European University Association
Institutional Evaluation Programme

SELF-EVALUATION REPORT

Gazi University

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CONTENTS

INTRODUCTION

Council of Higher Education (YÖK), an institution appointed by the Constitution to direct fundamental activities like planning, organisation and coordination of higher education in Turkey passed a regulation named "Academic Evaluation and Quality Improvement in Higher Education Institutions" on September 20, 2005. All higher education institutes in Turkey are obliged to set internal quality assurance procedures in the frame of this regulation.

In Gazi University (GU), strategic planning and quality improvement practices which had already started in June 2005 were put in order after the regulation became effective and within this framework Gazi University Academic Evaluation and Quality Improvement Board (GÜADEK) was established (Annex 3). Besides, GÜADEK Coordinatorships were established in every academic unit of the university. The fundamental mission of GÜADEK can be defined as monitoring the functioning of strategic plan, which was prepared for the goals set in accordance with the mission and vision of the university and as executing institutional evaluation every year from a quality perception for continuous improvement. GÜADEK stated its studies in cooperation with the Strategic Planning Commission (SPHK). A Self-Evaluation Guideline was prepared initially to guide each academic unit to perform self evaluation and reflect the results in a written report (Annex 8a). Within the frame work of this guideline academic units prepared their own self-evaluation reports. These self-evaluation reports were taken into consideration together with the results of satisfaction surveys and SWOT Analysis (Annex 4a., 4b.) in self evaluation of the whole institution.

GU applied to EUA Institutional Evaluation Programme in April, 2006 to gain more dynamism in the direction of institutional change and for strengthening long term strategic planning. The executors of self-evaluation process, which is the basis of this report, are GÜADEK and its prolongations in the academic units. Within this perspective, top management of the university is trying to create "awareness" on quality assurance procedures in order to start transition to total quality management throughout the university. It also emphasizes that institutional evaluation of EUA is an important part of this process.

GÜADEK has analysed and paraphrased self-evaluation reports of academic units according to different topics through sub-commissions formed under its structure (Annex 1.g) in order to realise the self-evaluation process management. In the light of these data, the Steering Committee, comprised of 4 people within GÜADEK, prepared the institutional self-evaluation report. In the preparation of this report as mentioned above SWOT analysis and satisfaction survey results were also utilised. Moreover, the "Steering Committee" organised meetings with academic units in a certain time frame to exchange ideas on specific problems that should be reflected into the report and to give information on the institutional evaluation programme.

However, external sharing of the self – evaluation report has not been considered as satisfactory by steering committee. In September 2006, a meeting was organised to discuss the strengths and weaknesses of the university with important external stakeholders that employ GU graduates. Nevertheless, the self – evaluation report could not be discussed during this meeting since it was not completed.

Desired collaboration could not be established with external stake holders and graduates throughout the self-evaluation process. Another important difficulty has been the "resistance" of academic and administrative units especially at the beginning of the process. The resistance was mostly based on monitoring data that has not been an integral part of the university before. Accessing and collecting data exhibited difficulties among academic and administrative staff due to the lack of systematic documentation before.

Despite the discomfort it caused, self evaluation brought an awareness of quality assurance as a whole in GU. This fact has been clearly observed in draft self evaluation reports presented by the academic

units and in the discussions afterwards during the joint meetings held at faculties by GU top management and GUADEK in October.

INSTITUTIONAL CONTEXT

➢ **Historical Overview**

Gazi University is one of the few universities in Turkey whose history dates back to 1920s. Right after the declaration of the Turkish Republic, Mustafa Kemal Atatürk and his friends decided to establish an institute. This resulted in the establishment of the 'Teacher Training Institute' in 1926. In 1929 the institute was given the name 'Gazi Teacher Training Institute' and continued to educate students under this name for many years. In the academic year 1949-1950 the institution was given the name 'Gazi Institute of Education'.

Gazi University has been established in 1982, with the act number 2809, including Gazi Institute of Education, Ankara Academy of Economy and Commerce, Ankara College of Technical Teachers, Ankara Girls' College of Technical Teachers and Ankara State Academy of Engineering and Architecture. Total of 9 faculties, 12 higher and vocational higher schools and 4 graduate schools has been established within the joint structure of the above mentioned graduate schools, academies and colleges.

➢ **Faculties and Institutes**

After its foundation the university developed rapidly and not only won a national recognition but also established international relations. Meanwhile the university brought in new universities in Çorum, Kastamonu and Kırşehir in 2006 by establishing and developing various faculties in these provinces. (Annex 1.d). Today G.U has 14 faculties, 2 schools of higher education, 7 vocational higher schools and 5 graduate schools that actively carry out their educational activities (Annex 1.c). Apart from these, in 2006 Faculty of Fine Arts and Faculty of Economics and Administrative Sciences were established under the constitution of the university in Çankırı. However none of these faculties have students at the moment. Besides there are 1 higher school, 3 vocational higher schools and 1 graduate school that does not actively carry out educational activities. Moreover there are 42 research centres that are established to meet demands like organising scientific researches and integrating with the society (Annex 1.c).

➢ **Geographical Position**

GU is actually located at the centre and surroundings of Ankara and has multiple campuses (Annex 1.f). While in the city centre there are Teknikokullar, Beşevler, Emek, Maltepe campuses, other campuses are located outside the city in Gölbaşı, Çubuk, Akyurt and Beypazarı. Also the university has a campus in Çankırı province. In Teknikokullar campus, located at the city centre together with Rectorship Building and executive units (student affairs**,** medical centre, cafeteria, centre for cultural activities**,** library, concert hall, sports centre, parking lot), there are 4 faculties spread on a wide area (Technical Education, Art and Sciences, Gazi Education, Pharmacy) and School of Nursery. Also in Beşevler campus there are 3 faculties (Medicine, Vocational Education, Economics and Administrative Sciences) and Graduate school of Informatics, in Emek campus there are 3 faculties (Dentistry, Law and Communication). In Maltepe campus Faculty of Engineering and Architecture, 3 graduate schools (Sciences and Technology, Social Sciences and Educational Sciences), Turkish Language Teaching Research and Application Centre (TÖMER) and some parts of Research and Application Centre for Instruction of Foreign Languages (YADEM) are located. The only faculty located at the centre of the city is Faculty of Fine Arts. Outside the city in Gölbaşı there are other parts of YADEM, Faculty of Commerce and Tourism Education, Industrial Arts Education Faculty, social facilities, sports areas, TEKNOKENT and central research laboratories. Apart from these campuses there are vocational higher education schools activating in Çubuk, Akyurt and Beypazarı districts of Ankara and Hacı Bektaş district of Nevşehir.

On the other hand Gazi University owns some plots in Temelli, Söğütözü and Çukurambar where planning and investment decisions have not been taken yet.

> ➢ **Number and Distribution of the Students**

GU gives associate's, bachelor's and post-graduate degrees to 57.107 students in 14 faculties, 2 schools of higher education, 7 vocational higher schools and 5 graduate schools as of 2006-2007 academic year. Annual number of graduating students has reached 11.017 in 2006. From this perspective GU is one of the biggest universities in Turkey. Approximately 50% of the students are coming from other provinces. Number of foreign students in GU is 941. The distribution of students and graduates across different levels and academic units during the last three years is given in Annex 2.b.

> ➢ **Finance**

In 2006, the primal revenue of the university has been the share allocated from special budget by 61%. The special budget includes government funding, research funding from State Planning Organisation (DPT) and own funds of the university. Own funds of the university are student fees collected by the Office of Health, Culture and Sports (SKS), research fund that is allocated from the revolving fund (at least 5% of the revolving fund) and two-shift education, summer school, rental and other revenues. Second important resource is the revolving fund revenues with 39%. The only contribution of the revolving fund to university budget is the research funding (5-7%) and it does not have any contribution to the educational expenditures of the university. As of 2006 the detailed distribution of special budget according to the ratio of items is as follows: 82,1% from government funding, %2,2 research funding of DPT, 6,3% from the revenues of the Office of Health, Culture and Sports, 3,2% from research funding of the revolving fund, 4,8% from two-shift education revenues and 0,9% from summer school revenues (Annex 6.a).

I. NORMS AND VALUES: *What is the Institution Trying To Do?*

A. Mission and Goals

Mission
Our university, with the honor of having its name from the founder of the Republic *"Gazi Mustafa Kemal Atatürk"* and having the first established higher education institution training the leading teachers of the Republic under its constitution; has the mission of training individuals who have investigative, inquisitorial and analytical thinking, who can lead the society in a changing world and the mission of contributing to the society's life long learning and development processes by accessing, producing, sharing information and transforming it to daily life.

Vision
The vision of Gazi University, where education in Turkish language is fundamental, is to be a prestigious and preferential institution both nationally and internationally by its original researches, high quality education, creative activities and community services in a wide range of fields such as science, technology, arts and sports.

Values
Gazi University, predicated on the basic principles of the Republic, is an institution that;
- believes in the leadership of science, elevates creativity and genuine thinking,
- welcomes different opinions in a peaceful, free, fair and transparent atmosphere,
- possesses academic and ethic values,
- believes education is the leader of social development,
- satisfies its employees so that they feel proud to be a university member,
- is respectful to environment and is aware of its social.

i. Management

Ankara is a major university city in Turkey and one third of university students in Ankara are in Gazi University. This number indicates the university's role in local and national level and its contribution to social life in Ankara. GU cooperates with the local authorities and sectors in accordance with their demands.

From a regional perspective, GU has an important role in the development of higher education in the cities located in Central Anatolia Region. Besides, the university still contributes to the newly founded universities in Western, Central and Eastern Anatolia Regions, Turkish Republic of Northern Cyprus and Central Asian Turkic Republics by appointing staff both as founding rector and as administrative and academic staff.

GU, due to its position and mission, has functions beyond local and regional dimensions since its foundation. At the national level the university still continues to meet the teacher demand of Turkey and gives bachelor's and post-graduate degree in health, natural, social and educational sciences in order to meet the national man power requirements. The university has educated many bureaucrats, politicians, important businessmen, famous media members, and artists in plastic arts, music and sportsmen within its structure that comprises different disciplines.

Nonetheless, in the strategic plan of the university, which was published in 2006 (Annex 5), goals aimed at strengthening the international position of the university have been defined. In addition to its fundamental educational activities, the university aims to provide most preferential research, development and consultancy services to national institutions, to continue social services within in the context of life long learning in cooperation with stakeholders at a local, regional and national level, to be known nationally and internationally in the fields of science, arts and sports. It is also aimed that the management understanding is attached to universal academic and ethic values and is participatory, transparent and measurable. Consequently the university intends on the one hand to protect its powerful local, regional and national position and on the other hand to be a prestigious university that is internationally recognised.

GU aims to contribute to the society by developing relations with Europe, other international universities and stakeholders in the fields of education and research.

GU is very decisive and ambitious in fulfilling the requirements of the Bologna Process to which Turkey became a party in 2001. The university started bilateral cooperation on student and academic staff mobility with eagerness immediately after receiving Erasmus University Charter in 2004. The university also showed an interest on Leonardo da Vinci (LdV) programme and made a break through in this area (Annex 7.b). Other than the EU education programmes, the university also made bilateral agreements with universities in different countries and made efforts to carry on previous agreements. Alongside, each programme can make bilateral agreements in accordance with its interests and needs. In 2005 European Universities Association membership of the university became active and relations with European universities are being developed through participation to the meetings at the Rectorate level.

Under the constitution of Rectorship, International Relations Coordinatorship and International Relations Office manage and monitor international relations of the university and search for new expansions. International Relations Coordinatorship, formed in a horizontal structure, is subordinate to Vice Rector and for each area different academic staffs are appointed. In the International Relations Office there are specialists who provide support services to the Coordinatorships.

Among our goals in the strategic plan are increasing participation to international research projects and developing communication and cooperation with national and international universities and research institutions. In order to achieve these aims, GU Scientific Research Projects (BAP) supporting principles were modified and associated with international research projects in 2006 and immense

resources were allocated to multidisciplinary project proposals prepared according to thematic areas defined in 7th Framework Programme for maintaining the balance between national and international researches.

The academic and administrative structure of GU is given in Annex 1.b and 1.c. Law on Higher Education defines the structuring form and management of universities. All academic (faculties, schools of higher education, vocational higher schools and graduate schools) and executive units together with research centres are attached administratively to the Rectorship.

Office of Student Affairs executes all student affairs centrally. Office of Health, Culture and Sports manages and meets nutrition, accommodation, social, cultural, health, scholarship and all other non – academic requirements of the students centrally.

Expenditure authority of the budget is defined by law and managed centrally. However with the act numbered 5018, which was accepted in 2003 and came into effect in 2005, expenditure authority of certain amount of money defined by the central management is given to financial authorities of the academic units. Investments, staff expenditures, constructive – technical works are under the responsibility of central management.

BAP Office, which is responsible for making arrangements to use the money allocated for the projects from the revolving fund revenues (5% at least) of the university and for managing the operation of the research system, works under the central management. BAP Office works in accordance with the suggestions of Specialist Groups established in each academic unit in order to control the scientific quality, priority, and budget appropriateness of the projects proposed by their academic units. In 2005 BAP Directive was changed and the authorities of the Specialist Groups were extended.

From an academic perspective, the decisions about the required academic and scientific arrangements are made by the academic and administrative boards of each academic unit. However, the university Senate or Administrative Board should approve some of these arrangements.

Academic promotion and appointment criteria are defined centrally. The Academic Promotion and Appointment Evaluation Board working under the Rectorship has redefined the criteria (to be enforced at the end of March 2007) in accordance with the goals of the university and has raised the bar (Annex 3.a). The draft criteria were submitted to the vision of all academic unit administrators and through the internet to all academicians and then approved by the university Senate. Faculties have autonomy to require extra criteria in addition to these concrete central criteria.

Student quotas are set by the request of universities and approval of Higher Education Council (YÖK). The universities' demand to decrease the number of students is barely accepted by YÖK for certain reasons. GU considers the overgrowth of the student numbers in certain units as one of its weaknesses (Annex 5). Contact with YÖK will be carried on to overcome this problem.

Academic units decide on their academic staff requirements in their board meetings and then present it to the central management. For the accepted staff positions the procedure is carried out after the approval of YÖK.

GU centrally implements quality assurance policy and processes at the European level by Academic Evaluation and Quality Improvement Board, which was established in 2005 (Annex 3.c). Fist of all GÜADEK Coordinatorships were formed in every academic unit to carry out quality assurance practices at academic units in coherence with these policy and processes. Also academic units are encouraged to prepare their own strategic plans according to GU's strategic plan regarding 2007-2010 period and to be accredited at the programme level.

ii. Academic Activities

Until recently GU neither carried out a study that considers the balance between education, research and social services nor took an important step regarding innovation processes. The old, large and asymmetrical structure of the university and the resistance to change can be reckoned as two of the reasons.

However especially during the last 2 years serious steps have been taken, knowing that Bologna Process makes change necessary in order to be a competitive, recognised and prestigious university. As it is mentioned in the mission specific goals were set to implement activities of education, research and social services in a balance. Although increasing qualitative research activities in preferential areas is mentioned among the goals and these activities are encouraged, the university does not have a coherent research policy that is applied by all of the units. As there has not been any cooperation with the industry before regarding the definition of research areas there are weaknesses in the utilisation of research results, in being useful to society and transferring projects to industry.

GU needs to change in order to be more useful to society by analysing the current situation of education, research and social services, putting these in a quality assurance basis and maintaining a balance between them.

The graduate schools have not reconciled on a policy about the practicable outputs of post-graduate studies carried out on subjects of local and regional needs. Nevermore organising education programmes to increase cooperation between the university and industry (Modernisation of Vocational and Technical Education – MTEM, Strengthening the Vocational Education and Training System in Turkey – MEGEP, LdV projects) and establishing relevant centres (Technology Development Centre – TEKMER, 2006, Technopolis – *near completion*) are the concrete steps taken to carry out bachelor's/post-graduate education and research together to be useful for the society.

Special importance is given to the implementation of national and international project outputs on programme development in the relevant areas of the university.

GU defines its academic priorities as improving the quality of education and increasing international research activities. All of the existing education programmes in different disciplines are of equal academic priority. Quality improvement of educational programmes by continuous updating according to progresses in national/international higher education, economic developments, requirements of the country and business world, employability of graduates etc. is encouraged. Engineering programmes are accredited by MÜDEK (Engineering Evaluation board), a national accreditation institution for engineering programmes. Faculty of Dentistry will have external evaluation from ADEE (European Association for Dental Education) in June, 2007.

Patent projects, projects of industrial cooperation and research projects that are intended to put research results into practice are supported by BAP.

The variety of academic areas in the university causes the variety in educational approaches. Along side lecture-based education, a classical didactic approach, there are different teaching approaches like lecturing small student groups or applied education and problem-based learning especially used by Faculty of Medicine. All the same, in consistence with Bologna Process student centered education is being adopted in the university. In some programmes measurable learning outcomes of courses or the programme are already defined. In order to realise these learning outcomes, projects, homeworks, field studies that orient students to use information communication technologies became important and began to be used as evaluation criteria. Two associate degree programmes were introduced in 2006-2007 academic year under a vocational higher school and 300 students are being educated through the internet (distance education).

In order to access information and to update knowledge as a part of life long learning both the students and academic staff should know at least one foreign language, especially English. Some academic units have English preparation classes, students who cannot pass the competency exam continue to English preparation programme for 1 year. Knowing this necessity, number of academic units opening preparation classes increases continuously. Also technical English courses are given during the following years to students in the content of their educational programmes. Faculty of Engineering and Architecture has been giving 30% of the education in English since 1996.

Foreign language is a requirement also for academic staff to follow the literature, to use foreign resource books and to publish articles in journals listed in international indexes. It is impossible to start a post-graduate programme, to become an assistant professor or to be promoted academically unless getting an acceptable grade from Inter – University Board Foreign Language Exam (ÜDS) organised by Inter – University Board in English, French and German. Knowing that success in language exam is a must for academic career ÜDS lowest passing grades are raised in academic promotion and appointment criteria which are to be enforced in March, 2007 (Annex 3.c). In line with this decision and in accordance with the strategic plan (Annex 5) of the university starting from January, 2007 Rectorship gives support to academic staff for improving their foreign language skills.

iii. Academically Related Activities

As the university gives academic education in different fields like arts, technology, medicine, education and economics, it also has relations with the society in wide spectrum. Faculties of Medicine and Dentistry provide common health services.

GU aimed at life long learning and plans to expose the capacity of the university for implementing non-formal education activities at the local and regional level by restructuring its Continuous Education Centre (GAZİSEM).

Technical education courses (BELTEK) are organised in cooperation with the Metropolitan Municipality of Ankara. Until today 81.000 people developed technical skills and obtained certificates from these courses. Of these participants 47% is university, 43% is high school, 10% is primary school graduates.

Gazi University Research and Application Centre Protection From Non-Ionising Radiation (GNRK) was established in 2005 by academicians working in the field of biophysics and started to give consultancy services on electro-magnetic area measurements to more than 30 public and private institutions just in one year.

The university carries out researches with Small and Medium Industry Development Organisation (KOSGEB) to support the research and development activities of these organisations.

YERELNET Project, started by the Faculty of Communication aims to share the articles prepared by GU academic staff with the local press throughout the country through the internet. This project also drew the attention of the press world.

In many other faculties, conferences, panels and workshops are organised within the context of life long learning taking into consideration the demand of the external stakeholders and the tendencies of the programme. As Ankara is the capital of Turkey our academic staff also participates in activities like political commenting, consultancy and holding down a corner in a page.

iv. Funding

As a public university the fundamental finance resource of GU is government funding that is determined and allocated to the university annually within the special budget by the Budgetary Law.

Revolving Fund revenues of the university are coming mainly from Gazi Hospital and a low percentage from treatment services of Faculty of Dentistry. The contribution of project consultancies provided by research centres and other production activities to the revolving fund is very low. The tenancy principles of the revolving fund are defined by the law and these principles are limited and rigid. 57% of the revolving fund revenues are allocated to expenditures like charges, construction, machinery – equipment and BAP and 43% is distributed to academic and administrative staffs who contributes to the revenues of the fund.

The fundamental and regular financial resource of Gazi University Foundation is the revenues derived from commercial enterprises like the private primary and secondary education schools that stand under its economical operation. Also there are revenues derived from various rental incomes and incomes from economic operations. The Foundation also has periodic charitable incomes but these are unsteady. The revenues of the Foundation are used both for the requirements of the university's academic staff, administrative staff and students and for scholarship as defined in its settlement deeds.

The university also has incomes derived from external resources like EU funds. Especially with the Leonardo da Vinci A and B type projects that are accepted total amount of grant given to the university by EU is 2.994.419 € and this amount is far above the amount given to other universities. The total amount of grant supplied from Erasmus exchange programmes has reached 397.797 € (Annex 7.b, 7.c).

B. The Context

i. Degree of Institutional Autonomy

> ➤ **Selection, appointment, promotion and dismissal of academic and administrative staff**

According to the Law on Higher Education, universities are autonomous in appointment and selection of academic and administrative staff. However permissions necessary for the procurement of administrative and academic staff except for associate professor and professor (assistant professor, research assistant, lecturer and specialist) depends on the control of the government rather than the capacity, needs and performance of the universities. Universities cannot employ new staff to replace the retired ones. YÖK has introduced new formulations within the framework of strategic planning. Starting from 2006 student/teaching staff ratio and work load per teaching staff is being considered especially for the employment of young academic staff. However, there are still difficulties in the implementation of this subject.

As it is seen in SWOT analysis results one of the most important weaknesses is the low salaries of academic and administrative staff. Low salaries are a threat against attracting young academic staff to work at universities and also causes experienced academic staff to work at private universities. Moreover, the government rates the salaries of the academic staff without considering any performance and quality criteria. Furthermore, there are no concrete methods for the dismissal of academic staff having poor performance. In some cases, this causes the demotivation of academic staff to meet the necessary appointment criteria or threatens the implementation of the criteria.

➢ **Selection of students**

The university is subordinate to Student Selection and Placement Exam (ÖSYS) in the selection of students like all other universities in Turkey, except for some specific faculty or higher school programmes that select students with special ability exams. Student quotas are set by the request of universities and approval of YÖK. GU considers the overgrowth of the student numbers in graduate programmes as one of its weaknesses (Annex 4.a). This affects the quality of education. GU tries to decrease the number of students in graduate programmes. However YÖK gives the final decision on the number of students to be selected to programmes.

Universities have the autonomy in selecting students for post-graduate programmes. Thus they select students according to their own criteria. Proficiency exam for graduates of medicine so called "Examination for Specialisation in Medicine" (TUS) is also done centrally across the country.

Foreign students are selected to bachelor's degree programs according to the points they get from Foreign Student Examination (YÖS). The university defines the lowest point for each programme. In recent years, to increase the quality of foreign students in the recent years central examinations like GRE, SAT and IB are also being accepted.

Graduate schools define and announce student quotas for their post-graduate education programmes. Graduates who meet the criteria apply for the related programmes and elected by the constituted jury of the programme. Foreign students who are sent to programmes by YÖK are state scholars. Those who are going to study by their own means are evaluated according to their points from exams like GRE, SAT and IB.

In the Graduate School of Sciences and Technology, academic board of each department defines their own application criteria within the context of quality practices.

➢ **Teaching and learning**

In public universities teaching and learning activities are carried out by relevant educational programmes within the fundamental framework defined by YÖK. In accordance with the university Senate's demand and rationale, a faculty or programme is opened or closed after long bureaucratic operations, which require the consent of YÖK and the judgement of Cabinet (Government). In Turkey there is a tendency to stop student selection instead of closing a faculty/higher school.

GU could not make much progress in actions aimed at restructuring and internationalisation of vocational and technical education faculties since this is related to the decisions and policies of YÖK and Ministry of National Education (MEB), which is responsible for the teacher appointments. Although there are no constraints of YÖK in regards of conducting education and training, programme improvement studies are carried out with a more centralist approach together with the relevant boards of YÖK. YÖK itself defines the competencies for the teacher training programmes.

