat and Wilkinson Domicil are in usage by both university and society in the content of social and cultural activities.

3.2.8.2 International relations

Ege University is a widely recognised University providing services both at national and to a lesser extent at European level. The academic and administrative personnel are aware of the Bologna process and it has a Bologna Coordinator appointed from the Academic staff.

There is a national system for the recognition of foreign degrees. All the degrees approved by the Inter-university Board are automatically accepted. Similarly, there is a generally employed method vertical and horizontal mobility within the country.

3.2.8.2.1 Student and Teaching Staff Mobility

International and European cooperation plays an important role in the strategic development of Ege University. International activities at Ege University are centrally coordinated and have focused on quality rather than quantity. Ege University International Office coordinates and supports international cooperation activities by encouraging advancement of educational and scientific achievement, social and cultural enrichment. The Office provides assistance and guidance to international faculty and students at Ege University.

In accordance with its mission of becoming an international university, Ege University has entered into collaboration agreements with foreign institutions to promote the enrichment of teaching and research programmes. Believing that such agreements reaffirm the enormous importance of international education and of maintaining a global perspective, the University has developed 10 collaborative agreements with Turkic Republics and 52 collaborative agreements with the other countries, amounting to a total of 62 collaborative agreements.

In addition, it has on-going collaborations with a number of foreign RTD organizations to conduct joint research and training projects, and pursuing cooperative activities. 36 foreign scientists were invited to the University in 2006 and their travel and accommodation expenses were covered by University funds. Similarly 26 international scientific meetings were sponsored by the University Funds in 2006.

Ege University upholds its commitment to coordinate and implement European Union’s Education Programmes (Socrates, Leonardo, and Youth). In December 2002, European Commission signed a series of
agreements with the Turkish authorities to finance a cycle of preparatory measures and pilot actions to prepare Turkey's participation in Socrates Programme. Ege University has been selected as a pilot university and was among one of the 15 Turkish universities for the preparatory measures and pilot actions of Socrates Programme by the Turkish National Agency. Turkey's first Erasmus students were sent to Portugal-Porto University by Ege University.

The Memorandum of Understanding establishing Turkey's full participation in EU Education Programmes was signed by the European Commission and the Turkish authorities in April 2004. Ege University as one of the Turkish universities awarded by EUC (Erasmus University Charter) took part in SOCRATES/ERASMUS Programme in 2004-2005 academic year. Ege University has significantly proceeded in ECTS scheme. ECTS studies are completed in all of the departments. Ege University was awarded with DS Label by the European Commission in 2005. The International Office coordinates an intensive working programme that comprises of all the academic units to facilitate the participation of Ege University in Educational Programmes. In the framework of Socrates/Erasmus Programme, Information Package of Ege University has been prepared on the usage of European Credit Transfer System. University has developed 120 bilateral agreements with European universities within the scope of Socrates/Erasmus Programme in academic year the 2006-2007.

Ege University has ranked the first in number of student and teaching staff mobility in 2004-2005 and 2005-2006 academic years among Turkish universities (Appendix 9, Table 4). However, the number of mobility per student is not sufficient and there is a significant discrepancy between the number of incoming and outgoing students.

Ege University provides welcome, orientation and counselling services as well as academic tutoring and language training. Ege Mobility Centre is one of the six Centres in Turkey that provides information on the study opportunities in other institutions as well as guidance to academic staff as part of the Turkish Mobility Network “TR-MONET” and ERA-MORE Network (The European Network of Mobility Centres). In parallel with its European counterpart, TR-MONET aims at removing obstacles to the mobility of incoming and outgoing researchers as well as creating synergy through the “European Network of Mobility Centres” in making Europe an attractive place for the research talent from all over the world. The aim of the Mobility Centre is to assist researchers in all matters relating to their professional and daily lives, including practical information on housing, schooling, day-care or language courses.

Furthermore, the University provides limited number of partial grants to students to facilitate student mobility especially for practical training in companies or universities abroad. It is also a member of the IAESTE (International Association for Exchange of Students for Technical Education) and IASEC (International Association for Students of Economics and Commerce) programmes providing traineeship opportunities for undergraduate students.

Ege University also tries to enhance its international attractiveness to students and academicians coming from abroad. It has special funds to support the short term visits of foreign scientists and organization of international meetings.

3.2.8.2.2 Facilities for International Students

Ege University provides a special quota for foreign students who wish to pursue their undergraduate or graduate educations at Ege University. Presently, it has a special attractiveness to students from Turkic Republics, Pakistan and Iran.

International students who have graduated from high schools, lycéums or equivalent institutions and who satisfy the application criteria may apply to undergraduate programmes in Ege University. The total quota for foreign applicants is 150. All the students who are admitted to Ege University are required to pay student fees, which are set by the Government according to the fields of study. Each year 80 scholarships are also granted to foreign students by the Turkish government according to international agreements.
In the present academic year, there are 676 international students at Ege University. The same academic rules and regulations are applied to international students as native students. Accommodation for students is available on the University Campus.

Ege University, Institute for Turkish Studies -Turkish Teaching Centre organised EILC (Erasmus Intensive Language Course) courses in 2004-2005 academic year as one of the five universities in Turkey. The EILCs, a scheme supported by the European Commission, are specialized courses in the less widely used and less taught European Union languages and the languages of other countries participating in Erasmus. The EILCs give Erasmus students (and possibly Erasmus teachers) the opportunity to study the language of the host country for 3-8 weeks, in the host country.

An orientation Programme is also offered to give international students an opportunity to get to know the University life, the department, administration, social and cultural services, İzmir city and all other new students.

3.2.8.2.3 Joint degrees

The University puts a lot of emphasis on the development of joint curricula and degrees with institutions in other countries. In the context of the agreement between YÖK and SUNY-State University of New York, 2005 Ege University and SUNY agreed to conduct two common undergraduate programmes in Computer Sciences and Engineering and Global Politics and International Relations, leading to dual diplomas. Students admitted to these two programmes take their 1st and 3rd year courses at Ege University and the 2nd and 4th years at SUNY. Each programme accepts 30 students each year. Three scholarships will be available each year.

3.2.9 Financial Structure

The annual budget of all state universities are negotiated jointly by YÖK and the University concerned, with the ministry of finance and, in the case of investment budget with the State Planning Organization (SPO). The general structure of funding of Ege University composes of the state budget, the student fee, the revolving fund revenue and other private income.

The biggest share in composition of the Ege University’s funds comes from state. Almost a half of the state budget is used to pay salaries. Materials, consumables, services, equipment and construction are the other elements that are financed through state budget. Although the state budget constitutes almost half of the University’s budget, it is still insufficient to meet demands of university. Like the other Turkish state universities, Ege University also endeavours to create additional revenue. One method is the revolving fund. Revenues gathered from revolving fund consist of income from public services offered by the different units of the University. For the year 2006 revolving fund income is about 45% of the total university funds. Thus, revolving fund is a major source of finance supporting education, research and social services.

The remaining sources of income are private incomes and student fees. Even though they only constitute a small part of the funds, they are also important for the maintenance of some activities. Student fees are collected from students every term. Private incomes are comprised of revenues such as rent, donations and etc. In the year 2006, total amount of private incomes and student fees was about 29 846 252 YTL (€ 16 133 110), comprising about 8% of the total funds.

Ege University also provides a model for revenue creation, through Ege University Development Foundation; with investments such as: a Huge Hypermarket, a Petrol Station, a Computer Production Unit, Insurance Company, and two marketing Companies for Health and Educational products. Currently these are producing much sought for revenue for the University to supplement State funds.