In the curriculum of each programme there are common/compulsory courses, courses on basic sciences and pedagogical courses (for teacher training programmes) defined by YÖK together with vocational courses and elective courses defined by the relevant programme.

Post-graduate programmes are opened with the proposal of academic units, judgement of the university Senate and the approval of YÖK. Lectures, principles and consultancy services are proposed by the graduate school board and approved by the university Senate. Post-graduate education applications differ on the basis of graduate schools depending on the variety of the fields.

GU, implements some certificate programmes in cooperation with local authorities for adult learners. However, it still does not have any specific policy or goal on 3 degree education for adult learners. GU

is a member of European Life Long Learning (LLL) Thematic Network and the university has displayed its interest and sensibility on the subject by hosting the network's general assembly in 2006. Besides the university has brought up the subject of recognition of non-formal education forms to the agenda of the country by organising a meeting to introduce Accreditation of Prior Experiential Learning (APEL). Serving the society within the framework of life long learning is one of the aims mentioned in the strategic plan of the university. Certificate programmes and in-service training seminars are the action plans defined within this context (Annex 5).

> ➢ **Research**

Establishing or closing research laboratories or centres falls under the authority of the university Senate. Research, application and education centres established under the central management do not have separate budgets and academic staff works voluntarily in these centres.

Research activities are carried out by Scientific Research Projects (BAP) Office and International Relations Office (in the case of international projects) under the responsibility of a vice rector. BAP Office manages the administrative practices and accounting. Commission of Scientific Research Projects (Annex 1.b) that is formed of professors selected by the Senate decides on the eligibility, distribution and budgets of the projects. In the International Relations Office specialists are working to guide the projects.

The only constraint in the field of research is the limited resources allocated by the state. GU takes important steps in the definition of research topics and implementation of projects in preferential areas. BAP resources have increased considerably with the share transferred from revolving fund and the number of BAP projects has increased accordingly. Due to this fact, interest of the academic staff to the external research sources has decreased. As a result of the measures taken, academic staff trends towards implementing high budget national (TÜBİTAK, DPT) and international projects has been increased (Annex 2.d).

In GU some national projects are implemented individually in preferential areas and there are research laboratories depending on the size and area of the projects. Moreover, research centres carry out studies related to their fields. GU opened Semiconductor Technologies Advanced Research Laboratory (STARLAB) with the support of State Planning Organisation (DPT) in 2005.

Individual and team projects are implemented completely by the project coordinators. In the national and international projects carried out on behalf of the university, Rector hands over authority to a person in the project team. On the other hand if a problem occurs that the project coordinator cannot handle within his/her authority the university management makes necessary attempts institutionally.

GU does not have a structure or a strategy that ensures the effective utilisation of research centres and laboratories by academic programmes. As centres or laboratories established within the context of different projects are structured under relevant programmes, other programmes cannot have the possibility to use them. This leads to the inaction of the facilities. As a result of the dispersed layout of the campuses, the university is unable to gather the research centres enabling the facilities to be and used by the whole university.

> ➢ **Development of entrepreneurial activities**

GU established Technology Development Centre (TEKMER) at the end of 2005 in cooperation with KOSGEB and Ankara Industry Organisation (ATO). With the activation of TEKMER, it is expected that GU and especially Faculty of Technical Education will contribute to small and medium size enterprises by providing its laboratories, equipment and researchers.

A considerable increase in the number of academicians participating in industrial projects is expected after the completion of Teknopolis, which is being established in Gölbaşı Kampus with the joint efforts of GU (70%) and Bilkent University (30%).

➢ **Funding**

As it is mentioned above one of the most important constraint is the limited government funding (defined by the government according to the Budgetary Law) that is allocated to the university within the special budget. Another important constraint is the high rate of revolving fund charges that is the second important resource of the university. This prevents the research centres that are charging over the revolving fund, from contributing to the university budget at a desired level. Research funding of DPT aimed at investment, which is given within the coverage of special budget, decreases annually. This reduction is a serious constraint for research revenues.

The money allocated to university from special budget is at the power of the government. Considering the previous years, little increases are expected for the following years. Consequently, the university will be able to increase its resources by increasing the efficiency of revolving fund units and by activating the potential revolving fund units. It is presumed that the constraints mentioned above will be partially overcome and resources of the university will be enriched through the educational services to be provided by the restructuring of GAZİSEM, increasing distance education programmes provided by Graduate School of Informatics and cooperations with Small and Medium Size Enterprises (SMEs).

ii. Current National and Regional Market Situation

GU gives graduates to the region and country together with 4 public and 6 private universities located in the Central Anatolia Region. Ankara is the capital city of Turkey and for this reason public sector is predominant. When considered regionally it serves to an area where small industrial enterprises are found. GU especially provides health, social and educational services to the region.

The economical crises in 1994 and in 2001, increased the unemployment and decreased the employability of university graduates. As a result, students were tended to continue post-graduate education. This resulted in the same way for all universities.

The university meets the 60% of the country's teacher demand by its 5 different education faculties. Thus, GU is very dominant on this subject in national level. Nevertheless, the number graduates are excessively higher than the employment potential and this leads to a serious increases in unemployment. Especially the excess number of teachers trained in some vocational and technical fields force students to find jobs in different areas. A national policy is needed on this issue and meetings still continue among YÖK, MEB and the universities. GU started studies to establish career offices in order to increase the rate of employability of its graduates.

iii. Infrastructure

As mentioned before GU is actually located at the centre and surroundings of Ankara and has multiple campuses (Annex 1.f). This wide dispersion of the university effects the execution of administrative operations and the communication between the Rectorship and the academic staff and students negatively. Although there is a bus service between the Central and Gölbaşı campuses for the personnel, this does not compromise the campuses located at the city centre. This creates a gap between the faculties and weakens the spirit of the university. Steps should be taken to facilitate the transportation to central campus.

Insufficiency of the physical conditions of the university appears to be an important weakness in the satisfaction survey and SWOT analysis (Annex 4.a, 4.b). One of the reasons is the historical structures

in the central campus. It is forbidden to make any changes in these buildings and they can only be renovated with the permission of Protection of Cultural and Natural Inheritance Commission working under the Ministry of Culture. Procedures related to this take a very long time. Other reasons are the scattered structure of the university and the limited area that each campus has which is a handicap for enlargement.

In the university the central campus and the main units are connected to each other with fibre optic lines and the internet access rate is 155Mb. In the university network ATM backbone and star topology is used. 22 servers with different qualifications provide all information system services. Number of computers across the university is approximately 10.000. As the network hardware 26 routers and 35 navigable switches are used in central campus and main units. Internet access capacity of the university is 523.497.600 Mb as of 2006. Wired and wireless, VoIP, SMS and IVR technologies are used in information systems. In addition to our information systems, studies on e-signature, open archive access applications and e-Gazi portal continues.

iv. Student/Staff Ratio

As of 2006, there are 1564 teaching staff members (632 full time professors, 91 part time professors, 260 associate professors and 581 assistant professors), 341 lecturers, 184 instructors and 1322 research assistants in GU. Total number of students in associate's, bachelor's and post-graduate programmes is 57.107 (Annex 2.c).

Student/staff ratio in faculties is at least 3, at most 66. In vocational higher schools this ratio increases considerably because the number of permanent teaching staff is very low at these schools. The maximum ratio belongs to Gazi Vocational Higher School with 177. However teaching staff from other faculties contribute to the education given in vocational higher schools in relevant areas. The average for all faculties of the university is 31 for graduate students (Annex 2.c).

v. Any Other Constraints and Opportunities

Another important constraint is the difficulty in finding qualified administrative staff. This difficulty especially impedes the work of Data Processing Office and Office of Student Affairs. Procurement of technical personnel for education and research laboratories is very inadequate and this is a threat for the university. The reason is that the government does not assign enough permanent staff for the universities. Nevermore the performance based budgeting system started by the Ministry of Finance in 2006 can be an opportunity to overcome this difficulty.

II. ORGANISATION AND ACTIVITIES: *How is the Institution Trying To Do It?*

i. Management

The management model of the university is defined by laws. The management chart of the university is given in Annex 1.b. Rector, appointed by the President, assigns utmost 3 vice rectors with different responsibilities. Administrative Board of the university (constituted of rector, deans and 3 professors selected by the Senate) makes decisions on the administrative practices of the university. The other supreme council is the university Senate. University Senate is the major academic board of the university. Apart from the rector and vice rectors it is formed of deans, directors of graduate schools and higher schools and vocational higher schools, professors representing faculties and student representative. These two supreme councils are connected to faculty/higher school/graduate school administrative and academic boards. Faculty boards are constituted of department heads and selected representatives. Faculty boards assess decisions of department academic boards and propose them to the University Senate. Deemed decisions are approved by the University Senate. Faculty administrative

boards make decisions necessary for the processes of departments. Administrative and academic boards get together regularly.

In addition to these boards there are permanent boards and commissions to carry out different academic activities (Annex 1.b). Strategic Planning Commission that was founded in November, 2005 prepared the strategic plan of the university for 2007-2010. It will continue its studies in cooperation with GÜADEK for the revision of the strategic action plan each year.

The key office of administrative operations is the General Secretariat. All of the administrative offices are subordinate to this unit. At the moment the university has a general secretary and 3 deputy general secretaries with different responsibilities (Annex 1.e).

There are research and development centres under the constitution of the university (Annex 1.c). These centres are subordinate directly to the rector and are directed by a director appointed by the rector. Starting from 2005, new advisors are nominated and new coordinatorships were established to monitor and guide practices aimed at the strategic goals of the university (Annex 1.b). The main purpose of this structuring is to improve the quality of education and research and to strengthen the institutional structure. Routine meetings are organised to assess the outcomes of these studies and the decisions of these meetings are assessed in supreme councils. This sensitivity of the university management is declared as "strength" in the SWOT analysis.

Academic activities start at the departments and ascend to the top management of the university. Decisions of the departments are assessed in faculty boards and then passed on to university supreme councils. Academic and administrative staff requirements are defined by the departments and presented to the dean's office. Dean's office forwards these requirements to the Rectorship. Rectorship announces the vacancies, collects the applications and evaluates the applications according to appointment criteria (Annex 3.a) and other conditions. Departments determine the development and requirements of programmes and present them to upper boards. Education is given through the system that the Senate defines (Annex 3.b) but the responsibility of program content and curriculum is on the academic programmes.

It is very important for the university management to assign students in the administrative mechanism of the university. The Rector invites student representative to the senate meetings. Students started to join department and faculty boards very recently. Each faculty and programme has a selected student representative. Representatives are selected starting from the representative of the smallest academic unit to the representative of the university. Accordingly, university representative is selected among the faculty/higher school/graduate school representatives. Research assistants take part as student representatives in graduate schools.

ii. Academic Activities

> **Analysis of educational approaches**

One of the most important goals of the university is to dominance a quality assurance system in education. Although GU started to adopt student – centred education in coherence with Bologna Process, in the SWOT analyses the inadequacy of student – centred learning appeared as one of the important weaknesses. Within this context, awareness on Bologna Process was aimed to be created by scheduled meetings and workshops. Detailed presentation of practices on Bologna Process is given in Chapter V.

Generally teacher centred education is dominant in GU but an array of decisions were made and executed for the implementation of student centred learning like regulation revisions, internalisation of course definition forms etc. (Annex 3.b). Each programme defined its learning outcomes within this context. For each course in the programmes ECTS (European Credit Transfer System) forms were prepared. These forms can be reached from http://www.intoffice.gazi.edu.tr. Measurable learning

outcomes for each programme and course are still being prepared. However the prepared outcomes are not measurable yet.

Learning outcomes and their measurement and evaluation method is given to the students at the beginning of each semester. At least one mid-term and one final examination is done to measure the learning outcomes of a course. In addition to these, different evaluation methods (practices, projects, homeworks, etc.) can also be used complying with the learning outcomes of the course. Projects, homeworks and field studies that orient students to use different resources to realise the learning outcomes gradually become dominant and begin to be considered as one of the evaluation criteria. Also in parallel with ECTS practices, selective course portfolio is being enhanced, which is one of the characteristics of student centred learning. Faculties of Medicine and Dentistry that had no elective courses in their curriculum previously have added some elective courses into their curriculum for 2 years.

Moreover concrete steps have been taken in distance education and 2 distance associate degree programs were introduced in 2006-2007 under a higher school for 300 students per each programme. The university plans to introduce 4 new distance education programmes in the following academic year with the organisation of Graduate School of Informatics.

The graduate student numbers for the last 3 years are given in Annex 2b. The tables indicate that there is still increase in the number of students after the separation of some faculties, higher schools and vocational higher schools to the newly established universities. The increase in the student number and the relative decrease in education quality are considered as an important threat for the university. However YÖK generally disapproves the university's demand to decrease the student number on different reasons. Joint practices with YÖK should be carried out to decrease the student number or even to close programmes with a limited employability.

Developing the research capacity and potential and improving the quality of education are among the mission and goals of GU. In the graduate schools that are responsible for post-graduate education some modifications are being made to increase the student quality and level. Low quality of students entering the university is considered as one the weaknesses. With the latest modifications in post-graduate education students should have certain points from Post-Graduate Education Exam (LES) that is organised centrally, a language proficiency certificate and a certain average grade point in order to apply to master's or doctorate programmes.

> ➢ **Analysis of educational programme design**

The "outdated educational programmes" was one of the important weaknesses defined in SWOT analysis (Annex 4.a). In the Strategic Plan 2007-2010 it is predicted that concrete steps should be taken in this matter (Annex 5). GU started activities to improve the programme through defining the educational goals and evaluation processes of the programme and these activities will be monitored by GÜADEK Coordinators at the academic units. These activities at academic units should be carried out by considering national and international professional qualifications framework, similar national and international programmes, trends in the relevant area, mission and vision of the programme and feedbacks from the programme's stakeholders.

Faculties of Vocational Education, Technical Education, Commerce and Tourism Education and Industrial Arts Education were established to train teachers for primary and secondary education schools. Nevertheless, in the last years, a few or none of the graduates of several teacher training programmes in these faculties are being appointed as teachers in their field. For this reason, some of the programmes of these faculties have retreated from the mission of teacher training. Accordingly, some of these programmes started carry out activities to modify their educational programmes to train staff for the relevant sector.

Ministry of National Education (MEB) made various adjustments within the context of improving national education curriculum. Some of these adjustments, especially those aimed at general education were reflected to the curriculum of education faculties through a central study organised by YÖK.

Another important problem of Faculties of Vocational Education, Technical Education, Commerce and Tourism Education and Industrial Arts Education is the duplication of the programmes. Within these different faculties there are similar study programmes to train teachers for the same field following the teacher appointment decree of Ministry of National Education. For this reason, it is necessary to join these programmes and to restructure the Faculties of Vocational Education, Technical Education, Commerce and Tourism Education and Industrial Arts Education in comparable basis according to international norms. Some of these programmes explicitly mention their request concerning this issue. Two opportunity perceptions mentioned in the SWOT analysis; "A management conception that is open to innovation and development" and "Strategic planning and accreditation practices in the university", are considered as components that will support this innovation. On the other hand, although in the SWOT analysis "Being an institutionalised and deep-rooted university" is perceived as an opportunity, it can be converted as a threat against the implementation of the above innovation. As well as that, great portion of these programmes are not comparable and easily readable in international norms.

Modernization of Vocational Education & Training in Turkey Project (MTEM) that European Union Commission supports with 14 million Euro and Ministry of National Education contributes with 4,5 million Euro and undertakes the organisation was completed at the beginning of 2007 after being implemented for 42 months. Within the context of this project in which GU also involved, some departments of Faculties of Vocational Education, Commerce and Tourism Education and Technical Education began to implement modular education programmes based on competency and student centred learning as from 2004-2005. In addition to educational adjustments equipment support was given to 9 vocational programmes of the above mentioned faculties. Furthermore within the context of "New Approaches in Technology Education" Project supported by EU Leonardo da Vinci fund and carried out by our university, a modular technology teacher training programme with a European dimension is being developed and will be implemented in the Industrial Technology Education Programme.

Credits and contents of pedagogical courses in teacher training faculties are defined by YÖK. Course credits and contents in Faculty of Engineering and Architecture and Faculty of Technical Education are prepared by the relevant programme considering ABET criteria. Curriculum of Faculties of Medicine, Pharmacy, Dentistry and School of Nursery are defined by the relevant unit within the frame of "Core Curriculum" prepared in accordance with the directives of Inter-university Board Medicine/Health Sciences Education Council. Also in other programmes course contents are prepared according to national and international standards, developments and requirements (national/regional).

Another method used to evaluate programmes is student satisfaction survey and the first one was implemented in the Spring Term of 2005-2006 academic year (Annex 4.b). These surveys will be conducted regularly every year. Each programme will continuously improve itself considering the results of SWOT analysis, student satisfaction survey and other surveys. Some programmes already do these very carefully. Together with this, each programme is encouraged to create an alumni data base and to get feedback from them through questionnaires (Annex 8.c).

> ➢ **Analysis of the research approaches and organisation of research activities**

The university's international cooperation through EU projects and international reorganisation of the university is seen as an opportunity in the SWOT analysis. Although research and publication activities are not defined as dominant missions in regulations, in the national and international level they are monitored as basic criteria in defining the performance of a university. GU appears to be in a leap in terms of research and publication activities in the recent years and the university also has the potential to expand these activities. University management tries to motivate teaching faculty members to increase

international research and publication activities. The university decided to give higher points in the Academic Promotion and Appointment Criteria to teaching faculty members for EU Framework Programme Projects and Central Projects within the context of Life Long Learning in order to connote the importance it attaches to these projects. These incentives support the strength ("Supporting projects and scientific activities") and opportunity ("Importance attached to researches") statements mentioned in the SWOT analysis.

The largest fund allocated to researches by the university is the money transferred to Scientific Research Projects (BAP) Office from the Revolving Fund. The comfort of the institutional fund managed by BAP Office caused the teaching staff members to be reluctant against the independent external project resources where competitive evaluations are done. Starting from 2004-2005 the university took some specific measures like sending project proposal to external referees to use BAP resources more rationally, and these measures increased the tendency of teaching faculty members to projects supported by TÜBİTAK and DPT.

Increasing the interdisciplinary synergy of research activities is aimed. University management decided to increase the support given to projects prepared jointly by different disciplines in the preferential thematic areas of European Union FP7 beginning from 2007. By this way it is predicted that GU will make better use of EU FP7 and accordingly will improve the quality and quantity of its researches. Planning for the training and employment of qualified researchers in the preferential research areas is one of the goals of the university.

One of the important steps taken within this context is 'Gazi University Nano-Medicine Research Centre Project'. DPT will support the mentioned project and GU will be responsible for establishing the first nano-medicine centre of the country and will be the new address and reference centre for national and international projects in this area.

One of the most important weaknesses of the university in this field is that the teaching faculty members cannot conduct researches because of their class loads. Information on teaching faculty members' projects and publications for the last 3 years is given in Annex 2.d.

iii. Academically Related Activities

Gazi University, within its broad field of activity provides;

1. Services like health, education, cultural activities and consultancy to society and
2. Health, cultural and social services to academic and administrative staff

Within the context of services provided to society, health services for diagnosis and treatment given by Faculties of Medicine and Dentistry to Ankara and its surroundings is especially very important. Health services given by Faculties of Medicine and Dentistry are given in Annex 6.b.

Furthermore, 54 educational services aimed at massive non-formal education were given like certificate programs, adult education, in-service training, orientation and pedagogical formation by departments that carry out activities in cooperation with Small and Medium Size Enterprises (SMEs).

Apart from these activities, between the years 2001 – 2005 our university has been in close relation with its stakeholders by organising conferences and conventions along with cultural activities like 97 exhibitions, 134 concerts and fashion displays. Also in different fields like management, social sciences, engineering and health 372 consultancy, training, research and directorship services were given.

Within the period of 2005-2006 102 in-service training activities were organized for academic staff by different departments of the university on various subjects and 1.177 academic staff have benefited from these activities. During the same period 70 in-service training activities were organized for civil servants and 3.361 of them have participated in these trainings. In January 2007, Office of Education and

Statistics was established to give regular in-service training that is monitored and controlled through statistical data to all permanent and contractual administrative staff. Opinions of academic staff, administrative staff and students on the efficiency of these services are given in Annex 4.b.

The university continues to give services to its academic and administrative staff in various fields like health, social and culture. GU continues its labours to meet all sorts of needs of students with different academic and personal development by the agency of Office of Health, Culture and Sports. Number of social areas for students is increased and Student Consultancy Centre was established in 2005 to solve different problems of students. In 2006 Student Consultancy Unit was established under the Office of Health, Culture and Sports, within the scope of an EU project carried out by the coordination of Hacettepe University. This unit gives consultancy service to students in sexual health and reproductive health. In January 2007 Consultancy Unit for the Handicapped was added to these units.
Furthermore, under each programme academic staff carries out student consultancy system. On this head, systems were developed to make academic staff more sensitive and the consultants began to participate in the student's enrollment process.

In 2006 complimentary scholarship was given to 48 students who were among the first 500 nation-wide in the Student Selection and Placement Exam (ÖSYS) and preferred GU in the first place. Also Gazi University Foundation is giving full scholarship to 150 students for academic success and service provision and half scholarship to 50 students for voluntary working in social projects as per 2006-2007 academic year. 3100 poor students are benefiting from free lunch. Moreover students who are in need of financial support can work at places like refectory, cafeteria or library in return for a salary defined by the Office of Health, Culture and Sports. Most important attempt to support handicapped students is the modern reading conditions provided for visually impaired students.

GU Central Library is located at the Central Campus on an area of 10.000 m^2 and it is the biggest university library in Ankara. The library is one of the few university libraries with printed/electronic resource capacity, multimedia section and special section for visually impaired.

iv. Funding

As it is mentioned in Chapter 1 total budget of the university consists of Special Budget (government funding, state research budget, student fees collected according to the Law on Higher Education, student fees of two-shift education, etc.) and Revolving Fund revenues. The total budget of the university in the last 3 years is given in Annex 6.a.

Although there is an increase in the total revenues of the university in the last 3 years in reality there has been a decrease in the revenues because the inflation rate was 9,32% in 2004 and 7,72% in 2005.

In 2006 own funds (student fees, post-graduate education, summer school revenues etc.), which constitute 11% of the total revenues, has decreased 14% compared to the previous year.

The decrease in revolving fund revenues in 2005 is due to reductions in health service wages as a result of legislative modifications. The loss in the revenues of certain health services related to reductions almost at the rate of 30% was kept at this level through strict expenditure control. Hospital of Faculty of Medicine supplies the 92% of the revolving fund revenues. Revolving fund revenues supplied by the Faculty of Dentistry are small but stable. When the inflation increase of 11% in 2006 is considered it should be stated that there has been a serious recession in this important resource. Still the faculty hospitals in Turkey are continuing their negotiation with government in order to overcome this crisis.

When the social and financial policies of the country are considered it is understood that the portion from the special budget will stay at the same level. With the act numbered 5018 long-range budgeting is being implemented and the maximum budgets for 2007-2008-2009 are already identified. For this reason the university has to concentrate on resources other than government funding in special budget to improve the quality of education, research and human resources.

GU is subordinate to Public Financial Management and Control Act numbered 5018 and other legislations, as it is a public university. For this reason the definition of budget items and expenditures are done within the framework of relevant legislations. Increase in the budget items and investment decisions are not only given by the university management, but they also involve processes in which public institutions like Ministry of Finance, State Planning Organisation (DPT) and Council of Higher Education intervenes. The Office of Strategy Development carries out the preparation and monitoring processes of the budget.

Budget expenditures are done centrally. Annual expenditures, which are predicted according to the emergency and priority of academic units' requirements, are spent within the framework of detailed finance programme. The expenditures that are mentioned in this calendar are allowed in 3 month periods and the amount of predicted expenditure for that period of time is allowed. GU's expenditure items for the last 3 years are given in Annex 6.a according to function codes in the budget.