The Administrative and Financial Unit of the Rectorate, plan and coordinate the allocation, distribution and spending of the funds in line with the Public Finance Management and Control Law (Act No: 5018) within the framework of the University’s strategic plan. A performance-based budget allocation system has been introduced through an amendment to the Law 5018 in 2006. This foresees a new budget allocation system for state institutions where the annual performance of the institution determines its share in the budget. The allocation and
distribution of funds originating from different sources for the last six years are presented in Tables 5 to 7 and in Figure 2 (Appendix 9).

Supplementary to the Central budget, research projects in the University are also funded or co-funded by other bodies such as the Scientific and Technical Research Council (TÜBİTAK), State planning Organization, various ministries, industrial companies, international organizations (Appendix 9, Table 8). These grants are provided to support individual research projects and respective faculty members are responsible for their expenditure in accordance with the specific rules and regulations of the funding bodies. The Strategy Development Unit of the University assists the researchers for the management and administration of these funds.

3.3 Constraints

3.3.1 Constraints in Institutional Autonomy

There are numerous constraints regarding employment of academic and administrative staff. According to the current Law, the universities are autonomous in appointing teaching and research personnel. However, the real constraint arises in the availability of positions which are under government control and their distribution depend on other parameters rather than the needs, capacity, and performance of the institutions.

3.3.2 Constraints in Personnel Recruitment

- All employees of the state universities are state employees.
- The government fixes their salaries as well as the yearly increases in their salaries. Standard salaries are determined for all, based on the title and years of service rather than merit and performance.
- The salaries of all employees are low compared to private universities. This puts a serious problem in the recruitment of academic and administrative staff.
- Recruiting new and young academic staff is very difficult. Also, with this level of salaries, losing experienced faculty members to recently founded private universities is a major threat for the quality of academic life.
- It is very difficult to terminate the appointment of civil servants.
- Low salaries restrict the recruitment of qualified administrative staff as well. Therefore, the University is put into a position to assign academic staff to perform some strategically important administrative tasks.

3.3.3 Constraints in Student Selection

- The admission of students to Turkish universities is administered through a central examination system which does not give autonomy to universities.
- The admission scores for faculties are determined by demands of the students. As a result, low demand to some faculties results in low admission scores and poor student quality in line with the low scores.
- Freshman quotas are set by YÖK based on proposed figures of the University. As a rule, YÖK tries to increase programme quotas.
- Students are placed in vocational schools without the central examination scores, leading to placement of unqualified students.

3.3.4 Constraints in Teaching and Education

- The central administration does not interfere with didactic approaches.
- In general no legal constraints are imposed in the design of curricula, course units and credit number of courses. However, for some programmes in the Faculty of Education, YÖK imposes fixed curricula and Faculties of Medicine and Agriculture are functioning within the framework of national core plan.
- Masters and doctorate programmes are subject to approval of YÖK, to provide nation-wide standardization, permission is granted subsequent to evaluation of the unit’s infrastructure facilities, number of academic staff and academic quality.
Theoretically, state universities are free to open or close programmes, provided that the procedures are followed. However, the central and bureaucratic structure makes the process of initiating new programmes a long, tedious and difficult process, dependent on the decision of Board of Ministers and YÖK.

### 3.3.5 Constraints in Research

- Limited research funds
- Severe restrictions in the expenditure of state research funds; for example, if yearly allowance is not spent, the money is returned back to the state
- Legal restrictions for industrial consultancy and contracted research with industry
- Obligations to conduct all industry-related activities through the revolving funds system which is subject to severe taxation
- Brain-drain to other cities, private universities or foreign countries due to better economic possibilities
- in-breeding within the Faculties
- Difficulties for young academic staff to further continue part of their studies abroad
- lack of motivation due to insufficient performance incentives
- lack of self-confidence in researchers to compete for research funds in the international arena
- heavy teaching load
- a general resistance to change and tendency to maintain the status-quo could be added to these factors.