In the total amount of expenditures there has been an increase at the rate of 10% between the years 2004-2005 and 7% between the years 2005-2006. In both of the years the increase in the expenditures has remained at the level of inflation. Expenditure on education and research increases with a certain level of acceleration. In Annex 6.a.2 GU's annual expenditure is given according to its distribution to items. According to this; the largest expenditure item in 2006 was educational services with 84%. The biggest portion in educational services is allocated to personnel expenditures (including social security payments) with 82%.

Items allocated to research from GU budget are; the portion allocated to the special budget by DPT and the portion at the rate of 7% allocated to the special budget from the revolving fund. According to this, the total portion allocated to research in 2004 was 8,1%, in 2005 it was 7,7% and in 2006 it was 5,4%.

The budgets of faculties and schools of higher education that are subordinate to GU is for educational activities and it does not cover research. The budget allocated to faculties and schools of higher education in 2004-2005-2006 and the ratio of expenditure per student in 2006 are given in Annex 6.a.

Weaknesses of the institution in terms of finance can be stated as follows:
1- Maximum budget is defined by the Ministry of Finance,
2- Transfer among the budget items is done by the Ministry of Finance,
3- The budget is not prepared in accordance with the strategic plan (according to act numbered 5018 budgeting based on strategic plan and performance will be implemented as from 2009),
4- Amount of investment is defined by DPT.

Strengths of the institution in terms of finance can be stated as follows:
1- The revenues gathered from own funds are high,
2- The authority for expenditure is given to unit directors (before the act numbered 5018 the authority only belonged to the rector but with the current modifications directors like the deans had the authority),
3- The institution does the prior control of the expenditure (Ministry of Finance used to do it).

When the financial strengths and weaknesses are considered giving the rector and university units more autonomy in order to increase finance will be an important step. Thus revenues of own funds**,** which is mentioned among the strengths, will be increased and the budget will be implemented more flexibly. Budgeting to increase own funds will strengthen GU financial structure.

III. QUALITY PRACTICES: *How does the institution know it works?*

GU aims to internationalise the university based on its mission and vision. Promotion of European co-operation in quality assurance, one of the 10 action plans in Bologna process has motivated the university management for establishing internal quality assurance in accordance with European standards in 2005. This onset for the first time in university started with the willingness and decisiveness of the university management. In 2005 EUA membership of the university was activated, a EUA representative was appointed to provide the coordination with EUA and EUA meetings were attended at the Rectorate level. The quality practices of the university which started in June 2005 with the decision of Senate, became official, continuous and institutional after the establishment of "Gazi University Academic Evaluation and Quality Improvement Board – GÜADEK" on October 14, 2005 with the Senate's decision following the relevant directive published on September 20, 2005 by YÖK. Subsequently GÜADEK Directive was prepared defining the implementation principles of academic evaluation and quality improvement processes in the university (Annex 3c).

Considering the necessity to disseminate these practices to the units Academic Evaluation and Quality Improvement Coordination Committees were established in academic units following the GÜADEK directive that was prepared.

Knowing that self – evaluation is very important for quality assurance, a self - evaluation guideline was prepared in accordance with the Standards and Guidelines prepared by "European Association for Quality Assurance in Higher Education – ENQA". The tables of self -evaluation report has been put on internet in a database format so that the academic units could easily fill in and make updates in subsequent self evaluations.

When the integrated information system of the university is activated most of the data required by these tables will be automatically transferred to self – evaluation tables. Sub-commissions responsible for the quality assurance and improvement of each evaluation subject and to work in coordination with academic units were constituted within GÜADEK, process management and terms of references were identified (Annex 1.g).

GÜADEK organized presentations in each academic unit to academic and administrative staff and, students for raising awareness about internal quality assurance and these presentations were headed by the Rector.

GÜADEK also prepared posters to create awareness on quality and these posters were placed on billboards located at different places in the central campus. GÜADEK members organised educational seminars and information workshops for academic unit coordinators and wanted the coordinators to carry on these information meetings in their own faculties (Annex 8.b). All these practices are carried on a voluntary basis, there is not a separate budget allocated for these practices.

A web site was created for GÜADEK (www.guadek.gazi.edu.tr) and all of the documents and presentations related to its activities were put on to this site. GÜADEK members were sent to various meetings of EUA and national quality congress as part of their training.

In order to cooperate with external stakeholders a social council meeting was organised with the participation of rector, vice rectors, GÜADEK members and Strategic Planning Commission. These meetings will be organised regularly.

GU believes that student feedback is a very important medium and considers it as an important parameter of quality improvement. Teaching staff member and course evaluation questionnaires (Annex 8.c) were prepared by GÜADEK and implemented centrally through the web site of the Student Affairs. The results of these questionnaires are sent to programmes. However, there are no consequences for those falling outside the norm since academic staff are not contractual but employed

by government. Because of these factors creating a quality culture in public universities like GU is an exacting task. Quality assurance has been put into the agenda of GU very recently however, the university management is very determined and puts much effort in establishing quality culture.

IV. STRATEGIC MANAGEMENT AND CAPACITY FOR CHANGE

GU started its strategic planning practices in 2005 knowing that implementing quality assurance system and strategic planning are necessary to break free from its static structure and change. With the willingness and entrepreneurship of the management institutional structuring was completely evaluated. Aiming to be a more entrepreneur, nationally and internationally recognised and a strong university, commissions (GÜADEK, SPHK) were established to steer self-evaluation and strategic planning activities. Priority was given to document an inventory that has not been done until this time, putting forth the physical and financial situation of the university, revising the education and research activities and to develop action plans for restructuring. Since quality management is not an acquainted practice in GU regular presentations, meetings and discussion forums are organized to raise awareness gradually and help people to adopt this perception. Also there is an effort to ground the management perception on quality management and preparation of directives and regulations that are the basic steps of institutional structuring is on the agenda of the management at the Rectorship level.

SPHK steered broad based meetings to define mission and vision and, consulted opinions of academic staff as well as external stakeholders. Opinions of the alumni were also consulted through the communication forum formed by the Office of Student Affairs. Meetings with social council comprising of our stakeholders are scheduled to continue on a regular basis. The strategic plan covering the years 2007-2010 has been approved by university senate (Annex 5). At the moment, in accordance with this plan, each programme is defining its programme goals and required activities, equipment and phases to realise these goals. The units will prepare their self – evaluation report and action plans in 2007 and afterwards regularly with necessary changes. By these practices a defined process is expected to be settled.

GÜADEK will form a process timeline and action plans on the implementation of the projects planned according to the mission and goals.

Within the context of situation analysis aimed at development of quality culture, GÜADEK prepared satisfaction questionnaires for students, administrative and academic staff in order to inquire the satisfaction of internal stakeholders. Furthermore SWOT analysis including strengths and weaknesses on education, research and administration subjects was conducted with the participation of all internal stakeholders and examined and analysed with the participation of academic staff (Annex 4a). The strategic plan will be revised according to the results of SWOT analysis that is scheduled to be repeated in April 2007 and then every 2 years.

A timetable has been set for each programme to carry and reflect self-evaluation. GUADEK is responsible for the evaluation of reports sent by educational programmes and from management of the processes. Improvement plans will be developed with the support of sub-commissions on the main subjects mentioned in GÜADEK process management (Annex 1.g).

Research, student performance, management, entrepreneurial activities and evaluations within the context of international relations are the subtitles of the self – evaluation guideline and they will be revised annually (Annex 8.a). Quality practices in GU have started very recently and the first self – evaluation was conducted in 2006. It is required that each programme prepares action plans according to their self – evaluation reports and the strategic plan of the university and develops mechanisms to review these action plans regularly.

In GU, where "participatory" management models are adopted as the fundamental goal and policy, "Management Information/Decision Support Systems" and "Integrated Data Bank" should be

established in order to monitor and control strategic planning and quality assurance practices and to provide a transparent and accountable system.

GU started inventory proceedings for situation analysis aimed at measuring the performance of the university effectively and at continuous improvement in terms of education, research and social services that are the fundamental activities of the university. Also the university made internal and external contacts in order to develop a system necessary to store and update the data scattered between different units together in a "measurable" and "questionable" format. The existing information systems and software like the systems of student affairs and personnel will work as the sub modules of an integrated comprehensive information system.

It is planned that with this new initiative called e-Gazi all of the inputs of the university will be collected in a central data base. Through the automation software project this data base will be used effectively in all internal quality improvement and implementation processes and lastly the performance of the university will be evaluated according to objective and concrete criteria.

Required changes and improvement have been taking place in every programme in an interrelated way since the establishment of GU. We are aware that a coordinated and more accelerated movement that will be handled centrally will not be so easy and in short period possibly. However the university is determined to realise all of these requirements knowing that this process and the requirements of the era brings forth competition. Decisive and insistent attitude will also be an impulsive force for those who resist.

V. IMPLEMENTING BOLOGNA

i. General Assessment of Bologna Reforms

GU chose implementation of Bologna Process as special focus because the university management perceives this topic seriously and, persistent in implementing the action lines of the Bologna process within the institution.

GU considers Bologna Process as an important opportunity for the continuous improvement of educational programmes in terms of degree structure and learning outcomes and as a value that will increase the employability and mobility of graduates. For this reason GU strategic plan includes projects that will implement the basic elements of Bologna Process. Republic of Turkey became a party to Bologna Process in 2001 in order to take part in the higher education area shaped in Europe. The subject was first introduced to GU in 2003 and with the achievement of Erasmus University Charter in May, 2004 it was put into practice through bilateral agreements on student and teaching staff exchanges. After this, ECTS information packages that are required for bilateral agreements were immediately prepared in 2003-2004 in order to accord national credits with ECTS. The situation was the same for all universities. Transition from national credit system that showed the load of the teaching staff (1 theoretical course = 1 credit; 2 applied courses = 1 credit) to ECTS that shows the load of the student began in 2005.

International Relations Coordination Office that is established centrally under the Rectorship carries out mobility activities within the framework of EU education projects and it is supported by sub – coordination offices and similar offices in faculties. However awareness and practices on the necessity of implementing all 10 action plans together is very recent. The university management is very determined about this subject and continues information activities in the university with the stakeholders regularly in order to make this subject owned by the university.

GU has reflected Bologna Process implementation to formal education programmes through regulation modifications. For all programmes learning outcomes and the ECTS credits of these outcomes have been defined and the course definition forms including this information have been placed on the web

sites. As a result of this all programmes started to review their curriculum, develop comparable degree structures and student centred curriculum with defined learning outcomes. Although it is commonly known that ECTS and DS forms play an important role in the mobility of students and teaching staff, comparable programme outcomes and ECTS credits of post-graduate courses are not put forth at a desired level yet. Thus practices on this matter have been increased.

Although the university does not have a separate budget resource for educational adjustments of ECTS information package and DS preparations were supported by EU funds. GU had the first place among Turkish universities as regards to projects supported by LdV Vocational Education Programme between the years 2004-2006. The amount of input from LdV A and B type projects to the university in 3 years time has been 2.994.419 Euro. Projects that are supporting mobility within the context of Bologna Process, supports that are obtained, number of beneficiaries and the comprehensive summary of the situation in Turkey are given in Annex 7.a, 7.b, and 7.c.

Quality assurance practices, a fundamental element of Bologna Process is being carried out intensively since 2005. The university advanced very quickly in these practices in a short period of time. The university aimed at carrying out ECTS and DS practices coordinatively with GUADEK and these were also mentioned in the self – evaluation guideline.

ii. Curricular Reforms/ Introduction of the Bologna Degree Structure

Although GU is very insistent on transition to student centred learning it is obvious that it will take some time to spread it to the whole university. Based on the restructuring of educational programmes during the updating of curriculum it was indicated that transition to student centred teaching will move and ease the accreditation of the programmes. Restructuring of educational programmes by updating and developing the curriculum is expected to carry each programme to seek accreditation at the programme level. This also will yield a change and reforming in programmes within the frame of quality assurance.

Two, even three degree system that is the most important element of Bologna Process is already being implemented but the aim of the university is to take the education programmes to a comparable and easily comprehensible position and to implement ECTS in the under and post graduate courses of all programmes. These practices have been continuing in GU since 2005. During these adjustments employment areas of bachelor's and post-graduate degree graduated will be analysed carefully. The foundations of this idea have been laid in quality assurance system and a communication network with the alumni began to be established. Besides incentive studies are carried out to make each programme enhance their relations with the external stakeholders and appraise their advices in order to be open to the changes in employment areas. GU will also carry out surveys on graduates and employers to identify the deficiencies and strengths of education programmes. As it was mentioned before the difficulties in the employment of graduates from vocational and technical education faculties, directed these faculties towards education in different employment areas. These faculties carry out projects within the context of EU education programmes to create comparable programmes. The restructuring of these faculties will be done as a part of the national education policy and this process will take a long time.

Post-graduate programmes serve the demand of natural, health, social, educational sciences and informatics. All students with a bachelor's degree who meet the required conditions can apply to master's degree programmes. Also the university has direct doctoral programmes. Certain rules and regulations are already present for those programmes. Students who enroll to a post-graduate programme take certain courses and study with a consultant who will carry out the thesis. On this head the programmes concentrate on the expertise areas of the teaching staff rather than the requirements of the employment areas. Institute of Natural Sciences made considerable changes regarding doctoral programmes. The appointment of consultants is bound to certain criteria and all of the stages of the thesis are being credited. Studies are carried out to form principles on the preparation of thesis subjects

within the framework of cooperation with the industry. However coordinated studies with other institutes have not reached the desired level at the moment.

Restructuring of programmes has been run simultaneously with the goal of transition to student centred learning. For this reason programmes now define their credits as ECTS and, course outcomes as learning outcomes. The learning outcomes and ECTS credits are published and distributed to students at the beginning of each semester, can also be reached on the web site. Feedback is taken from the students. Restructuring is easier in natural and health sciences but there are some difficulties in the implementation in social and educational sciences. This is mostly because of lack of comparable curriculum of those sciences and differences in their educational policies and procedures. One of the main constraints of restructuring is the resistance of teaching staff. It needs teaching staff to shift from teacher centred education to student centred education and put effort to assess the student according to learning outcomes. This approach, which is based on student feedback and student's workload, is a system that the teaching staffs are unfamiliar with. Thus, it will take some time to adopt it to the whole university though it has already been implemented successfully in some programmes.

iii. Recognition of Degrees and Periods of Study

Three degree cycle has already been in use in GU, and a student by fulfilling the requirements can have 4 year bachelor's degree, 2 year master's degree and 2 year doctorate degree education consecutively. Main regulation of degree programmes are carried out by YÖK .

The first ECTS information packages prepared during Erasmus University Charter application were incomplete and not sufficient in most of the units since the procedure is not well conceived. Being aware of this situation, ECTS information packages based on learning outcomes and competencies is seriously undertaken since 2005. GU has applied for ECTS Label in 2006 but failed to get the label. Now, more serious action is taken to improve the deficiencies in preparation of ECTS course forms especially in terms of student workloads and updating ECTS information packages within the framework of learning outcomes and competencies. Currently in all programmes ECTS and national credits are being used together (Annex 7.f, 7.g).

Practices on DS are also carried out by the Office of Student Affairs together with ECTS practices. DS forms of all units are approved by YÖK. As from 2006 all course marks have been given according to ECTS grading system, and all graduates will receive DS together their diploma as of 2007 (Annex 7.g).

As Erasmus University Charter is expired by 2007 application will be made immediately after the renewal form is placed on the web site of EU Executive Agency.

The most important weakness identified during the information meetings on Bologna Process is that the credits still do not represent student workload based on learning outcomes. This situation is handled and monitored separately in improvement plans of Bologna reforms (Annex 7.e).

Constraints of mobility according to the SWOT analysis are given in Annex 7.d. Two of the most important topics are the second language deficiency and lack of clear and transparent qualification framework for some programmes. Action plans have been prepared according to the results of situation analysis and the implementation will be carried out and monitored by GÜADEK as well as International Relations Coordination Office that follow Bologna Process. As ECTS practices are considered as a quality assurance parameter, implementation and monitoring will be carried out by GÜADEK. It is planned that the improvement plans will be carried out as of 2007.

GÜADEK is responsible for founding the quality assurance system that will support this process.
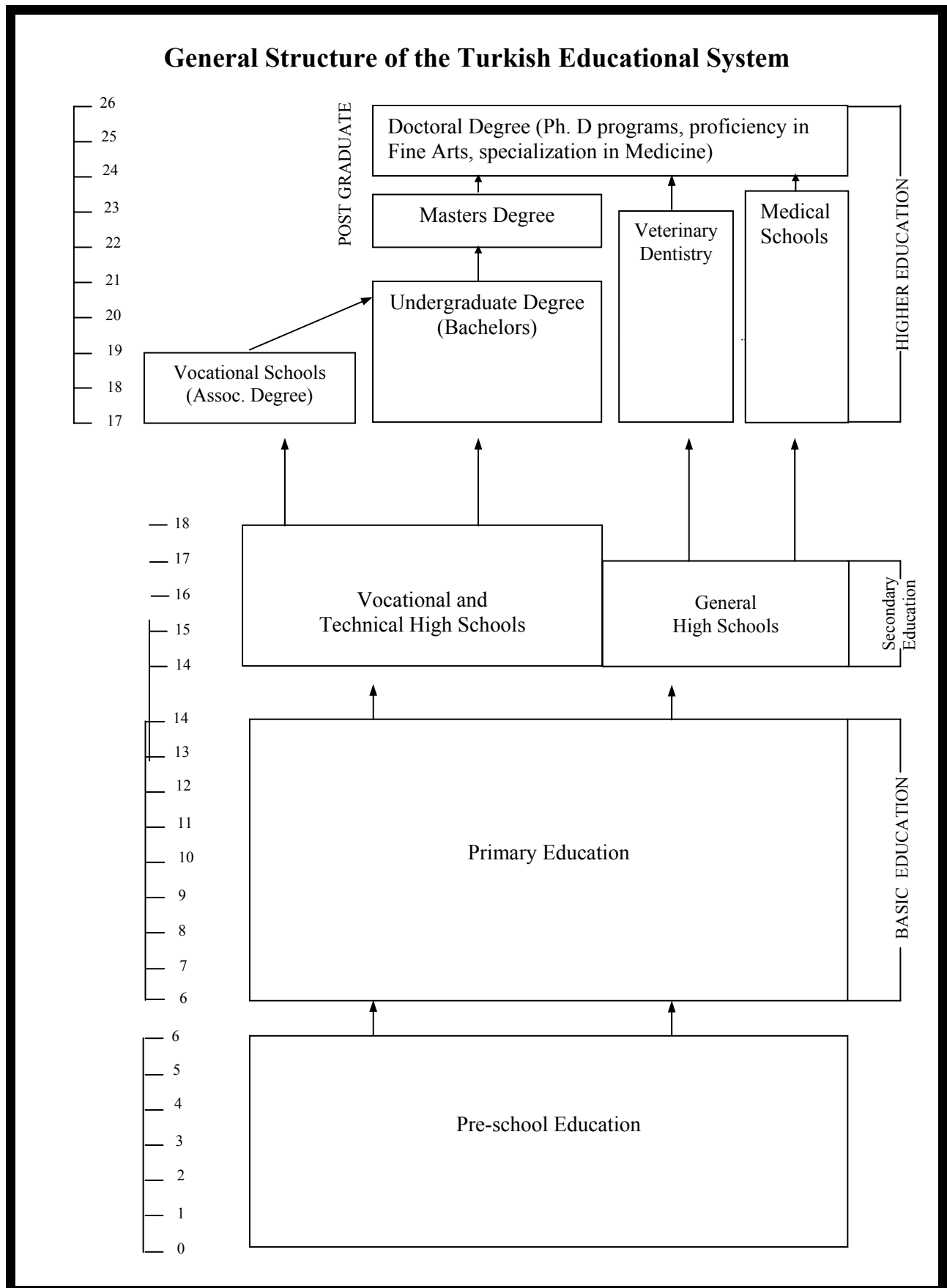
ABBREVIATIONS

GÜADEK: Gazi University Academic Evaluation and Quality Improvement Board

SPHK: Strategic Planning Commission

GU: Gazi University

TÖMER: Turkish Language Teaching Research and Application Centre

YADEM: Research and Application Centre for Instruction of Foreign Languages

LdV: Leonardo da Vinci Programme

BAP: Scientific Research Projects

YÖK: Higher Education Council

MTEM: Modernisation of Vocational and Technical Education

MEGEP: Strengthening the Vocational Education and Training System in Turkey

ÜDS: Inter – University Board Foreign Language Exam

BELTEK: Joint technical education courses organised with Metropolitan Municipality of Ankara

KOSGEB: Small and Medium Industry Development Organization

GAZİSEM: Continuous Education Centre

ÖSYS: Student Selection and Placement Exam

TUS: Proficiency exam for graduates of medicine "Examination for Specialisation in Medicine"

YÖS: Foreign Student Examination

LLL: Life Long Learning

APEL: Accreditation of Prior Experiential Learning

TUBİTAK: The Scientific and Technological Research Council of Turkey

SMEs: Small and Medium Size Enterprises

ABET: Accreditation Board of Education in Technology

ECTS: European Credit Transfer System

DS: Diploma Supplement

ANNEX 1
Organizational Details

a. Turkish National Education System
b. Management Structure (Administration, Boards and Major Committees)
c. Organizational Chart of the Academic Units
d. Academic Units shifted to the new estaslihed universities in 2006
e. Organizational Chart of the Central Administration and Support Services
f. Campus Areas
g. Self-Evaluation Process Management Chart

1. a. TURKISH NATIONAL EDUCATION SYSTEM

General Structure of the Turkish Educational System

Level	
26	
25	**Doctoral Degree** (Ph. D programs, proficiency in Fine Arts, specialization in Medicine)
24	
23	**Masters Degree**
22	Veterinary Dentistry — Medical Schools
21	
20	**Undergraduate Degree (Bachelors)**
19	
18	Vocational Schools (Assoc. Degree)
17	

POST GRADUATE

HIGHER EDUCATION

- 18
- 17
- 16

Vocational and Technical High Schools — General High Schools

Secondary Education

- 15
- 14

- 14
- 13
- 12
- 11
- 10
- 9
- 8
- 7
- 6

Primary Education

BASIC EDUCATION

- 6
- 5
- 4
- 3
- 2
- 1
- 0

Pre-school Education

Information on the national higher education system

The basic structure of the Turkish National Education system consists of mainly four steps as pre-school education, primary education, secondary education and higher education.

Pre-school education consists of non-compulsory programs for children from birth to the age of 72 months whereas primary education is a compulsory 8 year program for all the children beginning from the age of 6. The secondary education system can be classified as "General High Schools" and "Vocational and Technical High Schools". General High Schools offer programs lasting at least three years and preparing students for higher education Within the category of General High Schools; sub categories exist as General High Schools, Foreign Language High Schools, Anatolian High Schools, Science High Schools, Anatolian Fine Arts High Schools, Anatolian Teacher Preparation High Schools. Vocational and Technical High Schools offer three-year programs (vocational schools) or four-year programs (technical schools). They prepare students for employment in various occupations, or for higher education. There are four main groups of high schools within this category as technical schools for boys, technical schools for girls, commerce and tourism schools, and religious education schools.

Higher education is defined as all post-secondary programs with duration of at least two years. The system consists of universities (state and foundation) and non-university institutions of higher education (police and military academies and colleges). Each university consists of faculties and four-year schools, offering bachelor's level programs, the latter with a vocational emphasis, and two year vocational schools offering pre-bachelor's (associate's) level programs of a strictly vocational nature. Anadolu University in Eskisehir offers two and four year programs through distance education. Lectures broadcast on television and contact hours are available.

The establishment of foundation universities is based on the Higher Education Law No:2547. They gain income through foundation, tuition fees, and donations. They may receive state assistance from the Ministry of Finance provided that they meet some requirements concerning their staff, admitted students, and scholarships provided to their students.

Admission to higher education is based on a nation-wide Student Selection Examination (ÖSS). The examination is held every year and is administered by the Student Selection and Placement Center (ÖSYM). Candidates gain access to higher education institutions based on their composite scores consisting of the scores of the selection examination as well as their high school grade point averages.

Standing with 2002-2003 academic year, the graduate of vocational and technical high school have to opportunities to be placed in two year vocational schools with any entrance exams.

The graduates of these two years vocational schools can continue their education in four year programs, based on the quotas available and their scores in vertical transfer examination.

Graduate-level programs consists of master's and doctoral programs, coordinated by graduate schools. Master's programs are specified as "with thesis" or "without thesis" programs. "With thesis" master programs consist of a specified course completion followed by a submission of a thesis whereas "without thesis" programs consist of completion of graduate courses and a term project. The duration of these programs is two years at least. Access to doctoral programs requires a master degree. Doctoral programs have a duration of minimum four years which consists of completion of courses, passing doctoral qualifying examination, and preparing and defending a doctoral thesis. Medical specialty training programs equivalent to doctoral level programs are carried out within the faculties of medicine and the training hospitals.

The Higher Education System is regulated by Council of Higher Education (YÖK). Being established in 1981, the Council regulates the instiutions' activities concerning research, governance, planning and organization. Two-year vocational schools and departments are founded by the Council whereas universities and institutions are established by the law.

1.b. MANAGEMENT STRUCTURE

(Administration, Boards and Major Committees)

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Vice-Rector	Prof. Dr.Tuba ONGUN
Vice-Rector	Prof. Dr.Süleyman PAMPAL
Secretary General	Prof. Dr.Ömer Faruk ÇOLAK
Deputy Secretary General	Assist. Prof. Dr. Zeynep Şafak TEKSİN
Deputy Secretary General	Specialist Salim AY
Deputy Secretary General	Assist. Prof. Dr. Cem YAŞIN

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Prof. Dr. Selçuk CANDANSAYAR	(Press and Media Relations)
Assoc. Prof. Dr. Cemal OĞUZ	(Law)
Mürşide ORAL	(Financial Management)
Prof. Dr. Serdar KILIÇKAPLAN	
Prof. Dr. M.Çağatay ÖZDEMİR	(Educational Administration-Innovation)
Prof. Dr. Serpil EROL	(Institutional Structuring)
Prof. Dr. H.Güçlü YAVUZCAN	(Patent and Project Management)
Prof. Dr. Sedef TUNAOĞLU	
Prof. Dr. Atilla ENGİN	(Ethics)
Seçkin GÜLTAN	(Information Management)

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4.	Prof.Dr. Tuba ONGUN	(Vice – Rector)
5.	Prof.Dr. Ömer Faruk ÇOLAK	(Secretary General)
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7.	Prof.Dr. Recai ÇINAR	(Dean, Çankırı Fac.of Economics and Administrative Sciences)

8. Prof.Dr. Gökhan ALPASLAN   (Dean, Fac.of Dentistry)
9. Prof.Dr. Ali GÜLTAN   (Rep, Fac.of Dentistry)
10. Prof.Dr. Turan BAYKAL   (Dean, Fac.of Pharmacy)
11. Prof.Dr. Bolkan ŞİMŞEK   (Rep, Fac.of Pharmacy)
12. Prof.Dr. Tevfik Murat ÖZDEN (Dean, Fac. of Industrial Arts Education)
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24. Prof.Dr. Sevil KİŞOĞLU   (Dean, Fac.of Vocational Education)
25. Prof.Dr. Ayten ULUSOY   (Rep, Fac.of Vocational Education)
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37. Prof.Dr. Nermin ERTAN   (Director of Sciences Institute)
38. Prof.Dr. Semra KUŞTİMUR   (Director of Health Sciences Institute)
39. Prof.Dr. Çetin ELMAS   (Director of Informatics Institute)
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                                 Vocational Higher School)
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                                 School)
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49. Instructor Ersan KABALCI   (Acting Director Hacı Bektaş-ı Veli
                                 Vocational Higher School)
50. Prof.Dr. Füsun ACARTÜRK   (Director of Refik Saydam Health Higher School)

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1.c. ORGANISATIONAL CHART OF THE ACADEMIC UNITS

SENATE — **RECTOR** — **BOARD of MANAGEMENT**

VICE-RECTOR **VICE-RECTOR** **VICE-RECTOR**

Faculties

- ECONOMICS and ADMINISTRATIVE SCIENCES
- DENTISTRY
- PHARMACY
- INDUSTRIAL ARTS EDUCATION
- SCIENCE and ARTS
- EDUCATION
- FINE ARTS
- LAW
- COMMUNICATION
- VOCATIONAL EDUCATION
- ENGINEERING and ARCHITECHTURE
- TECHNICAL EDUCATION
- MEDICINE
- COMMERCE and TOURISM EDUCAYION
- ÇANKIRI FINE ARTS
- ÇANKIRI ECONOMICS and ADMINISTRATIVE SCIENCES

Higher Schools and Vocational Higher Schools

- LAND REGISTER and SURVEY VHS
- FINANCE VHS
- PHYSICAL TRAINING and SPORTS HS
- NURSING HS
- HACI BEKTAŞ-I VELI VHS
- VHS of HEALTH SERVICES
- ATATÜRK VHS
- GAZİ VHS
- ANKARA VHS
- BEYPAZARI TECHNICAL SCIENCES VHS
- REFIK SAYDAM HEALTH HS
- POLATLI TECHNICAL SCIENCES VHS
- KEÇİÜREN HEALTH SERVICES VHS

Graduate Schools

- SOCIAL SCIENCES
- EDUCATIONAL SCIENCES
- ACCIDENTS RES. and PREVENTION
- HEALTH SCIENCES
- INFORMATICS
- SCIENCE and TECHNOLOGY

Research Centres

Faculties

- Faculty of Dentistry
- Faculty of Pharmacy
- Industrial Arts and Education Faculty
- Faculty of Science and Arts
- Faculty of Education
- Faculty of Fine Arts
- Faculty of Law
- Faculty of Economics and Administrative Sciences
- Faculty of Communication
- Faculty of Vocational Education
- Faculty of Engineering and Architecture
- Faculty of Technical Education
- Faculty of Medicine
- Faculty of Commerce and Tourism Education
- Çankırı Faculty of Fine Arts *
- Çankırı Faculty of Economics and Administrative Sciences *

Vocational Higher Schools

- Beypazarı Technical Sciences Vocational Higher School
- Hacı Bektaş-ı Veli Vocational Higher School
- Vocational Higher School of Health Services
- Vocational Higher School of Land Register and Survey (attached to Faculty .of Economics and Administrative Sciences)
- Atatürk Vocational Higher School
- Ankara Vocational Higher School
- Gazi Vocational Higher School
- Finance Vocational Higher School (attached to Faculty .of Economics and Administrative Sciences)
- Keçiören Health Services Vocational Higher School *
- Polatlı Technical Sciences Vocational Higher School *

Higher Schools

- Physical Training and Sports Higher School
- Higher School of Nursing
- Refik Saydam Health Higher School *

Graduate Schools

- Informatics
- Social Sciences
- Health Sciences
- Educational Sciences
- Science and Technology
- Accidents Research and Prevention*

* At the moment there is no educational programme and activity.

Research Centers

1. Health Research and Application Center (Hospitals) Operation Regulation
2. Turkish Learning, Research and Application Center
3. Women's Problems Research and Application Center
4. Foreign Languages Teaching, Research and Application Center
5. G.U.Transplantation Center
6. Science and Technology Strategies Research and Application Center
7. G.U. Continuous Education Application and Research Center
8. Archeological Environment Values Research Center
9. G.U. European Union Research and Application Center
10. Strategic Research Center
11. Immigration Research Center
12. Turkish Folklore Research and Application Center
13. Children's Development Research Application and Education Center
14. Laboratory Animas Raising and Experimental Research Center
15. Turkish Handicrafts Research and Application Center
16. Advanced Materials and Paints Research Center
17. Gazi University Banking and Insurance Research Center
18. Clean Energy Research and and Application Center
19. Research and Application Center for the Children Who Have Sight and Learning Deficiency
20. Non-ionizing Radiation Protection Research and Appliation Center
21. Children's Protection, Application and Research Center
22. Cooperative System Research and Application Center
23. Blacksea Countries, Turkic Republics Economics and Social Research Center
24. Earthquake Research and Application Center
25. Bio-medical Calibration and Research Center
26. Turcology Application and Research Center
27. Neuropsychiatry Education Research and Application Center
28. Communication Research and Application Center
29. Hasan Ali Yücel Application and Research Center
30. Pharmacovigilance and Clinical Research and Application Center
31. Investment and Employment Development Center for Undeveloped Regions
32. Nano Medicine Research and Application Center
33. Advanced Biological Research and Application Center
34. Maritime Engineering Research Center
35. Atatürk's Principals and Revolution History Research and Application Center
36. Turkish Culture and Hacı Bektaş-I Veli Research Center
37. Energy Environment Systems and Industrial Rehabilitation Research Center
38. Immunology Research and Application Center
39. Finance-Tax Law Application and Research Center
40. Accounting Application and Research Center
41. Turkish Music Education and Research and Application Center
42. Foreign Language Research and Application Center

1.d. Academic Units Shifted to the New Estaslihed Universities in 2006

Type	Name	University Included
FACULTIES	Çorum Fac.of Science and Arts Çorum Fac.of Theology Çorum Fac.of Economics and Administrative Science Çorum Fac.of Engineering	Hitit University (Çorum)
	Kastamonu Fac.of Education Kastamonu Fac.of Science and Arts Kastamonu Fac.of Forestry	University of Kastamonu (Kastamonu)
	Kırşehir Fac.of Education Kırşehir Fac.of Science and Arts	Ahi Evran University (Kırşehir)
HIGHER SCHOOLS	Kastamonu Physical Training and Sports Higher School Kastamonu Higher School	University of Kastamonu (Kastamonu)
	Çorum Health Higher School	Hitit University (Çorum)
	Kırşehir Physical Training Higher School Kırşehir Health Higher School	Ahi Evran University (Kırşehir)
VOCATIONAL HIGHER SCHOOLS	Çorum Osmancık Vocational Health Higher School Sungurlu Vocational Higher School Çorum Vocational Higher School	Hitit University (Çorum)
	Kırşehir Çiçekdağı Vocational Higher School Kırşehir Vocational Higher School Kaman Vocational Higher School Mucur Vocational Higher School	Ahi Evran University (Kırşehir)

1.e. ORGANIZATION of CENTRAL MANAGEMENT and SUPPORT

RECTOR

VICE-RECTOR   **VICE-RECTOR**   **VICE-RECTOR**

SECRETARY GENERAL

DEPUTY SECRETARY GENERAL   **DEPUTY SECRETARY GENERAL**   **DEPUTY SECRETARY GENERAL**

- Data and Process Management
- Administration and Financial Affairs
- Library and Documentation
- Student Affairs
- Personnel Affairs
- Health Culture and Sports
- Construction Works
- University Hospital
- Civil Defence
- Revolving Fond Operation
- Strategic Development
- International Relations
- Press and Public Relations
- Legal Counselor

1. f. Campus Areas

1.f.1. Campus Areas of Gazi University

Campus Area	Main Units	Land Area (sqm)	Indoor Area (sqm)
Main Campus – Teknikokullar	Rectorship	383.095	137.500
	Faculty of Education		
	Faculty of Technical Education		
	Faculty of Arts and Science		
	Main Library		
	Sport Center		
	Central Student Affairs		
	Department of Health Culture and Sports		
	Culture Center		
Beşevler 1	Faculty of Economics and Administrative Sciences	65.350	22.000
	Informatics Institute		
Beşevler 2	Faculty of Medicine	124.595	156.500
	Faculty of Vocational Education		
	Ankara Vocational Higher School		
Gazi Mah.	Faculty of Pharmacy	11.790	23.000
	Higher School of Nursing		
Emek	Faculty of Dentistry	11.624	22.451
	Faculty of Communication		
	Faculty of Law		
Maltepe	Faculty of Eng. and Architecture	17.236	75.000
	Graduate Schools		
	Gazi Foundation Private Primary and Secondary Education		
Gölbaşı	Faculty of Industrial Arts Education	318.050	50.000
	Faculty of Commerce and Tourism Education		
	Teknopolis		
	Faculty of Medicine (annexes)		
Tunus Street	Faculty of Fine Arts	1500	2498

Polatlı	Technical Sciences Vocational Higher School	17.039	2500
Çubuk	Atatürk Vocational Higher School		
	Gazi Vocational Higher School	1.976.368	85.000
Beypazarı	Technical Sciences Vocational Higher School	1.530	937
Hacı Bektaş (Kırşehir)	Hacı Bektaş Veli Vocational Higher School	10.250	5.200
Akyurt	Some Departments of Atatürk Vocational Higher School and Gazi Vocational Higher School	NA	NA
Çankırı	Çankırı Fac.of Fine Arts		
	Çankırı Fac.of Econ. and Administ. Sciences	NA	NA

NA: Not available

Gazi University also owns some plots in Söğütözü located at the center of Ankara and campus areas in Çubuk and Temelli where planning and investment decisions have not been taken yet.

1.f.2. Approximate values of indoor areas, educational areas and educational area per student related with faculties

Faculty	Indoor Area (sqm)	Educational Area (sqm)*	Number of students	Educational area per student (sqm)
Faculty of Education	115.500	62.095	9751	6,37
Faculty of Technical Education	32.000	24.210	6280	3,86
Faculty of Vocational Education	8.575	5770	3361	1,72
Faculty of Medicine	136.800	42.000	1169	35,93
Faculty of Pharmacy	23.000		539	
Faculty of Economics and Administrative Sciences	24.000	19.962	1823	10,95
Faculty of Communication	4.480	1.240	858	1,45
Faculty of Law	7.371	5.941	691	8,60
Faculty of Dentistry	9.427	4.099	492	8,33
Faculty of Engineering and Architecture	59.932	51.048	4001	12,75
Faculty of Fine Arts	2.498	280	30	9,33
Industrial Arts and Education Faculty	10.278	7.534	1374	5,48
Faculty of Commerce and Tourism Education	5.875	4.330	1823	2,38
Faculty of Science and Arts	27.330	21.180	4736	4,47

* All medium used for application and working purposes studies in educational areas (including classrooms, laboratory, atelier, library, etc…)

1.g. SELF EVALUATION PROCESS MANAGEMENT

Steering Committee

Tülin Oygür
Cansu Alpaslan
Çiğdem Güldür
Güçlü Yavuzcan

Bologna Process and Implementation

Çiğdem Güldür (Education)
Güçlü Yavuzcan (Research)

Education Sub-structure – Support Services – Financial Issues Committee

Cem Yaşin
Yiğit Özbek

Education Programs Committee

Galip Yüksel
Ömer Faruk Bay
Nalân Özhan Elbaş

Students/Graduates Committee

İsmet Çok
Zafer Güney
Student Representative

Teaching Staff Members /Administrative Personnel Committee

Can Çoğun
Filiz Kılıç

Strategic Committee

İskender Öksüz
Şiir Yılmaz
Muzaffer Sarımeşeli

Related Units
*Head of Strategic Development Dept.
*Head of Data Process Dept.
*Head of Library and Documentation Dept.
*Head of Construction Works and Technical Dept.
*Head of Health Culture Sports Dept.

Related Units

*Rectorship Education Committee
*Continuous Education Center
*Distance Learning Center
*TÖMER
*YADEM

Related Units

*Head of Student Affairs Dep.
*GU Alumni Association
*Student Council
*Head of Data Process Dept.
*Head of Health Culture Sports Dept.

Related Units
*BAP Unit
*Head of Personnel Dept.
*Head of Library and Documentation Dept.
*Head of Data Process Dept.

Related Units
*Committee of Strategic Planning
*Head of Data Process Dept.
*Social Council

Related Units

*EU Programs Coordinators
*International Relations Office
*Rectorship Education Committee

Technical Support, Data Collecting & Software Unit
Sevgi Baykaldı
Zeynep Bumin Sözen
Nurgül Durmuş
Data Process Specialist
4 Research Assistants

Measurement and Evaluation Unit
Hüseyin Öncü
Feridun Gezgin
Bülent Altunkaynak
Haluk Ünsal

44

ANNEX 2
Supporting Data

a. Degree Programs
b. Students
c. Academic Staff and Administrative Staff
d. Projects and Publications

2.a

Degree Programs

Degree Programs Offered by the Academic Units of the University

2.a.1. Faculties

FACULTY OF DENTISTRY

Name of the Program	Program Type	Duration	Awarded Degree
DENTISTRY	Formal Education	5	Bachelor's Degree

FACULTY OF PHARMACY

Name of the Program	Program Type	Duration	Awarded Degree
PHARMACY	Formal Education	5	Bachelor's Degree

FACULTY OF INDUSTRIAL ARTS EDUCATION

Name of the Program	Program Type	Duration	Awarded Degree
INDUSTRIAL TECHNOLOGY EDUCATION	Formal Education	4	Bachelor's Degree
COMPUTER EDUCATION	Formal Education	4	Bachelor's Degree
FAMILY AND CONSUMER SCIENCES EDUCATION	Formal Education	4	Bachelor's Degree
BUSINESS EDUCATION	Formal Education	4	Bachelor's Degree

FACULTY OF SCIENCE and ARTS

Name of the Program	Program Type	Duration	Awarded Degree
MATHEMATICS	Formal Education	4	Bachelor's Degree
MATHEMATICS	Two-shift Education	4	Bachelor's Degree
BIOLOGY	Formal Education	4	Bachelor's Degree
BIOLOGY	Two-shift Education	4	Bachelor's Degree
STATISTICS	Formal Education	4	Bachelor's Degree
STATISTICS	Two-shift Education	4	Bachelor's Degree
PHYSICS	Formal Education	4	Bachelor's Degree
PHYSICS	Two-shift Education	4	Bachelor's Degree
CHEMISTRY	Formal Education	4	Bachelor's Degree
CHEMISTRY	Two-shift Education	4	Bachelor's Degree

			Bachelor's
PHILOSOPHY	Formal Education	4	Degree
ART HISTORY	Formal Education	4	Bachelor's Degree
TURKISH LANGUAGE AND LITERATURE	Formal Education	4	Bachelor's Degree
TURKISH LANGUAGE AND LITERATURE	Two-shift Education	4	Bachelor's Degree
TURKISH FOLKLORE	Formal Education	4	Bachelor's Degree
MODERN TURKISH DIALECTS	Formal Education	4	Bachelor's Degree
RUSSIAN LANGUAGE ANDLITERATURE	Formal Education	4	Bachelor's Degree
HISTORY	Formal Education	4	Bachelor's Degree
HISTORY	Two-shift Education	4	Bachelor's Degree

FACULTY OF EDUCATION

Name of the Program	Program Type	Duration	Awarded Degree
GEOGRAPHY EDUCATION	Formal Education	4	Bachelor's Degree
HISTORY EDUCATION	Formal Education	4	Bachelor's Degree
PHILOSOPHY EDUCATION	Formal Education	4	Bachelor's Degree
TURKISH LANGUAGE AND LITERATURE EDUCATION	Formal Education	4	Bachelor's Degree
PRIMARY SCHOOL TEACHER EDUCATION	Formal Education	4	Bachelor's Degree
PRIMARY SCHOOL MATHEMATICS TEACHER EDUCATION	Formal Education	4	Bachelor's Degree
PRIMARY SCHOOL SCIENCE TEACHER EDUCATION	Formal Education	4	Bachelor's Degree
EARLY CHILDHOOD TEACHING PROGRAM	Formal Education	4	Bachelor's Degree
SOCIAL SCIENCES TEACHING PROGRAM	Formal Education	4	Bachelor's Degree
PRIMARY SCHOOL TEACHER EDUCATION	Two-shift Education	4	Bachelor's Degree
PRIMARY SCHOOL MATHEMATICS TEACHER EDUCATION	Two-shift Education	4	Bachelor's Degree
PRIMARY SCHOOL SCIENCE TEACHER EDUCATION	Two-shift Education	4	Bachelor's Degree
EARLY CHILDHOOD TEACHER EDUCATION	Two-shift Education	4	Bachelor's Degree
SOCIAL SCIENCES EDUCATION	Two-shift Education	4	Bachelor's Degree
GERMAN LANGUAGE EDUCATION	Formal Education	4	Bachelor's Degree
FRENCH LANGUAGE EDUCATION	Formal Education	4	Bachelor's Degree
ENGLISH LANGUAGE EDUCATION	Formal Education	4	Bachelor's Degree

			Bachelor's
ENGLISH LANGUAGE EDUCATION	Two-shift Education	4	Degree
ARABIC LANGUAGE EDUCATION	Formal Education	4	Bachelor's Degree
TURKISH LANGUAGE EDUCATION	Formal Education	4	Bachelor's Degree
TURKISH LANGUAGE EDUCATION	Two-shift Education	4	Bachelor's Degree
COMPUTER AND INSTRUCTIONAL TECHNOLOGIES EDUCATION	Formal Education	4	Bachelor's Degree
PSYCHOLOGICAL SERVICES IN EDUCATION PROGRAM	Formal Education	4	Bachelor's Degree
MUSIC EDUCATION	Formal Education	4	Bachelor's Degree
PAINTING EDUCATION	Formal Education	4	Bachelor's Degree
BIOLOGY EDUCATION	Formal Education	4	Bachelor's Degree
PHYSICS EDUCATION	Formal Education	4	Bachelor's Degree
CHEMISTRY EDUCATION	Formal Education	4	Bachelor's Degree
MATHEMATICS EDUCATION	Formal Education	4	Bachelor's Degree
VISUALLY HANDICAPPED CHILDREN'S TEACHER EDUCATION	Formal Education	4	Bachelor's Degree
MENTALLY HANDICAPPED CHILDREN'S TEACHER EDUCATION	Formal Education	4	Bachelor's Degree

FACULTY OF FINE ARTS

Name of the Program	Program Type	Duration	Awarded Degree
PAINTING	Formal Education	4	Bachelor's Degree
VISUAL COMMUNICATION DESIGN	Formal Education	4	Bachelor's Degree

FACULTY OF LAW

Name of the Program	Program Type	Duration	Awarded Degree
LAW	Formal Education	4	Bachelor's Degree

FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES

Name of the Program	Program Type	Duration	Awarded Degree
ECONOMY	Formal Education	4	Bachelor's Degree
ECONOMY	Two-shift Education	4	Bachelor's Degree
MANAGEMENT	Formal Education	4	Bachelor's Degree
MANAGEMENT	Two-shift Education	4	Bachelor's Degree

Name of the Program	Program Type	Duration	Awarded Degree
PUBLIC ADMINISTRATION	Formal Education	4	Bachelor's Degree
PUBLIC ADMINISTRATION	Two-shift Education	4	Bachelor's Degree
ECONOMETRICS	Formal Education	4	Bachelor's Degree
ECONOMETRICS	Two-shift Education	4	Bachelor's Degree
FINANCE	Formal Education	4	Bachelor's Degree
LABOUR ECONOMICS AND INDUSTRIAL RELATIONS	Formal Education	4	Bachelor's Degree
INTERNATIONAL RELATIONS	Formal Education	4	Bachelor's Degree
INTERNATIONAL RELATIONS	Two-shift Education	4	Bachelor's Degree

FACULTY OF COMMUNICATION

Name of the Program	Program Type	Duration	Awarded Degree
JOURNALISM	Formal Education	4	Bachelor's Degree
PUBLIC RELATIONS AND PUBLICITY	Formal Education	4	Bachelor's Degree
RADIO -TV AND CINEMA	Formal Education	4	Bachelor's Degree