### 3.3.6 Constraints in Public Services

The one and the most influential constraint in health care service provision is government based over centralized legislative and financial system causing the following severe problems:

- Respective decrease in allocated money from public budget to the universities and the University hospitals
- Health care and support staff recruitment and salary policy is very strict and controlled by central government
- Frequent change in budget orders and health care services legislation
- Slow and over bureaucratic service payment schedules and procedures of service user public institutions

### 3.3.7 Financial Constraints

The biggest constraint at Ege and other Turkish state universities is the financial structure that university administrations are faced with, involving:

- Scarcity of funds
- Rigid and bureaucratic procedures and too much state intervention in allocation and spending procedures
- Severe restrictions for transfers within budget allocations
- Inadequate budget allocation for infrastructural investments
- The universities have no authority on the decisions for the student fees. Low student fees detrimentally affect the total revenues of the University
4. HOW DOES THE UNIVERSITY KNOW THAT IT WORKS?

4.1 Quality Monitoring

Ege University continues its efforts to increase total quality of all its activities and to disseminate Quality Management concept to the each and every unit of the University. A number of internal and external mechanisms are implemented for monitoring the quality of teaching and research at Ege University (Appendix 10). Student success rates and evaluation questionnaires are used to monitor the quality of education. The outcomes of educational process are controlled by the statistical data collected continuously. Questionnaires are performed to get feedbacks from students, internal and external stakeholders. Monitoring the quality of administrative processes is maintained by the institutional communication system performed in the University. In this context, the flow charts of procedures are continuously being reviewed at the meetings in directorates and academic units of the University.

Ege University regularly requests feedbacks from strategic partners and students and modifies plans and decisions according to the feedbacks received, when appropriate. All feedbacks in the form of criticisms or suggestions regarding quality management are shared via internet based communication system of the University which is open to access of all partners working for quality management. However since the quality monitoring system has been relatively recently implemented, it has not completely penetrated to all the units of the University, yet.

4.1.1 Student Feedbacks

As the most important stakeholder of education, the students are given questionnaires to obtain their comments on the existing practices of teaching and education and their level of satisfaction about the services provided by the University since 2002.

The data gathered by the questionnaires of 2002 and 2003 were utilised in defining the mission and vision statements of Ege University. The data gathered from the questionnaires of 2006 was taken into consideration in the preparation of the strategic planning practices of the University. The University is determined to conduct these surveys in a more regular fashion in the forthcoming years.

Student performance may also be estimated through the drop out rates in the first year. Although there is no clear data, a telescopic analysis of the students' registration data show that, this rate is varying between 1-4 % percent within the schools.

Similarly, graduation rates and average times of graduates vary between the schools. The figures in Appendix 9, Table 9 indicate a general lag time of 50%.

4.1.2 Feedbacks from External Stakeholders

A survey was conducted to gather the feedback of the external stakeholders of the University as well. In 2003, the feedbacks were collected from 250 persons, 44% from the private sector, 17% from different associations, 15% from civil servants, 14% from media, and 10% from health professionals. The participants were requested to rank the University’s performance on the following subtitles from 0 to 100. The University scored around 72 to 75 in prestige and reputability; modernity, scientific quality, quality of academic staff and education however under Bureaucracy the score was 57.28.

4.1.3 Academic Quality

As it was mentioned before at this report, research is natural responsibility of the all academic staff members. The number of publications in referred journals, the number of citations and the number of externally funded projects, participation in scientific meeting, number of internally and externally funded projects are the major indicators for research. Annual Activity reports are collected from all units and statistics on research and teaching are meticulously kept.
Level of research activity can be measured by different parameters such as the proportion of academicians actively engaged in research. The doctoral student / academician ratio is 2.7 based on 2005 data. The research grants / academician ratio is approximately € 4,500 based on registered project grants in the year 2005. Productivity of research activity may be measured by the average research contract grant per academician which is 1,00 for EU at the year 2005. The publication/ academician ratio is 0.24 again for the 2005 data.