FACULTY OF VOCATIONAL EDUCATION

Name of the Program	Program Type	Duration	Awarded Degree
FAMILY ECONOMICS and NUTRITION EDUCATION	Formal Education	4	Bachelor's Degree
CHILD DEVELOPMENT EDUCATION	Formal Education	4	Bachelor's Degree
HANDCRAFTS EDUCATION	Formal Education	4	Bachelor's Degree
CLOTHING INDUSTRY and FASHION DESIGN	Formal Education	4	Bachelor's Degree
APPLIED ARTS EDUCATION	Formal Education	4	Bachelor's Degree
EDUCATIONAL SCIENCES	Formal Education	4	Bachelor's Degree
BASIC SCIENCES	Formal Education	4	Bachelor's Degree

FACULTY OF ENGINEERING AND ARCHITECTURE

Name of the Program	Program Type	Duration	Awarded Degree
COMPUTER ENGINEERING	Formal Education	4	Bachelor's Degree
ELECTRICAL and ELECTRONICS ENGINEERING	Formal Education	4	Bachelor's Degree
CIVIL ENGINEERING	Formal Education	4	Bachelor's Degree

			Bachelor's
CHEMICAL ENGINEERING	Formal Education	4	Degree
CHEMICAL ENGINEERING	Two-shift Education	4	Bachelor's Degree
MECHANICAL ENGINEERING	Formal Education	4	Bachelor's Degree
MECHANICAL ENGINEERING	Two-shift Education	4	Bachelor's Degree
ARCHITECTURE	Formal Education	4	Bachelor's Degree
CITY and REGIONAL PLANNING	Formal Education	4	Bachelor's Degree

FACULTY OF TECHNICAL EDUCATION

Name of the Program	Program Type	Duration	Awarded Degree
ELECTRIC EDUCATION	Formal Education	4	Bachelor's Degree
ELECTRIC EDUCATION	Two-shift Education	4	Bachelor's Degree
COMPUTER SYSTEMS EDUCATION	Formal Education	4	Bachelor's Degree
COMPUTER SYSTEMS EDUCATION	Two-shift Education	4	Bachelor's Degree
ELECTRONIC EDUCATION	Formal Education	4	Bachelor's Degree
ELECTRONIC EDUCATION	Two-shift Education	4	Bachelor's Degree
SAWDUST PRODUCTION	Formal Education	4	Bachelor's Degree
SAWDUST PRODUCTION	Two-shift Education	4	Bachelor's Degree
MOLDING EDUCATION	Formal Education	4	Bachelor's Degree
MOLDING EDUCATION	Two-shift Education	4	Bachelor's Degree
AUTOMOTIVE EDUCATION	Formal Education	4	Bachelor's Degree
AUTOMOTIVE EDUCATION	Two-shift Education	4	Bachelor's Degree
INSTALLATION EDUCATION	Formal Education	4	Bachelor's Degree
INSTALLATION EDUCATION	Two-shift Education	4	Bachelor's Degree
MACHINE DESIGN	Formal Education	4	Bachelor's Degree
MACHINE DESIGN	Two-shift Education	4	Bachelor's Degree
PRINTING EDUCATION	Formal Education	4	Bachelor's Degree
PRINTING EDUCATION	Two-shift Education	4	Bachelor's Degree
METALLURGY EDUCATION	Formal Education	4	Bachelor's Degree
METALLURGY EDUCATION	Two-shift Education	4	Bachelor's Degree

Name of the Program	Program Type	Duration	Awarded Degree
CASTING-MODEL EDUCATION	Formal Education	4	Bachelor's Degree
CASTING-MODEL EDUCATION	Two-shift Education	4	Bachelor's Degree
FURNITURE AND DECORATION	Formal Education	4	Bachelor's Degree
CONSTRUCTION EDUCATION	Formal Education	4	Bachelor's Degree
CONSTRUCTION EDUCATION	Two-shift Education	4	Bachelor's Degree

FACULTY OF MEDICINE

Name of the Program	Program Type	Duration	Awarded Degree
MEDICINE	Formal Education	6	Bachelor's Degree

FACULTY OF COMMERCE AND TOURISM

Name of the Program	Program Type	Duration	Awarded Degree
COMPUTER APPLICATIONS EDUCATION	Formal Education	4	Bachelor's Degree
OFFICE MANAGEMENT EDUCATION	Formal Education	4	Bachelor's Degree
BUSINESS ADMINISTRATION EDUCATION	Formal Education	4	Bachelor's Degree
ACCOUNTING AND FINANCE EDUCATION	Formal Education	4	Bachelor's Degree
COMMERCE EDUCATION	Formal Education	4	Bachelor's Degree
TOURISM MANAGEMENT EDUCATION	Formal Education	4	Bachelor's Degree

2.a.2. Graduate Schools

GRADUATE SCHOOL OF INFORMATICS

Name of the Program	Program Type	Duration	Awarded Degree
ELECTRONIC COMPUTER EDUCATION	Formal Education	2	Master's Degree
COMPUTER EDUCATION	Formal Education	2	Master's Degree
COMPUTER SCIENCES	Formal Education	2	Master's Degree
DATA PROCESSING SYSTEMS	Formal Education	2	Master's Degree
HEALTH DATA PROCESSING	Formal Education	2	Master's Degree
ELECTRONIC COMPUTER EDUCATION	Formal Education	4	Ph.D
COMPUTER SCIENCES	Formal Education	4	Ph.D

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

Name of the Program	Program Type	Duration	Awarded Degree
EDUCATIONAL ADMINISTRATION AND INSPECTION	Formal Education	2	Master's Degree
EDUCATIONAL ADMINISTRATION AND INSPECTION	Two-shift Education	3	Master's Degree
EDUCATIONAL ADMINISTRATION AND INSPECTION	Formal Education	4	Ph.D
EDUCATIONAL PROGRAMS AND INSTRUCTION	Formal Education	2	Master's Degree
EDUCATIONAL PROGRAMS AND INSTRUCTION	Formal Education	4	Ph.D
GUIDANCE AND COUNSELING IN EDUCATION	Formal Education	2	Master's Degree
GUIDANCE AND COUNSELING IN EDUCATION	Formal Education	4	Ph.D
SOCIAL AND HISTORICAL FUNDAMENTALS OF EDUCATION	Formal Education	2	Master's Degree
EDUCATION TECHNOLOGY	Formal Education	4	Ph.D
SCIENCE TEACHER EDUCATION	Formal Education	2	Master's Degree
SCIENCE TEACHER EDUCATION	Formal Education	4	Ph.D
SOCIAL SCIENCES TEACHER EDUCATION	Formal Education	2	Master's Degree
SOCIAL SCIENCES TEACHER EDUCATION	Formal Education	4	Ph.D
PRIMARY SCHOOL TEACHER EDUCATION	Formal Education	2	Master's Degree
PRIMARY SCHOOL TEACHER EDUCATION	Formal Education	4	Ph.D
MATHEMATICS TEACHER EDUCATION	Formal Education	2	Master's Degree
MATHEMATICS TEACHER EDUCATION	Formal Education	4	Ph.D
EARLY CHILDHOOD TEACHER EDUCATION	Formal Education	2	Master's Degree
EARLY CHILDHOOD TEACHER EDUCATION	Formal Education	4	Ph.D

BIOLOGY EDUCATION	Formal Education	2	Master's Degree
BIOLOGY EDUCATION	Formal Education	4	Ph.D
PHYSICS EDUCATION	Formal Education	2	Master's Degree
PHYSICS EDUCATION	Formal Education	4	Ph.D
CHEMISTRY EDUCATION	Formal Education	2	Master's Degree
CHEMISTRY EDUCATION	Formal Education	4	Ph.D
MATHEMATICS EDUCATION	Formal Education	2	Master's Degree
MATHEMATICS EDUCATION	Formal Education	4	Ph.D
GEOGRAPHY EDUCATION	Formal Education	2	Master's Degree
GEOGRAPHY EDUCATION	Formal Education	4	Ph.D
PHILOSOPHY EDUCATION	Formal Education	2	Master's Degree
PHILOSOPHY EDUCATION	Formal Education	4	Ph.D
HISTORY EDUCATION	Formal Education	2	Master's Degree
HISTORY EDUCATION	Formal Education	4	PhD
TURKISH LANGUAGE AND LITERATURE EDUCATION	Formal Education	2	Master's Degree
TURKISH LANGUAGE AND LITERATURE EDUCATION	Formal Education	4	Ph.D
GERMAN EDUCATION	Formal Education	2	Master's Degree
GERMAN EDUCATION	Formal Education	4	Ph.D
FRENCH EDUCATION	Formal Education	2	Master's Degree
FRENCH EDUCATION	Formal Education	4	Ph.D
ENGLISH EDUCATION	Formal Education	2	Master's Degree
ENGLISH EDUCATION	Formal Education	4	Ph.D
TURKISH EDUCATION	Formal Education	2	Master's Degree
TURKISH EDUCATION	Formal Education	4	Ph.D
MENTALLY HANDICAPPED CHILDREN'S TEACHER EDUCATION	Formal Education	2	Master's Degree
MENTALLY HANDICAPPED CHILDREN'S TEACHER EDUCATION	Formal Education	4	Ph.D
VISUALLY HANDICAPPED CHILDREN'S TEACHER EDUCATION	Formal Education	2	Master's Degree
VISUALLY HANDICAPPED CHILDREN'S CHİLDREN EDUCATION	Formal Education	4	Ph.D
HOUSEHOLD ECONOMY AND NUTRITION EDUCATION	Formal Education	2	Master's Degree
HOUSEHOLD ECONOMY AND NUTRITION EDUCATION	Formal Education	4	Ph.D
CHILD DEVELOPMENT AND EDUCATION	Formal Education	2	Master's Degree
CHILD DEVELOPMENT AND EDUCATION	Formal Education	4	Ph.D
BUSINESS EDUCATION	Formal Education	2	Master's Degree
BANKING EDUCATION	Formal Education	2	Master's Degree

CLOTHING INDUSTRY AND FASHION DESIGN EDUCATION	Formal Education	2	Master's Degree
CLOTHING INDUSTRY AND FASHION DESIGN EDUCATION	Formal Education	4	Ph.D
COIFFURE AND BEAUTY EDUCATION	Formal Education	2	Master's Degree
OFFICE MANAGEMENT EDUCATION	Formal Education	2	Master's Degree
FOREIGN TRADE EDUCATION	Formal Education	2	Master's Degree
TOURISM MANAGEMENT EDUCATION	Formal Education	2	Master's Degree
TOURISM MANAGEMENT EDUCATION	Formal Education	4	Ph.D
GRAPHICS EDUCATION	Formal Education	2	Master's Degree
GRAPHICS EDUCATION	Formal Education	4	Ph.D
CERAMICS EDUCATION	Formal Education	2	Master's Degree
PROFESSIONAL ART EDUCATION	Formal Education	2	Master's Degree
PROFESSIONAL ART EDUCATION	Formal Education	4	Ph.D
TRADITIONAL TURKISH HAND CRAFTS EDUCATION	Formal Education	2	Master's Degree
DECORATIVE ARTS EDUCATION	Formal Education	2	Master's Degree
EMBROIDERY EDUCATION	Formal Education	2	Master's Degree
TEXTILE EDUCATION	Formal Education	2	Master's Degree
PHYSICAL EDUCATION AND SPORT TEACHING	Formal Education	2	Master's Degree
PHYSICAL EDUCATION AND SPORT TEACHING	Formal Education	4	Ph.D
COMPUTER AND INSTRUCTIONAL TECHNOLOGIES TEACHING PROGRAM	Formal Education	2	Master's Degree
BIOLOGY TEACHING PROGRAM (WITHOUT THESIS- FIELD TEACHING)	Two-shift Education	1,5	Master's Degree
CHEMISTRY TEACHING PROGRAM (WITHOUT THESIS- FIELD TEACHING)	Two-shift Education	1,5	Master's Degree
PHYSICS TEACHING PROGRAM (WITHOUT THESIS- FIELD TEACHING)	Two-shift Education	1,5	Master's Degree
MATHEMATICS TEACHING PROGRAM (WITHOUT THESIS- FIELD TEACHING)	Two-shift Education	1,5	Master's Degree
HISTORY TEACHING PROGRAM (WITHOUT THESIS- FIELD TEACHING)	Two-shift Education	1,5	Master's Degree
TURKISH LANGUAGE AND LITERATURE TEACHING PROGRAM (WITHOUT THESIS- FIELD TEACHING)	Two-shift Education	1,5	Master's Degree
PHILISOPHY AND RELATED FIELDS TEACHING PROGRAM (WITHOUT THESIS- FIELD TEACHING)	Two-shift Education	1,5	Master's Degree

GRADUATE SCHOOL OF SCIENCE AND TECHNOLOGY

Name of the Program	Program Type	Duration	Awarded Degree
BIOLOGY	Formal Education	2	Master's Degree
BIOLOGY	Two-shift Education	3	Master's Degree
BIOLOGY	Formal Education	4	Ph.D
PHYSICS	Formal Education	2	Master's Degree
PHYSICS	Formal Education	4	Ph.D
STATISTICS	Formal Education	2	Master's Degree
STATISTICS	Two-shift Education	3	Master's Degree
STATISTICS	Formal Education	4	Ph.D
CHEMISTRY	Formal Education	2	Master's Degree
CHEMISTRY	Formal Education	4	Ph.D
MATHEMATICS	Formal Education	2	Master's Degree
MATHEMATICS	Two-shift Education	3	Master's Degree
MATHEMATICS	Formal Education	4	Ph.D
ELECTRIC ELEKTRONICS ENGINEERING	Formal Education	2	Master's Degree
ELECTRIC ELEKTRONICS ENGINEERING	Formal Education	4	Ph.D
INDUSTRIAL ENGINEERING	Formal Education	2	Master's Degree
INDUSTRIAL ENGINEERING	Two-shift Education	3	Master's Degree
INDUSTRIAL ENGINEERING	Formal Education	4	Ph.D
CIVIL ENGINEERING	Formal Education	2	Master's Degree
CIVIL ENGINEERING	Two-shift Education	3	Master's Degree
CIVIL ENGINEERING	Formal Education	4	Ph.D
CHEMICAL ENGINEERING	Formal Education	2	Master's Degree
CHEMICAL ENGINEERING	Two-shift Education	3	Master's Degree
CHEMICAL ENGINEERING	Formal Education	4	Ph.D
MECHANICAL ENGINEERING	Formal Education	2	Master's Degree
MECHANICAL ENGINEERING	Formal Education	4	Ph.D
ARCHITECTURE	Formal Education	2	Master's Degree
ARCHITECTURE	Formal Education	4	Ph.D
CITY AND REGINAL PLANNING	Formal Education	2	Master's Degree
CITY AND REGINAL PLANNING	Formal Education	4	Ph.D
COMPUTER ENGINEERING	Formal Education	2	Master's Degree
COMPUTER ENGINEERING	Formal Education	4	Ph.D
FURNITURE AND DECORATION EDUCATION	Formal Education	2	Master's Degree

FURNITURE AND DECORATION EDUCATION	Two-shift Education	3	Master's Degree
FURNITURE AND DECORATION EDUCATION	Formal Education	4	Ph.D
ELEKTRONIC AND COMPUTER EDUCATION	Formal Education	2	Master's Degree
ELEKTRONIC AND COMPUTER EDUCATION	Two-shift Education	3	Master's Degree
ELEKTRONIC AND COMPUTER EDUCATION	Formal Education	4	Ph.D
MECHANICAL EDUCATION	Formal Education	2	Master's Degree
MECHANICAL EDUCATION	Two-shift Education	3	Master's Degree
MECHANICAL EDUCATION	Formal Education	4	Ph.D
METAL EDUCATION	Formal Education	2	Master's Degree
METAL EDUCATION	Two-shift Education	3	Master's Degree
METAL EDUCATION	Formal Education	4	Ph.D
CONSTRUCTION EDUCATION	Formal Education	2	Master's Degree
CONSTRUCTION EDUCATION	Two-shift Education	3	Master's Degree
CONSTRUCTION EDUCATION	Formal Education	4	Ph.D
ELEKTRIC EDUCATION	Formal Education	2	Master's Degree
ELEKTRIC EDUCATION	Two-shift Education	3	Master's Degree
ELEKTRIC EDUCATION	Formal Education	4	Ph.D
INDUSTRIAL TECHNOLOGY EDUCATION	Formal Education	2	Master's Degree
INDUSTRIAL TECHNOLOGY EDUCATION	Two-shift Education	3	Master's Degree
INDUSTRIAL TECHNOLOGY EDUCATION	Formal Education	4	PhD
COMPUTER EDUCATION	Formal Education	2	Master's Degree
COMPUTER EDUCATION	Two-shift Education	3	Master's Degree
ENVIRONMENTAL AND TECHNICAL RESEARCH OF ACCIDENTS	Formal Education	2	Master's Degree
ENVIRONMENTAL AND TECHNICAL RESEARCH OF ACCIDENTS	Two-shift Education	3	Master's Degree
ENVIRONMENTAL AND TECHNICAL RESEARCH OF ACCIDENTS	Formal Education	4	Ph.D
TRAFFIC PLANNING AND APPLICATION	Formal Education	2	Master's Degree
TRAFFIC PLANNING AND APPLICATION	Two-shift Education	3	Master's Degree
ENVIRONMENTAL SCIENCES	Formal Education	2	Master's Degree
ENVIRONMENTAL SCIENCES	Two-shift Education	3	Master's Degree
ADVANCED SCIENCES	Formal Education	2	Master's Degree

GRADUATE SCHOOL OF HEALTH SCIENCES

Name of the Program	Program Type	Duration	Awarded Degree
ORAL AND MAXILLOFACIAL SURGERY	Formal Education	4	Ph.D
CONSERVATIVE DENTISTRY AND ENDODONTICS	Formal Education	4	Ph.D
ORAL DIAGNOSIS AND RADIOLOGY	Formal Education	4	Ph.D
PERIODONTOLOGY	Formal Education	4	Ph.D
PEDODONTICS	Formal Education	4	Ph.D
ORTHODONTICS	Formal Education	4	Ph.D
PROSTHODONTICS	Formal Education	4	Ph.D
ORAL PATHOLOGY BİLİM DALI	Formal Education	4	Ph.D
PHARMACOLOGY (PHARMACY) DALI	Formal Education	2	Master's Degree
PHARMACOLOGY (PHARMACY)	Formal Education	4	Ph.D
BIOCHEMISTRY (PHARMACY)	Formal Education	2	Master's Degree
BIOCHEMISTRY (PHARMACY)	Formal Education	4	Ph.D
PHARMACEUTIC TECHNOLOGY	Formal Education	2	Master's Degree
PHARMACEUTIC TECHNOLOGY	Formal Education	4	Ph.D
COSMETOLOGY PROGRAM	Formal Education	2	Master's Degree
PHARMACEUTIC CHEMISTRY	Formal Education	2	Master's Degree
PHARMACEUTIC CHEMISTRY	Formal Education	4	Ph.D
PHARMACEUTIC TOXICOLOGY	Formal Education	2	Master's Degree
PHARMACEUTIC TOXICOLOGY	Formal Education	4	Ph.D
NUTRITION ANALYSIS	Formal Education	2	Ph.D
ANALYTICAL CHEMISTRY	Formal Education	2	Master's Degree
ANALYTICAL CHEMISTRY	Formal Education	4	PhD
PHARMACOGNOSY	Formal Education	2	Master's Degree
PHARMACOGNOSY ANA BİLİM DALI	Formal Education	4	Ph.D
PHYTOTHERAPHY PROGRAM	Formal Education	2	Master's Degree
PHARMACEUTOCAL MICROBIOLOGY	Formal Education	2	Master's Degree
PHARMACOLOGY (MEDICINE)	Formal Education	2	Master's Degree
PHARMACOLOGY (MEDICINE)	Formal Education	4	Ph.D
MICROBIOLOGY	Formal Education	2	Master's Degree
MICROBIOLOGY	Formal Education	4	Ph.D
IMMUNOLOGY	Formal Education	2	Master's Degree

IMMUNOLOGY	Formal Education	4	Ph.D
PUBLIC HEALTH	Formal Education	2	Master's Degree
PUBLIC HEALTH	Formal Education	4	Ph.D
BIOCHEMISTRY (MEDICINE)	Formal Education	2	Master's Degree
BIOCHEMISTRY (MEDICINE)	Formal Education	4	Ph.D
PHYSIOLOGY	Formal Education	2	Master's Degree
PHYSIOLOGY	Formal Education	4	Ph.D
HISTOLOGY-EMBRYOLOGY	Formal Education	2	Master's Degree
HISTOLOGY-EMBRYOLOGY	Formal Education	4	Ph.D
ANATOMY	Formal Education	2	Master's Degree
ANATOMY	Formal Education	4	Ph.D
MEDICAL BIOLOGY AND GENETICS	Formal Education	2	Master's Degree
MEDICAL BIOLOGY AND GENETICS	Formal Education	4	Ph.D
BIOPHYSICS	Formal Education	2	Master's Degree
BIOPHYSICS	Formal Education	4	Doktora
AUDIOLOGY AND SPEAKING DEFECTS PROGRAM	Formal Education	2	Master's Degree
SOCIAL PEDIATRICS PROGRAM	Formal Education	4	Ph.D
PHYSICAL EDUCATION AND SPORTS PROGRAM	Formal Education	2	Master's Degree
PHYSICAL EDUCATION AND SPORTS PROGRAM	Formal Education	4	Ph.D
WORKER HEALTH AND WORK SAFETY PROGRAM	Formal Education	2	Master's Degree
DEMOGRAPHICS OF ACCIDENTS AND EPIDEMIOLOGY PROGRAM	Formal Education	2	Master's Degree
EMERGENCY ASSISTANCE AND REHABILITATION	Formal Education	4	Ph.D
NURSING PROGRAM	Formal Education	2	Master's Degree

GRADUATE SCHOOL OF SOCIAL SCIENCES

Name of the Program	Program Type	Duration	Awarded Degree
OLD TURKISH LITERATURE	Formal Education	2	Master's Degree
OLD TURKISH LITERATURE	Formal Education	4	Ph.D
NEW TURKISH LITERATURE	Formal Education	2	Master's Degree
NEW TURKISH LITERATURE	Formal Education	4	Ph.D
TURKISH LANGUAGE	Formal Education	2	Master's Degree
TURKISH LANGUAGE	Formal Education	4	Ph.D
TURKISH FOLKLORE LITERATURE	Formal Education	2	Master's Degree

TURKISH FOLKLORE LITERATURE	Formal Education	4	Ph.D
TURKISH FOLKLORE	Formal Education	2	Master's Degree
TURKISH FOLKLORE	Formal Education	4	Ph.D
MODERN TURKISH DIALECTS	Formal Education	2	Master's Degree
MODERN TURKISH DIALECTS	Formal Education	4	Ph.D
LABOUR ECONOMICS AND INDUSTRIAL RELATIONS	Formal Education	2	Master's Degree
LABOUR ECONOMICS AND INDUSTRIAL RELATIONS	Formal Education	4	Ph.D
ECONOMETRICS	Formal Education	2	Master's Degree
ECONOMETRICS	Formal Education	4	Ph.D
ECONOMETRICS (WITHOUT THESIS)	Two-shift Education	2	Master's Degree
ECONOMIC POLICY	Formal Education	2	Master's Degree
THEORY OF ECONOMY	Formal Education	2	Master's Degree
INTERNATIONAL ECONOMY	Formal Education	2	Master's Degree
HISTORY OF ECONOMICS	Formal Education	2	Master's Degree
ECONOMY	Formal Education	2	Master's Degree
ECONOMY	Formal Education	4	Ph.D
ECONOMIC DEVELOPMENT AND GROWTH	Formal Education	2	Master's Degree
MANAGEMENT	Formal Education	2	Master's Degree
MANAGEMENT	Formal Education	4	Ph.D
ACCOUNTING-FINANCING	Formal Education	2	Master's Degree
ACCOUNTING-FINANCING	Formal Education	4	Ph.D
ACCOUNTING	Formal Education	2	Master's Degree
HUMAN RESOURCES MANAGEMENT	Formal Education	2	Master's Degree
PRODUCTION MANAGEMENT AND MARKETING	Formal Education	2	Master's Degree
MANAGEMENT-ORGANIZATION	Formal Education	2	Master's Degree
NUMERICAL METHODS	Formal Education	2	Master's Degree
HOSPITAL MANAGEMENT	Formal Education	2	Master's Degree
FINANCING	Formal Education	2	Master's Degree
HEALTH INSTITUTIONS AND MANAGEMENT	Formal Education	2	Master's Degree
URBANIZATION AND ENVIRONMENTAL PROBLEMS	Formal Education	2	Master's Degree
TURKEY AND EUROPEAN UNION RELATION (WITHOUT THESIS)	Two-shift Education	2	Master's Degree
POLITICAL AND SOCIAL SCIENCES	Formal Education	2	Master's Degree
POLITICAL AND SOCIAL SCIENCES	Formal Education	4	Ph.D

TURKEY AND EUROPEAN UNION RELATIONS	Formal Education	2	Master's Degree
MANAGEMENT SCIENCES	Formal Education	2	Master's Degree
SOCIOLOGY	Formal Education	2	Master's Degree
PUBLIC ADMINISTRATION	Formal Education	2	Master's Degree
PUBLIC ADMINISTRATION	Formal Education	4	Ph.D
FINANCE	Formal Education	2	Master's Degree
FINANCE	Formal Education	4	Ph.D
INTERNATIONAL RELATIONS	Formal Education	2	Master's Degree
INTERNATIONAL RELATIONS	Formal Education	4	Master's Degree
JOURNALISM	Formal Education	2	Master's Degree
JOURNALISM	Formal Education	4	Ph.D
PUBLIC RELATIONS AND PUBLICITY	Formal Education	2	Master's Degree
PUBLIC RELATIONS AND PUBLICITY	Formal Education	4	Ph.D
RADIO -TV AND CINEMA	Formal Education	2	Master's Degree
RADIO -TV AND CINEMA	Formal Education	4	Ph.D
ACCOUNTING-FINANCING (WITHOUT THESIS)	Two-shift Education	2	Master's Degree
MANAGEMENT (WITHOUT THESIS)	Two-shift Education	2	Master's Degree
ANCIENT HISTORY	Formal Education	2	Master's Degree
ANCIENT HISTORY	Formal Education	4	Ph.D
MEDIEVAL HISTORY	Formal Education	2	Master's Degree
MEDIEVAL HISTORY	Formal Education	4	Ph.D
MODERN TIMES HISTORY	Formal Education	2	Master's Degree
MODERN TIMES HISTORY	Formal Education	4	Ph.D
RECENT HISTORY	Formal Education	2	Master's Degree
RECENT HISTORY	Formal Education	4	Ph.D
HISTORY OF TURKISH REPUBLIC	Formal Education	2	Master's Degree
HISTORY OF TURKISH REPUBLIC	Formal Education	4	Ph.D
PHILOSOPHY	Formal Education	2	Master's Degree
SOCIOLOGY	Formal Education	2	Master's Degree
CIVIL LAW	Formal Education	2	Master's Degree
COMMERCIAL LAW	Formal Education	2	Master's Degree
LABOUR AND SOCIAL SECURITY LAW	Formal Education	2	Master's Degree
CIVIL PROCEDURE LAW AND LAW OF OBLIGATION	Formal Education	2	Master's Degree
PRIVATE INTERNATIONAL LAW	Formal Education	2	Master's Degree

			Master's
PRIVATE LAW	Formal Education	2	Degree
PRIVATE LAW	Formal Education	4	Ph.D
EUROPEAN UNION LAW	Formal Education	2	Master's Degree
TAX LAW	Formal Education	2	Master's Degree
CONSTITUTIONAL LAW	Formal Education	2	Master's Degree
ADMINISTRATIVE LAW	Formal Education	2	Master's Degree
CRIMINAL LAW	Formal Education	2	Master's Degree
PUBLIC LAW	Formal Education	2	Master's Degree
PUBLIC LAW	Formal Education	4	Ph.D
RELIGION SOCIOLOGY	Formal Education	2	Master's Degree
HISTORY OF ISLAMIC PHILOSOPHY	Formal Education	2	Master's Degree
COMMENTARY	Formal Education	2	Master's Degree
STUDY OF THE QURAN	Formal Education	2	Master's Degree
HADITH	Formal Education	2	Master's Degree
ISLAMIC LAW	Formal Education	2	Master's Degree
HISTORY OF ISLAM	Formal Education	2	Master's Degree
RUSSIAN LANGUAGE AND LITERATURE	Formal Education	2	Master's Degree
ARCHAELOLOGY	Formal Education	2	Master's Degree
ARCHAELOLOGY	Formal Education	4	Ph.D
ART HISTORY	Formal Education	2	Master's Degree
ART HISTORY	Formal Education	4	Ph.D

2.a.3. Higher Schools

HIGHER SCHOOL PHYSICALTRAINING AND SPORTS

Name of the Program	Program Type	Duration	Awarded degree
SPORTS MANAGEMENT DEPARTMENT	Formal Education	4	Bachelor's Degree
SPORTS MANAGEMENT DEPARTMENT	Two-shift Education	4	Bachelor's Degree
PHYSICAL EDUCATION AND SPORTS TEACHING PROGRAM	Formal Education	4	Bachelor's Degree
TRAINER EDUCATION DEPARTMENT	Formal Education	4	Bachelor's Degree
TRAINER EDUCATION DEPARTMENT	Two-shift Education	4	Bachelor's Degree

HIGHER SCHOOL OF NURSING

Name of the Program	Program Type	Duration	Awarded Degree
NURSING	Formal Education	4	Bachelor's Degree

2.a.4.Vocational Higher Schools

ANKARA VOCATIONAL HIGHER SCHOOL

Name of the Program	Program Type	Duration	Awarded Degree
TEXTILE	Two-shift Education	2	Associate's Degree
GRAPHICS	Two-shift Education	2	Associate's Degree
HANDCRAFTS	Two-shift Education	2	Associate's Degree
HAIR DRESSING	Two-shift Education	2	Associate's Degree
SKIN CARE AND BEAUTY	Two-shift Education	2	Associate's Degree
CHILD DEVELOPMENT	Two-shift Education	2	Associate's Degree

ATATÜRK VOCATIONAL HIGHER SCHOOL

Name of the Program	Program Type	Duration	Awarded Degree
ELEKTRICITY	Two-shift Education	2	Associate's Degree
INDUSTRIAL ELEKTRONICS	Two-shift Education	2	Associate's Degree
INDUSTRIAL MOLDING	Two-shift Education	2	Associate's Degree
CHEMISTRY	Two-shift Education	2	Associate's Degree
MACHINE	Two-shift Education	2	Associate's Degree
AUTOMOTIVE	Two-shift Education	2	Associate's Degree
COMPUTER TECHNOLOGY AND PROGRAMING	Two-shift Education	2	Associate's Degree
MANAGEMENT	Two-shift Education	2	Associate's Degree

BEYPAZARI TECHNICAL VOCATIONAL HIGHER SCHOOL

Name of the Program	Program Type	Duration	Awarded Degree
JEWELRY AND JEWELRY DESIGN	Formal Education	2	Associate's Degree
TEXTILE – FASHION	Formal Education	2	Associate's Degree

GAZİ VOCATIONAL HIGHER SCHOOL

Name of the Program	Program Type	Duration	Awarded Degree
INDUSTRIAL ELEKTRICITY	Two-shift Education	2	Associate's Degree
ELEKTRICITY	Two-shift Education	2	Associate's Degree
PRINTING	Two-shift Education	2	Associate's Degree
MACHINE- PICTURE AND CONSTRUCTION	Two-shift Education	2	Associate's Degree

HACIBEKTAŞ VELİ VOCATIONAL HIGHER SCHOOL

Name of the Program	Program Type	Duration	Awarded Degree
ACCOUNTING	Formal Education	2	Associate's Degree
MANAGEMENT	Formal Education	2	Associate's Degree
COMPUTER TECHNOLOGY PROGRAMING	Formal Education	2	Associate's Degree

VOCATIONAL HIGHER SCHOOL OF HEALTH

Name of the Program	Program Type	Duration	Awarded Degree
RADIOLOGY	Formal Education	2	Associate's Degree
MEDICAL DOCUMENTATION AND SECRETARIAT	Formal Education	2	Associate's Degree
LABORATORY	Formal Education	2	Associate's Degree
ENVIRONMENT HEALTH	Formal Education	2	Associate's Degree

VOCATIONAL HIGHER SCHOOL OF LAND REGISTER AND SURVEY

Name of the Program	Program Type	Duration	Awarded Degree
LAND REGISTER AND SURVEY	Formal Education	2	Associate's Degree

2.b
Students

2.b.1. Number of registered and graduated students breakdown by Academic Units (Faculties, Graduate Schools and High Schools) over the last three years

A. Faculties

FACULTY OF DENTISTRY

Year	Registered Student Number for Formal Education	Graduated Student Number for Formal Education
2005-2006	492	83
2004-2005	475	69
2003-2004	488	93

FACULTY OF PHARMACY

Year	Registered Student Number for Formal Education	Graduated Student Number for Formal Education
2005-2006	538	111
2004-2005	538	114
2003-2004	548	112

INDUSTRIAL ARTS AND EDUCATION FACULTY

Year	Registered Student Number for Formal Education	Graduated Student Number for Formal Education
2005-2006	1304	255
2004-2005	1132	132
2003-2004	953	143

FACULTY OF SCIENCE AND ARTS

Year	Registered Student Number for Formal Education	Registered Student Number for Two-shift education	Graduated Student Number for Formal Education	Graduated Student Number for Two-shift Education
2005-2006	2732	1530	412	213
2004-2005	2544	1638	352	202
2003-2004	2477	1530	386	213

FACULT OF EDUCATION

Year	Registered Student Number for Formal Education	Registered Student Number for Two-shift education	Graduated Student Number for Formal Education	Graduated Student Number for Two-shift Education
2005-2006	7169	2944	1505	714
2004-2005	7275	2933	1407	705
2003-2004	7222	3000	1485	663

FACULTY OF LAW

Year	Registered Student Number for Formal Education	Graduated Student Number for Formal Education
2005-2006	675	134
2004-2005	663	109
2003-2004	659	108

FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES

Year	Registered Student Number for Formal Education	Registered Student Number for Two-shift education	Graduated Student Number for Formal Education	Graduated Student Number for Two-shift Education
2005-2006	5002	1649	1109	218
2004-2005	4955	1510	659	186
2003-2004	4937	1133	755	0

FACULTY OF COMMUNICATION

Year	Registered Student Number for Formal Education	Graduated Student Number for Formal Education
2005-2006	828	142
2004-2005	810	124
2003-2004	758	116

FACULTY OF VOCATIONAL EDUCATION

Year	Registered Student Number for Formal Education	Graduated Student Number for Formal Education
2005-2006	3463	920
2004-2005	3494	867
2003-2004	3492	820

FACULTY OF ENGINEERING AND ARCHITECTURE

Year	Registered Student Number for Formal Education	Registered Student Number for Two-shift education	Graduated Student Number for Formal Education	Graduated Student Number for Two-shift education
2005-2006	3002	961	261	108
2004-2005	2676	901	216	89
2003-2004	2511	896	352	144

FACULTY OF TECHNICAL EDUCATION

Year	Registered Student Number for Formal Education	Registered Student Number for Two-shift education	Graduated Student Number for Formal Education	Graduated Student Number for Two-shift education
2005-2006	3571	2583	543	406
2004-2005	3440	1599	468	305
2003-2004	3502	1771	704	0

FACULTY OF MEDICINE

Year	Registered Student Number for Formal Education	Graduated Student Number for Formal Education	Registered Student Number for TUS*	Graduated Student Number for TUS*
2005-2006	1137	140	144	107
2004-2005	1152	167	98	54
2003-2004	1197	198	80	42

* Not added into the total student number of the university.

FACULTY OF COMMERCE AND TOURISM EDUCATION

Year	Registered Student Number for Formal Education	Graduated Student Number for Formal Education
2005-2006	1681	372
2004-2005	1655	345
2003-2004	1644	375

TOTAL NUMBER OF STUDENTS and GRADUATES in FACULTIES

Year	Registered Student Number for Formal Education	Registered Student Number for Two-shift education	Graduated Student Number for Formal Education	Graduated Student Number for Two-shift education
2005-2006	31594	8706	5987	1659
2004-2005	30809	8571	5019	1487
2003-2004	30388	8330	5647	1020

b. Graduate Schools

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

Year	Registered Student Number for Master's Program	Registered Student Number for Ph.D	Graduated Student Number for Master's Program	Graduated Student Number for Ph.D
2005-2006	2622	569	718	29
2004-2005	1806	460	632	29
2003-2004	2260	375	787	29

GRADUATE SCHOOL OF SCIENCE and TECHNOLOGY

Year	Registered Student Number for Master's Program	Registered Student Number for Ph.D	Graduated Student Number for Master's Program	Graduated Student Number for Ph.D
2005-2006	2570	723	475	52
2004-2005	2616	684	399	76
2003-2004	2354	595	304	59

GRADUATE SCHOOL OF HEALTH SCIENCES

Year	Registered Student Number for Master's Program	Registered Student Number for Ph.D	Graduated Student Number for Master's Program	Graduated Student Number for Ph.D
2005-2006	325	394	52	55
2004-2005	270	398	59	44
2003-2004	235	379	41	37

GRADUATE SCHOOL OF SOCIAL SCIENCES

Year	Registered Student Number for Master's Program	Registered Student Number for Ph.D	Graduated Student Number for Master's Program	Graduated Student Number for Ph.D.
2005-2006	2798	469	352	46
2004-2005	2320	542	217	33
2003-2004	1797	447	193	29

TOTAL NUMBER OF STUDENTS and GRADUATES in GRADUATE SCHOOLS

Year	Registered Student Number for Master's Program	Registered Student Number for Ph.D	Graduated Student Number for Master's Program	Graduated Student Number for Ph.D
2005-2006	8315	2155	1597	182
2004-2005	7012	2084	1307	182
2003-2004	6646	1796	1325	154

c. Higher Schools

HIGHER SCHOOL OF PHYSICAL TRAINING AND SPORTS

Year	Registered Student Number for Formal Education	Registered Student Number for Two-shift Education	Graduated Student Number for Formal Education	Graduated Student Number for Two-shift Education
2005-2006	776	461	121	86
2004-2005	748	443	129	75
2003-2004	732	443	141	102

HIGHER SCHOOL OF NURSING

Year	Registered Student Number for Formal Education	Graduated Student Number for Formal Education
2005-2006	298	62
2004-2005	287	45
2003-2004	271	46

TOTAL NUMBER OF STUDENTS and GRADUATES in HIGHER SCHOOLS

Year	Registered Student Number for Formal Education	Registered Student Number for Two-shift Education	Graduated Student Number for Formal Education	Graduated Student Number for Two-shift Education
2005-2006	1074	461	183	86
2004-2005	1035	443	174	75
2003-2004	1003	443	187	102

d. Vocational Higher Schools

ANKARA VOCATIONAL HIGHER SCHOOL

Year	Registered Student Number for Formal Education	Registered Student Number for Two-shift Education	Graduated Student Number for Formal Education	Graduated Student Number for Two-shift Education
2005-2006	-	1020	-	289
2004-2005	-	826	-	203
2003-2004	-	517	-	15

ATATÜRK VOCATIONAL HIGHER SCHOOL

Year	Registered Student Number for Formal Education	Registered Student Number for Two-shift Education	Graduated Student Number for Formal Education	Graduated Student Number for Two-shift Education
2005-2006	-	2083	-	481
2004-2005	-	1974	-	277
2003-2004	-	1383	-	144

BEYPAZARI TECHNICAL SCIENCES VOCATIONAL HIGHER SCHOOL

Year	Registered Student Number for Formal Education	Registered Student Number for Two-shift Education	Graduated Student Number for Formal Education	Graduated Student Number for Two-shift Education
2005-2006	194	-	52	-
2004-2005	173	-	19	-
2003-2004	154	-	31	-

GAZİ VOCATIONAL HIGHER SCHOOL

Year	Registered Student Number for Formal Education	Registered Student Number for Two-shift Education	Graduated Student Number for Formal Education	Graduated Student Number for Two-shift Education
2005-2006	-	564	-	210
2004-2005	-	611	-	127
2003-2004	-	619	-	45

VOCATIONAL HIGHER SCHOOL OF LAND REGISTER AND SURVEY

Year	Registered Student Number for Formal Education	Registered Student Number for Two-shift Education	Graduated Student Number for Formal Education	Graduated Student Number for Two-shift Education
2005-2006	239	-	98	-
2004-2005	217	-	31	-
2003-2004	170	-	15	-

VOCATIONAL HIGHER SCHOOL OF HEALTH

Year	Registered Student Number for Formal Education	Registered Student Number for Two-shift Education	Graduated Student Number for Formal Education	Graduated Student Number for Two-shift Education
2005-2006	366	-	127	-
2004-2005	330	-	64	-
2003-2004	324	-	86	-

HACI BEKTAS-I VELİ VOCATIONAL HIGHER SCHOOL

Year	Registered Student Number for Formal Education	Registered Student Number for Two-shift Education	Graduated Student Number for Formal Education	Graduated Student Number for Two-shift Education
2005-2006	330	-	66	-
2004-2005	191	-	16	-
2003-2004	23	-	0	-

TOTAL NUMBER OF STUDENTS and GRADUATES in VOCATIONAL HIGHER SCHOOLS

Year	Kayıtlı NÖ Öğrenci Sayısı	Kayıtlı İÖ Öğrenci Sayısı	Mezun NÖ Öğrenci Sayısı	Mezun İÖ Öğrenci Sayısı
2005-2006	1129	3667	343	980
2004-2005	911	3411	130	607
2003-2004	671	2519	132	204

2.b.2. Total numbers of registered and graduated students breakdown by Faculties, Higher Schools, Vocational Higher Schools and Graduate Schools

TOTAL NUMBER OF STUDENTS and GRADUATES in FACULTIES

Year	Registered Student Number for Formal Education	Registered Student Number for Two-shift Education	Graduated Student Number for Formal Education	Graduated Student Number for Two-shift Education
2005-2006	31594	8706	5987	1659
2004-2005	30809	8571	5019	1487
2003-2004	30388	8330	5647	1020

TOTAL NUMBER OF STUDENTS and GRADUATES in HIGHER SCHOOLS

Year	Registered Student Number for Formal Education	Registered Student Number for Two-shift Education	Graduated Student Number for Formal Education	Graduated Student Number for Two-shift Education
2005-2006	1074	461	183	86
2004-2005	1035	443	174	75
2003-2004	1003	443	187	102

TOTAL NUMBER OF STUDENTS and GRADUATES in VOCATIONAL HIGHER SCHOOLS

Year	Registered Student Number for Formal Education	Registered Student Number for Two-shift Education	Graduated Student Number for Formal Education	Graduated Student Number for Two-shift Education
2005-2006	1129	3667	343	980
2004-2005	911	3411	130	607
2003-2004	671	2519	132	204

TOTAL NUMBER OF STUDENTS and GRADUATES in GRADUATE SCHOOLS

Year	Registered Student Number for Master's Program	Registered Student Number for Ph.D	Graduated Student Number for Master's Program	Graduated Student Number for Ph.D
2005-2006	8315	2155	1597	182
2004-2005	7012	2084	1307	182
2003-2004	6646	1796	1325	154

2.b.3. Total number of registered students for the whole University over the last three years with a breakdown by different degrees*

Year	Associate's		Bachelor's		Master's	Ph.D	Total
	Formal Education	Two-shift Education	Formal Education	Two-shift Education			
2005-2006	1129	3667	32668	9167	8315	2155	57101
2004-2005	911	3411	31884	9014	7012	2084	54316
2003-2004	671	2519	31391	8773	6646	1796	51796

* Faculties and Vocational Higher Schools separated from Gazi University in 2006 are not included.

2.b.4. Total number of graduated students for the whole University over the last three years with a breakdown by different degrees

Year	Associate's		Bachelor's		Master's	Ph.D	Total
	Formal Education	Two-shift Education	Formal Education	Two-shift Education			
2005-2006	343	980	6170	1745	1597	182	11017
2004-2005	130	607	5193	1562	1307	182	8981
2003-2004	132	204	5834	1122	1325	154	8771

* Faculties and Vocational Higher Schools separated from Gazi University in 2006 are not included.

2.b.5. Distribution of students leaving Gazi University for the past 3 years based on reasons for leaving

Reasons for leaving	2005-2006	2004-2005	2003-2004
Academic Failure	872	703	639
Horizontal transposition to another university	17	19	18
Health	35	119	134
Familial Reasons	7	10	5
Other	835	848	482
Total	1766	1699	1278

2.b.6. Number of students coming to Gazi University through horizontal transpositions for the past 3 years

	2005-2006	2004-2005	2003-2004
Outside the country	1	0	0
Inside the country	17	18	34
Total	18	18	34

2.b.7. Number of students coming to Gazi University through vertical transpositions for the past 3 years

	2005-2006	2004-2005	2003-2004
Outside the country	0	0	0
Inside the country	164	162	128
Total	164	162	128

2.b.8. Number of students selecting minor and double major programs in the various faculties of the university

	2005-2006	2004-2005	2003-2004
Number of students selecting minor programs	56	50	30
Number of students selecting double major programs	94	105	111

2.b.8. Number of Students Using Education Loans and Scholarship (for 2005 – 2006 Academic Year)

Student	Credit and Hostels Institution		Gazi University		Public Institutions		Private Establishments		NGO		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Associate	818	97.2	22	2.6	0	0.0	0	0.0	2	0.2	0	0.0
Bachelor	3.293	78.7	506	11.1	215	5.1	126	2.9	49	1.2	41	1.0

2.b.9. List of Student Clubs

Culture and Arts Union Clubs	
- Socio-dent Club - Aeronautics Club - Dance Club - Culture and Art Club - Sports Club - Poetry Club - Folk Dance - Wild Life Protection Club - Science Culture Merkezi Topluluğu - History Research Topluluğu - Chess Topluluğu Club - Literature Research Club - Turkish World Research Club - Theater Club - Statisticians Club - Mathematicians Club - Sports Activities Club - Turkish Folklore Club - Chemistry Club - Art History Club - Medical Biology Club - Philosophy Club	-Club of Atatürk's Principles - Mesleki Organizasyon Topluluğu - Scientific Club - Turkish Rock Music Club - Arts Cinema and Photography Club - Communication Club - Rock Music Club - Music Club - GO Club - Turkish Culture and Arts Club - Nature and Winter Sports Club - FRP Club - Chess Club - Excursion Club - Biking Club - Motor Sports Club - Radio Club - Engineering Club - University Language and Culture Club - Mountaineering Club - Archeology Club

2.c

Academic and Administrative Staff

2.c.1. Faculty Members and Teaching Staff Members at Academic Units

(as of February 2007)

Department	Number of Faculty Members	Number of Teaching Staff *	Number of Students	Number of Students per Faculty Members
Faculty of Dentistry	92	105	492	5,35
Faculty of Pharmacy	62	42	539	8,69
Industrial Arts Education Faculty	35	39	1374	39,26
Faculty of Arts and Science	185	119	4736	25,60
Faculty of Education	235	158	9751	41,49
Faculty of Fine Arts	3	5	30	10
Faculty of Law	25	23	691	27,64
Faculty of Economics and Administrative Sciences	112	87	6471	57,77
Faculty of Communication	29	29	858	29,59
Faculty of Vocational Education	97	74	3361	34,65
Faculty of Engineering and Architecture	144	161	4001	27,78
Faculty of Technical Education	95	113	6280	66,10
Faculty of Medicine	353	619	1169	3,31
Faculty of Commerce and Tourism Education	34	35	1823	53,61
School of Physical Education and Sport	33	23	1274	38,60
School of Nursing	10	13	295	29,5
Higher Vocational School of Health Services	11	8	340	30,91
Gazi Higher Vocational School	3	8	530	176,67
Higher Vocational School of Title Deed and Cadastre **	0	2	191	-
Atatürk Higher Vocational School **	1	6	2355	-
Ankara Higher Vocational School **	0	7	987	-
Hacı Bektaş Veli Higher Vocational School **	0	2	412	-
Beypazarı Higher Vocational School of Technical Sciences **	0	7	183	-
Institute of Educational Sciences **	0	7	2801	-
Institute of Sciences and Technology **	0	24	2061	-
Institute of Health Sciences **	0	21	755	-
Institute of Social Sciences **	0	11	3347	-
Institute of Prevention and Investigation of Accidents	1	1	0	-
Institute of Informatics	-	-	-	-
Rectorship	1	229		-
TOTAL	**1.561**	**1.978**	**57.107**	

* Instructors, research assistants, specialists and lecturers
** In the academic units with "0" faculty members, educational activities are carried out by their own ancillary staff and by the nominated faculty members from other academic units.