Six-monthly reports are required from all University funded research projects and failure to submit a report twice consecutively leads to being banned from submitting proposals.

4.1.4 Service Quality

In the year 2005, two patient satisfaction surveys for the patients were conducted by the hospital administration. A face to face interview questionnaire was developed and applied to a group of total 1098 (694 outpatient and 409 inpatient) persons by independent experts. Based on this survey results, average satisfaction score has been found to be 3.8±0.9 at 5 point Likert Scale (5 fully satisfied and 1 not at all) and 91.9% of outpatient care services patients clearly state that they will prefer the Ege University hospital for their next health problem. Similarly the average satisfaction rate for inpatients was 3.9±0.8 and 94.1% preferred to come again next time.

4.2 Quality Management

Ege University aims to offer good quality education, research and public service. Ege University has adopted a sustainable quality development approach (CQI) since 2001.

4.2.1 Establishing a Quality Culture

Ege University attributes utmost importance to Total Quality Management applications at structural and functional level. Turkish Quality Association İzmir Branch Office launched out a “Quality Focus Project” in order to inspire the spirit of quality management with the active participation of Ege University. As a part of the above mentioned Project, the first Quality Centre of Turkey was established within the Rectorate of Ege University. The Quality Focus Project is still continuing with an officially appointed coordinator from administrative staff and volunteers from Ege University.

Its activities targeting at different groups are very active. Various projects are being conducted by its Working groups; namely, Quality Centre Training Group, Quality Days Group and Quality Centre Students Group:

• In June 2003, 1568 Ege University students were given questionnaires to be informed about their understanding of Quality Management by Quality Centre Student Group.
• A Quality Management Vocabulary with A to Z with English equivalents was prepared to shed some light to the misconceptions and to clarify the concepts of quality in education sector by a group of six academicians from Ege University. The vocabulary was published in September 2005.
• In 2006, An Alumni Communication Centre was established in order to make cooperation and have communication with graduates of Ege University upon the request of Quality Centre Training Group.
• The art shows, competitions, training programmes, seminars on Quality has been organized within the traditional Quality Days of Ege University since 3 years.

Furthermore, the following activities were performed regularly to inspire the volunteers of Quality Centre:

• Sending of monthly e-bulletin of Quality Association free of charge
• Giving articles, research reports on Total Quality Management for periodicals of Quality Association
• The announcement of activities of Quality Centre in publications of Quality Association
• Free of charge trainings and seminars to the members of Quality Association
• Discount on the activities of Quality Association
4.2.2 Quality Management in Academic Promotions

The University Senate meeting held on January 28th, 2003, the promotions of professors, associate and assistant professors were altered according to the conditions announced at the Interuniversity Council meeting held in 2001. However, an efficient and just promotion system for the above mentioned academic staff has not been constituted yet. The performance based salary system could not be prevailed since the legal infrastructure is still an impediment for it. As a result, the academic staff is still not supported financially.

4.2.3 Quality Management in Education

Engineering Faculty and Medical Faculty has initiated a National Accreditation process which hopefully will lead to an international accreditation of various curricula. Four departments of Faculty of Engineering, namely: Chemical, Computer, Food, and Textile Engineering Departments have got accreditation from MÜDEK, a national accreditation system of engineering programmes, similar to ABET 2000.

Ege University believes the contribution of qualified technical personnel is very important for the country’s economy and thus gives importance to vocational training in its teaching plans. The 25% of students of Ege University study in Vocational Training Schools. However the quality of vocational education is not as good as it should be in these schools. Therefore programmes are being revised jointly with industrial stakeholders in order to educate students in accord with the demands of the sectors.

The quality studies in education are supported by the recruitment criteria which are continuously being increased. The University also requires pedagogical formation from all its academic staff during doctorate studies to improve the quality of the staff.