2.c.2. Total number of faculty members and teaching staff in the last four years

<table>
<tr><th colspan="2">Staff Categories</th><th>2003[*]</th><th>2004[*]</th><th>2005[*]</th><th>2006</th></tr>
<tr><td rowspan="4">Faculty members</td><td>Professor</td><td>612</td><td>715</td><td>779</td><td>723</td></tr>
<tr><td>Associate Professor</td><td>285</td><td>295</td><td>300</td><td>260</td></tr>
<tr><td>Assistant Professor</td><td>692</td><td>713</td><td>692</td><td>581</td></tr>
<tr><td>Total</td><td>1589</td><td>1723</td><td>1771</td><td>1564</td></tr>
<tr><td rowspan="5">Teaching Staff</td><td>Instructor</td><td>552</td><td>573</td><td>548</td><td>341</td></tr>
<tr><td>Research Assistant</td><td>1.299</td><td>1.233</td><td>1.443</td><td>1.322</td></tr>
<tr><td>Specialist</td><td>124</td><td>112</td><td>135</td><td>131</td></tr>
<tr><td>Lecturer</td><td>213</td><td>212</td><td>222</td><td>184</td></tr>
<tr><td>Total</td><td>2188</td><td>2130</td><td>2348</td><td>1978</td></tr>
</table>

* In 2003 – 2005 faculty members and teaching staff of the academic units connected with Çorum Hitit University, Kırşehir Ahi Evran University and Kastamonu University in 2006 were also included in the total numbers.

2.c. 3. Faculty members and teaching staff distributed over the age categories (2006)

Staff	20 - 30	30 - 40	40 - 50	50 - 60	> 60	Total
Professor	-	7	298	326	92	**723**
Associate Professor	-	76	157	20	7	**260**
Assistant Professor	9	187	214	125	46	**581**
Instructor	14	184	81	54	8	**341**
Research Assistant	872	426	24	-	-	**1322**

2.c.4. Number of Administrative Staff Distributed over their Educational Level (as of February 2007)

Education level	Administrative Staff		
	Number	%	Foreign language*
Primary	56	2	-
Secondary	270	9,9	-
High School	981	36	-
Associates Deg.	672	24,6	-
B.Sc.	703	25,8	-
Post-Graduate	46	1,7	9
Total	2728	100	9

* Number of personnel who has the score 50 or more from KPDS (State personnel language exam)

2.d
Projects and Publications

2.d.1. Distribution of the projects in the university according to the different categories

Proje Türü	2006	2005	2004
National Scientific Research Projects (BAP)	279	317	378
National TÜBİTAK Projects	34	15	16
National DPT Projects	6	8	17
National Industry Projects	1	2	2
Other National Projects	14	19	14
EU Mobility/ Exchange Projects	8	11	36
EU Central Education Projects	3	1	-
Other EU Projects	2	3	3
NATO Projects	1	1	0
Other International Projects	12	12	4

2.d.2. Number of research conducted in priority fields and ongoing, as determined by Science and Technology Higher Board* (per years)

Project Type	2001	2002	2003	2004	2005	On going projects
Research conducted in priority fields	49	53	45	47	51	98

*Research conducted in priority fields determined by Science Technology Higher Board: Science and Communication Technologies, Biotechnology and Genetics Technology, Material Technologies, Nano Technology, Design Technologies, Mechatronics, Production Processes and Technologies and Energy and Environmental Technologies

2.d.3. Distribution of the publications according to the different categories

Publication	2006*	2005	2004
Scientific journals listed in SCI/SCI-Expanded/SSCI/AHCI	511	722	539
Scientific journals listed in other international indexes	140	172	194
National Peer-Reviewed journals	316	674	690
Full text published international communications	227	277	300
Abstract published international communications	242	353	302
Full text published national communications	277	438	451
Abstract published national communications	397	508	469
Scientific books	73	134	111
Chapters in scientific books	72	121	115
Exhibition	35	24	34

* As of September 2006

2.d.4. Number of Publications from Thesis*

		2001	2002	2003	2004	2005
Master's Degree	National	54	71	74	81	91
	International	9	18	25	13	35
Specialization in Medicine	National	9	7	12	8	12
	International	11	12	10	14	14
Doctorate Program	National	35	53	56	55	65
	International	12	25	44	71	59

* Book, article or full published communiqué.

ANNEX 3
Related Directives and Regulations

a. Directive for Academic Promotion and Appointment Criteria
b. Academic Rules and Regulations for Undergraduate Education and Examination
c. Directive for Academic Evaluation and Quality Improvement Board of Gazi University (GÜADEK)

3.a

Directive for Academic Promotion and Appointment Criteria

GAZİ UNIVERSITY DIRECTIVE for ACADEMIC PROMOTION AND APPOINTMENT CRITERIA

I-OBJECTIVE

ARTICLE 1. The objectives of this directive are to adjust the Academic Appointment and Promotion Criteria put into practice by Gazi University in 1997 to today's conditions, improve the quality of academic studies of Gazi University's teaching staff members, to reach the common global standards and to define the principles of training eminent teaching staff members that in addition to the educational activities who organize and join national and international meetings and events , create studies being cited, advise thesis and are loyal to ethic principles.

II- SUBJECT AND CONTENT

ARTICLE 2. This directive regulates the requirements should be fulfilled by the candidates that will be appointed and promoted as teaching staff member at the faculties, schools of higher education and institutes of Gazi University.

III- GENERAL PRINCIPLES

ARTICLE 3. This directive is executed according to the general principles listed below.

1. In case of absence of decree in this directive, The Academic Promotion and Appointment Evaluation Board is authorized to verdict.
2. The nominee must document that the journal is listed by the indexes.
3. Only one of the several references to the same work is taken into account. References to candidate's own work won't be evaluated.
4. Directorate and coordinator scores, and board and committee membership scores will be awarded for each year of charge. Total score shall not exceed 10.

IV- DEFINITIONS AND ABBREVIATIONS

ARTICLE 4. The explanations of concepts and abbreviations used in this directive are as follows:

DEFINITIONS:

The Academic Promotion and Appointment Evaluation Board: The board consists of members from social, health, math & natural, education, and fine art sciences appointed by the rector and presided by the rector or related vice-rector.

National Peer-Reviewed Journal: The journals which have an editor and a group of reviewers from at least five different universities, issuing original science/art research articles, are published at least two times per year, have been published and distributed regularly for the last five years and could be reached at the university libraries.

ABBREVIATIONS:

(SCI)   Science Citation Index

(SCI-Expanded)   Science Citation Index-Expanded

(SSCI)   Social Science Citation Index

(EI)   Engineering Index

(Ed.I)   Education Index

(IM)   Index Medicus

(DI)   Dental Index

(CMCI)   Compu Math Citation Index

(AHCI)   Arts And Humanities Citation Index

(PEI)   Physical Education Index

(INIS)   International Nuclear Information System

(NSF)   National Science Foundation

(EU)   European Union

(NATO)   North Atlantic Treaty Organization

(TUBITAK)   The Scientific and Technological Research Council of Turkey

(SPO)   T.R. Prime Ministry State Planning Organization

(n)   Number of person participated at the academic study

UDS   The Inter-university Foreign Language Examination

KPDS   The Foreign Language Examination for Civil Servants

CHAPTER ONE
ACADEMIC APPOINTMENT AND PROMOTION CRITERIA
FOR SOCIAL SCIENCES

I- ESSENTIAL PRINCIPLES

A) REQUIREMENTS FOR PROFESSORSHIP

ARTICLE 5. Without prejudice to the provisions of The Law of Higher Education (2547) and related regulations, academic appointment and promotion requirements for professorship are as follows:

1. After being granted the title of associate professor, having worked as permanent staff for higher education institutions at his/her field at least for five years.

2. As per application date for the position, also having accomplished the publication requirements for his/her field set out by Inter-university Board for Associate Professorship Examination Application Requirements.

3. In accordance with the conditions listed below, having obtained at least 400 points for the academic activities.

   a. Provided that having obtained 4 points of the minimum total score for reference, having obtained minimum 20, maximum 40 points for advising thesis and/or for references made to his/her scientific, artistic studies by other authors.

   b. Having obtained minimum 20, maximum 40 points of the minimum total score for educational activities.

   c. Having obtained 150 points (at least 75 of which must be obtained for publications) of minimum total score for academic activities performed after being granted the title of associate professor.

B) REQUIREMENTS FOR ASSOCIATE PROFESSORSHIP

ARTICLE 6. Without prejudice to the provisions of The Law of Higher Education (2547) and related regulations, academic appointment and promotion requirements for associate professorship are as follows:

1. After being qualified for doctorate degree or proficiency in arts degree, having worked as permanent staff for higher education institutions at his/her field at least for three years.

2. Having obtained UDS or KPDS score of at least 70 for any of English, French or German languages at basic fields which the applicant has been applied for the associate professorship and which stated in the 3rd article of Associate Professorship Regulations. Having obtained KPDS score of at least 70 for the languages haven't mentioned above. (Those have been studying in a foreign language at his/her science/art field, must take the foreign language examination of a different language.)

3. As per application date for the position, having accomplished the publication requirements for his/her field set out by Inter-university Board for Associate Professorship Examination Application Requirements.

4. In accordance with the conditions listed below, having obtained at least 250 points for the academic activities.

   a. Having obtained minimum 10, maximum 20 points of total minimum score for advising thesis and/or for references made to his/her scientific, artistic studies by other authors.

   b. Having obtained minimum 10, maximum 20 points of total minimum score for educational activities.

   c. Having obtained 125 points of total minimum score (at least the half [62.5] of which must be obtained for the publications except that the ones derived from doctoral thesis or proficiency in arts studies) for academic activities performed after being qualified for doctorate degree or proficiency in arts degree.

C) REQUIREMENTS FOR ASSISTANT PROFESSORSHIP

ARTICLE 7. Without prejudice to the provisions of The Law of Higher Education (2547) and related regulations, academic appointment and promotion requirements for assistant professorship are as follows:

1. After being qualified for doctorate degree or proficiency in arts degree, having worked for higher education institutions at his/her field at least for two years.

2. Having obtained UDS or KPDS score of at least 65 for any of English, French or German languages at basic fields which the applicant has been applied for the associate professorship and which stated in the 3rd article of Associate Professorship Regulations. Having obtained KPDS score of at least 65 for the languages haven't mentioned above. (Those have been studying in a foreign language at his/her science/art field, must take the foreign language examination of a different language.)

3. Having published at least one article derived from doctoral thesis or proficiency in arts study in a national or international Peer-Reviewed Journal.

4. Except that the publication/publications derived from doctoral thesis or proficiency in arts study, having published at least two articles in a Peer-Reviewed journal (one of them must be listed in SCI, SCI-Expanded, SSCI, AHCI or other international field indexes) and being mentioned as the 1st, 2nd or 3rd name at these studies.

5. Having obtained 100 points (at least the half [50] of which must be obtained for the publications except that the ones derived from doctoral thesis or proficiency in arts studies) for academic activities.

6. When re-appointing for assistant professorship, having obtained at least 50 points (at least the half [25] of which must be obtained for the publications being published in national or international Peer-Reviewed journals and at most 8 of which must be obtained for educational activities) for academic activities at the last three years.

7. If the number of teaching staff member is inadequate at the field which the candidate has been applied for and providing that the concerned unit had been specified the necessity, for those who have obtained 150 points (at least the half [75] of which must be obtained for the publications except that the ones derived from doctoral thesis or proficiency in arts studies) for academic activities, the requirement to work at his/her field at least for two years may not be demanded.

II-GRADING SYSTEM FOR ACADEMIC ACTIVITIES

A) PUBLICATIONS IN SCIENTIFIC/ARTISTIC JOURNALS LISTED IN SCI, SCI-EXPANDED, SSCI, AHCI

ARTICLE 8. Articles (including compilations) being published in scientific/artistic journals listed in SCI, SCI-Expanded, SSCI, AHCI will be graded as follows:

1. Invited articles: $50/n$
2. Articles by single author: 40
3. Articles by two ore more authors:
   (Grading system is shown at the table attached.)
4. Short articles or technical data by single author: 18
5. Short articles or technical data by two ore more authors:
   .. of the points stated at the attached table: 18/40

B) ARTISTIC ACTIVITIES

ARTICLE 9. Works and performances being presented at international exhibitions and festivals will be graded as follows (The same work will be evaluated only for once.):

1. Invited works, performances, exhibitions, 3D presentations (fashion shows): 50
2. Personal works, performances, exhibitions, 3D presentations (fashion shows): 40
3. Mixed and group works, performances, exhibitions, 3D presentations (fashion shows):30

C) PUBLICATIONS IN JOURNALS LISTED IN OTHER INDEXES

ARTICLE 10. Articles (including compilations) being published in scientific/artistic journals listed in IM, DI, CMCI, EI, Ed.I, PEI, Design and Art Index and suchlike indexes will be graded as follows:

1. Articles by single author: 25

2. Articles by two ore more authors:

 .. of the points stated at the attached table: 25/40

3. Short articles or technical data by single author: 12

4. Short articles or technical data by two ore more authors:

 .. of the points stated at the attached table: 12/40

D) PUBLICATIONS IN NATIONAL PEER-REVIEWED AND OTHER SCIENTIFIC, ARTISTIC JOURNALS

ARTICLE 11. Articles (including compilations) and encyclopedia articles being published in national Peer-Reviewed journals and other scientific/artistic journals accepted by The Academic Promotion and Appointment Evaluation Board and artistic works will be graded as follows (The same work will be evaluated only for once.):

1. Full text articles in national Peer-Reviewed journals: $20/n$

2. Full text articles in other scientific/artistic journals: $10/n$

3. Translated scientific, artistic works and encyclopedia articles: $5/n$

4. Works being presented at national exhibitions or festivals:

 a. Invited works, performances, exhibitions, 3D presentations (fashion shows): 25

 b. Personal works, performances, exhibitions, 3D presentations (fashion shows): 15

 c. Mixed and group works, performances, exhibitions, 3D presentations (fashion shows): 10

E) BOOKS

ARTICLE 12. Books being published will be graded as follows:

1. Scientific, artistic books published in a foreign language by a publishing house abroad: $50/n$

2. Chapters at scientific, artistic books published in a foreign language

 by a publishing house abroad: $20/n$

3. Scientific, artistic books published by national publishing houses: $30/n$

4. Books in Turkish, evaluated as publishable by University Publishing Commission

 and given the right to release by University Executive Board: $40/n$

5. Doctoral and postgraduate thesis and proficiency in arts studies published originally or

 changed which are evaluated as publishable by University Publishing Commission

 and given the right to release by University Executive Board: 10

6. Chapters within scientific, artistic books in Turkish: $15/n$

7. Translated scientific, artistic books (at least 50 pages): $20/n$

8. Chapters within translated scientific, artistic books: $8/n$

F) REFERENCES

ARTICLE 13. References being made to one's works will be graded as follows:

1. References at the articles in journals listed in SCI, SCI-Expanded, SSCI, AHCI: 4

2. References at the other scientific and artistic journals and books: 2

G) EDITORSHIP

ARTICLE 14. Editorship and subeditorship at scientific, artistic books and journals will be graded as follows:

1. Editorship at scientific, artistic books: $20/n$

2. Editorship at journals listed in SCI, SCI-Expanded, SSCI, AHCI: $30/n$

3. Editorship at journals listed in IM, DI, CMCI, EI, Ed.I, PEI, Design and Art Index and suchlike indexes: $20/n$

4. Editorship at journals stated in Article 11: $10/n$

5. Editorship at translated scientific, artistic books: $10/n$

6. Subeditorship at journals and books: $5/n$

H) CONGRESS

ARTICLE 15. Providing that submitting the instrument of accession, communications will be graded as follows:

1. Abstract published international communications: $6/n$

2. Full text published international communications: $15/n$

3. Abstract published national communications: $3/n$

4. Full text published national communications: $6/n$

I) CONFERENCE, SYMPOSIUM, CONGRESS, PANEL ETC. TASKS

ARTICLE 16. Conference, symposium, congress, panel and suchlike activity tasks will be graded as follows:

1. Presiding: 3

2. Participating as a panelist or lecturer: 3

3. Reading a discourse: 4

J) SEMINARS

ARTICLE 17. Invited seminars and suchlike tasks will be graded as follows:

1. International invited seminar: 8

2. National invited seminars held by national institutions and foundations: 3

3. Membership of commissions, councils and boards organized by various government institutions:2

K) THESIS ADVISER

ARTICLE 18. Thesis and proficiency in arts study advisers will be graded as follows (Work must be accepted):

1. Master's: $5/n$
2. Doctoral, proficiency in arts: $10/n$

L) REWARDS

ARTICLE 19. Except the TUBITAK and G.U. Publication Encouragement Rewards, study field related rewards will be evaluated by The Academic Promotion and Appointment Evaluation Board and graded according to the following scale:

1. International scientific, artistic rewards: 30-60
2. National scientific, artistic rewards: 20-40

M) SCIENTIFIC, ARTISTIC MEETINGS

ARTICLE 20. Organizing congress, symposium, seminar, and suchlike scientific, artistic meetings will be graded as follows:

1. International scientific, artistic meetings: $20/n$
2. National scientific, artistic meetings: $10/n$

N) PROJECTS

ARTICLE 21. Projects will be graded as follows:

1. NATO, NSF and suchlike international projects (conclusion report): $20/n$
2. TÜBİTAK, DPT and suchlike national projects (conclusion report): $15/n$
3. University Scientific Researches projects (conclusion report): $6/n$
4. EU Framework Programs thematic field projects;
    a. Association approval: 30
    b. Primary approval;
        i. Project manager: 40
    c. Final approval;
        i. Project manager: 50
        ii. Project member:
        $(50/n)+10$
5. EU Central projects;
    a. Pre-proposal approval: 30
    b. Proposal approval;
        i. Project manager: 40
        ii. Project member: $(40/n)+5$

6.   Mobility/exchange projects: 5

O) TEACHING

ARTICLE 22. Courses had been held and being held will be graded as follows:

1.   One-semester courses: 2
2.   Two-semester courses: 4

P) DIRECTORS, BOARD AND COMMISSION MEMBERS & COORDINATORS

ARTICLE 23. Directors, Board and Commission Members & Coordinators will be graded as follows:

1.   Secretary General (University), Institute Administrator, Chief Physician: 8
2.   Vice Secretary General (University), School of Higher Education Director,
     Vice Dean, Chief Physician Assistant, Institute Co-administrator, Department Chair,
     Center Manager: 6
3.   Head of Department: 5
4.   Department Vice Chair, Program Chair,
     School of Higher Education Vice Director: 3
5.   Central Commission/Board Member: 3
6.   AB Framework Projects and Education & Youth Programs Coordinator: 3

Q) SCIENTIFIC EXCAVATION

ARTICLE 24. Scientific excavations will be graded as follows:

1.   Managing scientific excavations: 10
2.   Participating scientific excavations: 5

R) POST-DOCTORATE OR POST PROFICIENCY IN FINE ARTS SCHOLARSHIPS

ARTICLE 25. Those who has carried out academic activities abroad for at least six months with scholarship after doctorate or proficiency in arts education will be graded with ten points. (Work report must be accepted by The Academic Promotion and Appointment Evaluation Board)

S) ADDITIONAL FOREIGN LANGUAGE

ARTICLE 26. Providing that fulfilling the scores specified at the related articles, each documented additional foreign language will be graded with ten points.

CHAPTER TWO
ACADEMIC APPOINTMENT AND PROMOTION CRITERIA
FOR HEALTH SCIENCES

I- ESSENTIAL PRINCIPLES

A) REQUIREMENTS FOR PROFESSORSHIP

ARTICLE 27. Without prejudice to the provisions of The Law of Higher Education (2547) and related regulations, academic appointment and promotion requirements for professorship are as follows:

1. After being granted the title of associate professor, having worked as permanent staff for higher education institutions at his/her field at least for five years.

2. As per application date for the position, also having accomplished the publication requirements for his/her field set out by Inter-university Board for Associate Professorship Examination Application Requirements.

3. In accordance with the conditions listed below, having obtained at least 400 points for the academic activities.

   a. Provided that having obtained 4 points of the minimum total score for reference, having obtained minimum 20, maximum 40 points for advising thesis and/or for references made to his/her scientific studies by other authors.

   b. Having obtained minimum 20, maximum 40 points of the minimum total score for educational activities.

   c. Having obtained 100 points of the minimum total score for the academic activities stated in articles 30, 31, and 32.

   d. Having obtained 150 points (at least 50 of which must be obtained for the academic activities stated in articles 30, 31, and 32) of minimum total score for academic activities performed after being granted the title of associate professor.

B) REQUIREMENTS FOR ASSOCIATE PROFESSORSHIP

ARTICLE 28. Without prejudice to the provisions of The Law of Higher Education (2547) and related regulations, academic appointment and promotion requirements for associate professorship are as follows:

1. After being qualified for doctorate degree or specialization in medicine degree, having worked as permanent staff for higher education institutions at his/her field at least for three years.

2. Having obtained UDS or KPDS score of at least 70 for any of English, French or German languages at basic fields which the applicant has been applied for the associate professorship and which stated in the 3rd article of Associate Professorship Regulations. Having obtained KPDS score of at least 70 for the languages haven't mentioned above. (Those have been

studying in a foreign language at his/her science field, must take the foreign language examination of a different language.)

3. As per application date for the position, having accomplished the publication requirements for his/her field set out by Inter-university Board for Associate Professorship Examination Application Requirements.

4. In accordance with the conditions listed below, having obtained at least 250 points for the academic activities.

   a. Having obtained at most 16 of total minimum score for references.

   b. Having obtained minimum 6, maximum 20 points of total minimum score for educational activities.

   c. Having obtained 50 points of total minimum score for the academic activities stated in articles 30, 31, and 32.

   d. Having obtained 125 points of total minimum score (at least the half [62.5] of which must be obtained for the publications except that the ones derived from doctoral thesis or specialization in medicine studies) for academic activities performed after being qualified for doctorate degree or specialization in medicine degree.

C) REQUIREMENTS FOR ASSISTANT PROFESSORSHIP

ARTICLE 29. Without prejudice to the provisions of The Law of Higher Education (2547) and related regulations, academic appointment and promotion requirements for assistant professorship are as follows:

1. After being qualified for doctorate degree or specialization in medicine degree, having worked for higher education institutions at his/her field at least for two years or for institutions except higher education institutions for four years .

2. Having obtained UDS or KPDS score of at least 65 for any of English, French or German languages at basic fields which the applicant has been applied for the associate professorship and which stated in the 3rd article of Associate Professorship Regulations. Having obtained KPDS score of at least 65 for the languages haven't mentioned above. (Those have been studying in a foreign language at his/her science field, must take the foreign language examination of a different language.)

3. Having published at least one article derived from doctoral or specialization in medicine thesis in a national or international Peer-Reviewed Journal.

4. Except that the publication/publications derived from master's, doctoral or specialization in medicine thesis, having published at least two articles in a Peer-Reviewed journal (one of them must be listed in SCI, SCI-Expanded, SSCI) and being mentioned as the 1st, 2nd or 3rd name at these studies.