4.2.4 Quality Management in Research

The University has a policy of rewarding good performance. Academic staff is individually rewarded per academic publication. Project competitions are held annually where good project teams are rewarded and part of the research funds are only available as co-financing to research teams who have been successful in obtaining outside support from other funding institutions. Annual research money is allocated according a formula which involves the total number of publications of individual units during the previous academic year, thus taking into account the academic performance of units.

Ege University’s academic staff’s participation to national and international scientific projects is supported. Ege University’s involvement and participation in the EU 6th Framework Programme is over Turkey’s average. Our main aim is to improve the motivation and quality of research in Ege University.

4.2.5 Quality Management in Services

One of the Research and Application Centres – Drug Research and Development Centre (ARGEFAR) has obtained an accreditation certificate from the Turkish Accreditation Agency (TURKAK) as a result of efforts initiated in 2003. The Centre is now extensively providing analyses services to Aegean Region Exporters. The University has also collaborated extensively with the MEDA Project conducted nationwide, on the Improvement of Laboratory Practices and Validation of Testing Methodologies. A series of training were carried out between 2004 and 2006 on TS ISO / EN 17025, in which selected academicians participated and received certificates. This quality approach is slowly being accepted by a number of analytical laboratories at the University.
5. HOW DOES THE INSTITUTION CHANGE IN ORDER TO IMPROVE?

Quality improvement activities in education have been continuing. Double major programme and minor programme opportunities in some faculties, compulsory English preparatory year, the usage of ECTS studies in all of the departments, DS Label by the European Commission in 2005, achieving the highest number of student and teaching staff mobility in 2004-2005 and 2005-2006 academic years, ÖYP Programme that aims to educate the academic staff for other universities of the region are good examples of such studies. These recruitment efforts will continue within the strategic plan prepared for 5 years.

5.1 Strategic Management and the Capacity of Change

All strategic planning activities are conducted in consistent with the regulations and by-laws of the Higher Education Council, State Planning Organization and Ministry of Finance.

The Institutional planning mechanism involves the participation of all levels of academicians and academic units as described previously. Institutional adaptability to respond to the societal needs and demands have increased in the recent years. The novel approaches the University has implemented have been described in detail in Section 3.2, particularly in 3.2.8.

There is not a systematic study on the evaluation policy of quality of teaching, however there are individual efforts at the level of Departments or Programmes to improve the quality of teaching, based on student feedbacks and efforts of education committees since 2000.

As explained in Section 3.2.8.1, the University is very conscious of the needs of the society and aims to contribute extensively to the improvement of social conditions. Similarly, the University is very eager to improve and increase its relations with international organizations and institutions. It encourages all its staff to collaborate with their colleagues abroad at all levels.

The results of the SWOT Analyses conducted at departmental, faculty and university levels present a comprehensive list of Strengths and Weaknesses of the administrative structure (Appendix 7).

6. CONCLUSIONS

Dedicating its resources in expense of progresses in social and natural sciences at both national and international levels and also educating its students in order to be aware of the national and global issues, besides making them productive and research-oriented and indoctrinate them with the ambition of augmenting the living standards of the society is the mission of the Ege University.

In order to increase the quality and quantity of these services, the University aims to;

- to improve the quality studies
- to increase the income of the University
- to lessen bureaucratic operations, and in order to actualize this make some attempt in governmental level
- to support Ege University’s academic staff’s participation in scientific research projects
- to increase Ege University’s involvement and participation in the EU Projects
- to collaborate with world universities
- to keep going with ÖYP Programme that aims to educate the academic staff for other universities of the region
- to reach the European standards in undergraduate and graduate education

As a university which has developed connections to the national and international platforms of science and technology, and having a strong institutional culture and identity, Ege University sets its goal as becoming a part of the best-quality universities in the world and believes that European University Association Institutional Evaluation Programme will be very beneficial for the University.