5. Having obtained 100 points (at least the half [50] of which must be obtained for the publications except that the ones derived from master's, doctoral or specialization in medicine thesis) for academic activities.

6. When re-appointing for assistant professorship, having obtained at least 50 points (at least the half [25] of which must be obtained for the publications being published in national or international Peer-Reviewed journals and at most 8 of which must be obtained for educational activities) for academic activities at the last three years.

7. If the number of teaching staff member is inadequate at the field which the candidate has been applied for and providing that the concerned unit had been specified the necessity, for those who have obtained 150 points (at least the half [75] of which must be obtained for the publications except that the ones derived from master's, doctoral or specialization in medicine thesis) for academic activities, the requirement to work at his/her field at least for two years may not be demanded.

II-GRADING SYSTEM FOR ACADEMIC ACTIVITIES

A) PUBLICATIONS IN SCIENTIFIC JOURNALS LISTED IN SCI, SCI-EXPANDED, SSCI

ARTICLE 30. Articles (including compilations) being published in scientific journals listed in SCI, SCI-Expanded, SSCI will be graded as follows:

1. Invited articles: $50/n$
2. Articles by single author: 40
3. Articles by two or more authors: (Grading system is shown at the table attached)
4. Case reports, short articles or technical data by single author: 18
5. Case reports, short articles or technical data by two or more authors:
    .. of the points stated at the attached table: 18/40

B) PUBLICATIONS IN JOURNALS LISTED IN OTHER INDEXES

ARTICLE 31. Articles (including compilations) being published in scientific/artistic journals listed in IM, DI, CMCI, EI, Ed.I, PEI will be graded as follows:

1. Articles by single author: 25
2. Articles by two or more authors:
    .. of the points stated at the attached table: 25/40
3. Case reports, short articles or technical data by single author: 12
4. Case reports, short articles or technical data by two or more authors:
    .. of the points stated at the attached table: 12/40

C) PUBLICATIONS IN NATIONAL PEER-REVIEWED AND OTHER SCIENTIFIC JOURNALS

ARTICLE 32. Articles (including compilations) and encyclopedia articles being published in national Peer-Reviewed journals and other scientific journals accepted by The Academic Promotion and Appointment Evaluation Board will be graded as follows (The same work will be evaluated only for once.):

1. Full text articles in national Peer-Reviewed journals: $20/n$
2. Full text articles in other scientific journals: $10/n$
3. Translated scientific works and encyclopedia articles: $5/n$

D) BOOKS

ARTICLE 33. Books being published will be graded as follows:

1. Scientific books published in a foreign language by a publishing house abroad: $50/n$
2. Chapters within scientific books published in a foreign language by a publishing house abroad: $20/n$
3. Scientific books published by national publishing houses: $30/n$
4. Books in Turkish, evaluated as publishable by University Publishing Commission and given the right to release by University Executive Board: $40/n$
5. Master's, doctoral or specialization in medicine thesis published originally or changed which are evaluated as publishable by University Publishing Commission and given the right to release by University Executive Board: 10
6. Chapters within scientific books in Turkish: $15/n$
7. Translated scientific books (at least 50 pages): $20/n$
8. Chapters within translated scientific books: $8/n$

E) REFERENCES

ARTICLE 34. References being made to one's works will be graded as follows:

1. References at the articles in journals listed in SCI, SCI-Expanded, SSCI: 4
2. References at the other scientific journals and books: 2

F) EDITORSHIP

ARTICLE 35. Editorship and subeditorship at scientific books and journals will be graded as follows:

1. Editorship at scientific books: $20/n$
2. Editorship at journals listed in SCI, SCI-Expanded, SSCI: $30/n$
3. Editorship at journals listed in IM, DI, CMCI, EI, Ed.I, PEI: $20/n$
4. Editorship at journals stated in Article 32: $10/n$
5. Editorship at translated scientific books: $10/n$

6. Subeditorship at journals and books: 5/n

G) CONGRESS

ARTICLE 36. Providing that submitting the instrument of accession, communications will be graded as follows:

1. Abstract published international communications: 6/n
2. Full text published international communications: 15/n
3. Abstract published national communications: 3/n
4. Full text published national communications: 6/n

H) CONFERENCE, SYMPOSIUM, CONGRESS, PANEL ETC. TASKS

ARTICLE 37. Conference, symposium, congress, panel and suchlike activity tasks will be graded as follows:

1. Presiding: 3
2. Participating as a panelist or lecturer: 3
3. Reading a discourse: 4

I) SEMINARS

ARTICLE 38. Invited seminars and suchlike tasks will be graded as follows:

1. International invited seminar: 8
2. National invited seminars held by national institutions and foundations: 3
3. Membership of commissions, councils and boards organized by various government institutions: 2

J) THESIS ADVISER

ARTICLE 39. Thesis and proficiency in arts study advisers will be graded as follows (Work must be accepted):

1. Master's: 5/n
2. Doctoral, specialization in medicine: 10/n

K) INNOVATIONS

ARTICLE 40. Patented innovations will be graded as follows:

1. International patent: 30/n
2. National patent: 15/n

L) REWARDS

ARTICLE 41. Except the TUBITAK and G.U. Publication Encouragement Rewards, study field related rewards will be evaluated by The Academic Promotion and Appointment Evaluation Board and graded according to the following scale:

1. International scientific, artistic rewards: 30-60
2. National scientific, artistic rewards: 20-40

M) SCIENTIFIC MEETINGS

ARTICLE 42. Organizing congress, symposium, seminar, and suchlike scientific meetings will be graded as follows:

1. International scientific meetings: $20/n$
2. National scientific meetings: $10/n$

N) PROJECTS

ARTICLE 43. Projects will be graded as follows:

1. NATO, NSF and suchlike international projects (conclusion report): $20/n$
2. TÜBİTAK, DPT and suchlike national projects (conclusion report): $15/n$
3. University Scientific Researches projects (conclusion report): $6/n$
4. EU Framework Programs thematic field projects;
    a. Association approval: 30
    b. Primary approval;
        i. Project manager: 40
    c. Final approval;
        i. Project manager: 50
        ii. Project member: $(50/n)+10$
5. EU Central projects;
    a. Pre-proposal approval: 30
    b. Proposal approval;
        iii. Project manager: 40
        iv. Project member: $(40/n)+5$
6. Mobility/exchange projects: 5

O) TEACHING

ARTICLE 44. Courses had been held and being held will be graded as follows:

1. One-semester courses: 2
2. Two-semester courses: 4

3.

    a. "Case-based teaching"   2.5 points/year

    b. "Clinical skills lab"   2.5 points/year

    c. Work for medicine training institutions (CBD, CSL, Communication Skills, Evidence Based Medicine and Training of Trainees Intuitions; Coordinators and Vice-Coordinators)   10 points/year

P) DIRECTORS, BOARD AND COMMISSION MEMBERS & COORDINATORS

ARTICLE 45. Directors, Board and Commission Members & Coordinators will be graded as follows:

1. Secretary General (University), Institute Administrator, Chief Physician: 8

2. Vice Secretary General (University), School of Higher Education Director, Vice Dean, Chief Physician Assistant, Institute Co-administrator, Department Chair, Center Manager: 6

3. Head of Department: 5

4. Department Vice Chair, Program Chair, School of Higher Education Vice Director: 3

5. Central Commission/Board Member: 3

6. AB Framework Projects and Education & Youth Programs Coordinator: 3

Q) POST-DOCTORATE OR POST SPECIALIZATION IN MEDICINE SCHOLARSHIPS

ARTICLE 46. Those who has carried out academic activities abroad for at least six months with scholarship after doctorate or specialization in medicine education will be graded with ten points. (Work report must be accepted by The Academic Promotion and Appointment Evaluation Board)

R) ADDITIONAL FOREIGN LANGUAGE

ARTICLE 47. Providing that fulfilling the scores specified at the related articles, each documented additional foreign language will be graded with ten points.

CHAPTER THREE
ACADEMIC APPOINTMENT AND PROMOTION CRITERIA
FOR NATURAL AND APPLIED SCIENCES

I- ESSENTIAL PRINCIPLES

A) REQUIREMENTS FOR PROFESSORSHIP

ARTICLE 48. Without prejudice to the provisions of The Law of Higher Education (2547) and related regulations, academic appointment and promotion requirements for professorship are as follows:

1. After being granted the title of associate professor, having worked as permanent staff for higher education institutions at his/her field at least for five years.

2. As per application date for the position, also having accomplished the publication requirements for his/her field set out by Inter-university Board for Associate Professorship Examination Application Requirements.

3. In accordance with the conditions listed below, having obtained at least 400 points for the academic activities.

    a. Provided that having obtained 4 points of the minimum total score for reference, having obtained minimum 20, maximum 40 points for advising thesis and/or for references made to his/her scientific studies by other authors.

    b. Having obtained minimum 20, maximum 40 points of the minimum total score for educational activities.

    c. Having obtained 100 points of the minimum total score for the academic activities stated in articles 50, 51, and 53.

    d. Having obtained 150 points (at least 50 of which must be obtained for the academic activities stated in articles 50, 51, and 53) of minimum total score for academic activities performed after being granted the title of associate professor.

B) REQUIREMENTS FOR ASSOCIATE PROFESSORSHIP

ARTICLE 49. Without prejudice to the provisions of The Law of Higher Education (2547) and related regulations, academic appointment and promotion requirements for associate professorship are as follows:

1. After being qualified for doctorate degree, having worked as permanent staff for higher education institutions at his/her field at least for three years.

2. Having obtained UDS or KPDS score of at least 70 for any of English, French or German languages at basic fields which the applicant has been applied for the associate professorship and which stated in the 3rd article of Associate Professorship Regulations. Having obtained KPDS score of at least 70 for the languages haven't mentioned above. (Those have been

studying in a foreign language at his/her science field, must take the foreign language examination of a different language.)

3. As per application date for the position, having accomplished the publication requirements for his/her field set out by Inter-university Board for Associate Professorship Examination Application Requirements.

4. In accordance with the conditions listed below, having obtained at least 250 points for the academic activities.

   a. Having obtained at most 16 of total minimum score for references.

   b. Having obtained minimum 6, maximum 20 points of total minimum score for educational activities.

   c. Having obtained 50 points of total minimum score for the academic activities stated in articles 51, 52, and 53.

   d. Having obtained 125 points of total minimum score (at least the half [62.5] of which must be obtained for the publications except that the ones derived from doctoral thesis or specialization in medicine studies) for academic activities performed after being qualified for doctorate degree.

C) REQUIREMENTS FOR ASSISTANT PROFESSORSHIP

ARTICLE 50. Without prejudice to the provisions of The Law of Higher Education (2547) and related regulations, academic appointment and promotion requirements for assistant professorship are as follows:

1. After being qualified for doctorate degree, having worked for higher education institutions at his/her field at least for two years.

2. Having obtained UDS or KPDS score of at least 65 for any of English, French or German languages at basic fields which the applicant has been applied for the associate professorship and which stated in the 3rd article of Associate Professorship Regulations. Having obtained KPDS score of at least 65 for the languages haven't mentioned above. (Those have been studying in a foreign language at his/her science field, must take the foreign language examination of a different language.)

3. Having published at least one article derived from doctoral thesis in a national or international Peer-Reviewed Journal.

4. Except that the publication/publications derived from master's, doctoral or specialization in medicine thesis, having published at least two articles in a Peer-Reviewed journal (one of them must be listed in SCI, SCI-Expanded, SSCI, AHCI) and being mentioned as the 1st, 2nd or 3rd name at these studies.

5. Having obtained 100 points (at least the half [50] of which must be obtained for the publications except that the ones derived from master's or doctoral thesis) for academic activities.

6. When re-appointing for assistant professorship, having obtained at least 50 points (at least the half [25] of which must be obtained for the publications being published in national or international Peer-Reviewed journals and at most 8 of which must be obtained for educational activities) for academic activities at the last three years.

7. If the number of teaching staff member is inadequate at the field which the candidate has been applied for and providing that the concerned unit had been specified the necessity, for those who have obtained 150 points (at least the half [75] of which must be obtained for the publications except that the ones derived from master's, doctoral or specialization in medicine thesis) for academic activities, the requirement to work at his/her field at least for two years may not be demanded.

II-GRADING SYSTEM FOR ACADEMIC ACTIVITIES

A) PUBLICATIONS IN SCIENTIFIC JOURNALS LISTED IN SCI, SCI-EXPANDED, SSCI, AHCI

ARTICLE 51. Articles (including compilations) being published in scientific journals listed in SCI, SCI-Expanded, SSCI, AHCI will be graded as follows:

1. Invited articles: $50/n$
2. Articles by single author: 40
3. Articles by two or more authors:
   (Grading system is shown at the table attached.)
4. Short article or technical data by single author: 18
5. Short articles or technical data by two or more authors:
   .. of the points stated at the attached table: 18/40

B) PUBLICATIONS IN JOURNALS LISTED IN OTHER INDEXES

ARTICLE 52. Articles (including compilations) being published in scientific/artistic journals listed in IM, DI, CMCI, EI, Ed.I, Design and Art Index, Mathematical Reviews, Atom Index, INIS, Zentralblatt für Mathematik und ihre Grenzgebiete (Mathematics Absracts), Zoological Record, Taxanomic Literatüre, New Entomological Taxa and other international indexes will be graded as follows:

1. Articles by single author: 25
2. Articles by two or more authors:
   .. of the points stated at the attached table: 25/40
3. Short article or technical data by single author: 12
4. Short articles or technical data by two or more authors:

.. of the points stated at the attached table: 12/40

C) PUBLICATIONS IN NATIONAL PEER-REVIEWED AND OTHER SCIENTIFIC JOURNALS

ARTICLE 53. Articles (including compilations) and encyclopedia articles being published in national Peer-Reviewed journals and other scientific journals accepted by The Academic Promotion and Appointment Evaluation Board will be graded as follows (The same work will be evaluated only for once.):

1. Full text articles in national Peer-Reviewed journals: 20/n
2. Full text articles in other scientific journals: 5/n
3. Translated scientific works and encyclopedia articles: 2/n
4. Architecture-Town planning project implementations and critics performed according to legal procedures and presented as successful works   8/n
5. Projects rewarded (including purchase) at international architecture-town planning competitions   35/n
6. Projects rewarded (including purchase) at national architecture-town planning competitions   20/n

D) BOOKS

ARTICLE 54. Books being published will be graded as follows:

1. Scientific books published in a foreign language by a publishing house abroad: 50/n
2. Chapters within scientific books published in a foreign language by a publishing house abroad: 20/n
3. Scientific books published by national publishing houses: 30/n
4. Books in Turkish, evaluated as publishable by University Publishing Commission and given the right to release by University Executive Board: 40/n
5. Master's or doctoral thesis published originally or changed which are evaluated as publishable by University Publishing Commission and given the right to release by University Executive Board: 10
6. Chapters within scientific books in Turkish: 15/n
7. Translated scientific books (at least 50 pages):   20/n
8. Chapters within translated scientific books: 8/n

E) REFERENCES

ARTICLE 55. References being made to one's works will be graded as follows:

1. References at the articles in journals listed in SCI, SCI-Expanded, SSCI, AHCI: 4
2. References at the other scientific journals and books: 2

F) EDITORSHIP

ARTICLE 56. Editorship and subeditorship at scientific books and journals will be graded as follows:

1. Editorship at scientific books: 20/n
2. Editorship at journals stated in Article 51:   30/n
3. Editorship at journals stated in Article 52:   20/n
4. Editorship at journals stated in Article 53:   10/n
5. Editorship at translated scientific books: 10/n
6. Subeditorship at journals and books: 5/n

G) CONGRESS

ARTICLE 57. Providing that submitting the instrument of accession, communications will be graded as follows:

1. Abstract published international communications: 6/n
2. Full text published international communications: 15/n
3. Abstract published national communications: 3/n
4. Full text published national communications: 6/n

H) CONFERENCE, SYMPOSIUM, CONGRESS, PANEL ETC. TASKS

ARTICLE 58. Conference, symposium, congress, panel and suchlike activity tasks will be graded as follows:

1. Presiding: 3
2. Participating as a panelist or lecturer: 3
3. Reading a discourse: 4

I) SEMINARS

ARTICLE 59. Invited seminars and suchlike tasks will be graded as follows:

1. International invited seminar: 8
2. National invited seminars held by national institutions and foundations: 3
3. Membership of commissions, councils and boards organized by various government institutions: 2

J) THESIS ADVISER

ARTICLE 60. Thesis and proficiency in arts study advisers will be graded as follows (Work must be accepted):

1. Master's: 5/n
2. Doctoral: 10/n

K) INNOVATIONS

ARTICLE 61. Patented innovations will be graded as follows:

1. International patent: $30/n$
2. National patent: $15/n$

L) REWARDS

ARTICLE 62. Except the TUBITAK and G.U. Publication Encouragement Rewards, study field related rewards will be evaluated by The Academic Promotion and Appointment Evaluation Board and graded according to the following scale:

1. International scientific, artistic rewards: 30-60
2. National scientific, artistic rewards: 20-40

M) SCIENTIFIC MEETINGS

ARTICLE 63. Organizing congress, symposium, seminar, and suchlike scientific meetings will be graded as follows:

1. International scientific meetings: $20/n$
2. National scientific meetings: $10/n$

N) PROJECTS

ARTICLE 64. Projects will be graded as follows:

1. NATO, NSF and suchlike international projects (conclusion report): $20/n$
2. TÜBİTAK, DPT and suchlike national projects (conclusion report): $15/n$
3. University Scientific Researches projects (conclusion report): $6/n$
4. EU Framework Programs thematic field projects;
   a. Association approval: 30
   b. Primary approval;
      i. Project manager: 40
   c. Final approval;
      ii. Project manager: 50
      iii. Project member: $(50/n)+10$
5. EU Central projects;
   a. Pre-proposal approval: 30
   b. Proposal approval;
      i. Project manager: 40
      ii. Project member: $(40/n)+5$
6. Mobility/exchange projects: 5

O) TEACHING

ARTICLE 65. Courses had been held and being held will be graded as follows:

1. One-semester courses: 2
2. Two-semester courses: 4

P) DIRECTORS, BOARD AND COMMISSION MEMBERS & COORDINATORS

ARTICLE 45. Directors, Board and Commission Members & Coordinators will be graded as follows:

1. Secretary General (University), Institute Administrator, Chief Physician:
   8
2. Vice Secretary General (University), School of Higher Education Director, Vice Dean, Chief Physician Assistant, Institute Co-administrator, Department Chair, Center Manager: 6
3. Head of Department: 5
4. Department Vice Chair, Program Chair, School of Higher Education Vice Director: 3
5. Central Commission/Board Member: 3
6. AB Framework Projects and Education & Youth Programs Coordinator: 3

Q) POST-DOCTORATE OR POST SPECIALIZATION IN MEDICINE SCHOLARSHIPS

ARTICLE 67. Those who has carried out academic activities abroad for at least six months with scholarship after doctorate education will be graded with ten points. (Work report must be accepted by The Academic Promotion and Appointment Evaluation Board)

R) ADDITIONAL FOREIGN LANGUAGE

ARTICLE 68. Providing that fulfilling the scores specified at the related articles, each documented additional foreign language will be graded with ten points.

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CHAPTER FOUR

LAST DECREES

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ARTICLE 69. The conditions stated in this directive are minimal requirements so the concerned boards of faculties and schools of higher education may state additional requirements according to their special circumstances and put into practice in their units providing that bringing up resolution at Senate.

I- FORCE

ARTICLE 70. This directive is adopted by Gazi University Senate at 02nd meeting dated 31 March. 2006 with verdict number 2006/27 and will be in force by 31 March 2007. Until the stated date, the current directive decrees are valid. For those being granted the titles associate professor and assistant professor (no matter if they have assigned or haven't assigned to the concerned position) by 31 March 2007, the requirement to fulfill the language scores stated in this directive will not be demanded.

II- EXECUTION

ARTICLE 71. Gazi University Directive for Academic Promotion and Appointment Criteria will be executed within the frame of Gazi University's current and further needs by Gazi University's Rector.

APPENDIX

T A B L E

RESEARCH ARTICLES GRADING SYSTEM

(Articles by two ore more authors)

1st author:	(54/n)+8	(n: number of authors)
Subsequent authors:	(54/n)	

Number of Authors (n)	1	2	3	4	5	6
Point	40.0	35.0	26.0	21.5	18.8	17.0
		27.0	18.0	13.5	10.8	9.0
			18.0	13.5	10.8	9.0
				13.5	10.8	9.0
					10.8	9.0

3.b

Academic Rules and Regulations for Undergraduate Education and Examination

Gazi University
Academic Rules and Regulations for Undergraduate Education and Examination

PART ONE

Aim, Scope, Basis and Definition

Aim
Article 1 -The aim of this regulation is to regulate the principles for registration, education and examination principles regarding the faculties and higher schools that are attached to Gazi University.

Scope
Article 2 –This regulation involves the rules related to registration, education and examination related with the faculties and higher schools that attached to Gazi University.

Basis
Article 3 –This regulation is based on the Higher Education Law numbered 2547, article 14 and article 44 subtitle 3.

Definitions
Article 4 –The terms used in this regulation shall bare the meanings as stated across them:

University: Gazi University

Rector: Rector of Gazi University

Faculty: Faculties that are attached to Gazi University

Higher School: Higher Schools which are attached to Gazi University

Senate: Senate of Gazi University

Related Board: Faculty and Higher School Boards

Related Administrative Board: Faculty or Higher School Administrative Boards

Dean: Faculty Dean

PART TWO

Principles of Education

Academic Year
Article 5 - Education in faculties and higher schools attached to Gazi University shall be carried out according to the academic calendar, decided by the related boards and approved by the Senate.

Types of education

Article 6 - Upon the proposal of the related boards, the consent of the Senate and the approval of Higher Education Board; formal, two-shifted, non-formal and external education can be conducted.

Academic Semesters

Article 7 – Academic semesters are composed of fall and spring semesters. A semester consists of at least 70 educational days (minimum 14 weeks). The periods reserved for registration and semester final examinations are kept out of this period. Educational semesters can be reorganized with the decision of the related board and approval of the Senate when necessary.

Summer schools can be opened with the decision of the related board and approval of the Senate.

Courses are prepared to last for one semester.

However, in cases of necessity, it is possible to regulate the courses to last for one year with the decision of related board and the approval of the Senate.

Faculties and higher schools shall submit their academic program proposals of the next academic year containing the semesters of registration, education, examination, semester break and summer break to the Senate for approval not later than April.

Education, examination and success grade points in preparatory schools shall be prepared by the concerned boards, and shall be regulated by directives to approve by the Senate.

Duration of Programs

Article 8 – It is compulsory to complete the two-year programs in four, four-year programs in seven, five year programs in eight, six-year programs in nine years in the faculties and higher schools that are attached to the university. Last year students who can not graduate in these periods shall be subject to the following provisions:

a) In order to graduate at the end of this period, the last year students who have failed in more than five courses shall be given two additional rights to take examinations for the courses for which they fulfilled the examination requirements stipulated in article 21 of this regulation. In case that a student fails in more than five courses not fulfilling such requirements, that student shall be dismissed from the university.

b) Those students who have reduced the number of failed courses to five at the end of additional examinations shall be given the right to take examinations to be made within three semesters (two years for annual courses) when such courses are opened.

c) Those students who have four or five courses to graduate at the end of the maximum duration shall be given the right to take examinations to be made within four semesters (two years for annual courses) when such courses are opened.

d) Those students who have three or less courses to graduate at the end of the maximum duration or as a result of exercising their examination rights shall be given unlimited right to take examinations in such courses.

e) In the cases covered by paragraphs b, c, and d of this article, an examination shall be taken only by fulfilling the requirements stipulated in article 21 of this regulation, if not previously fulfilled. However, for applied and practical courses, it shall be required to fulfill once again the requirements stipulated in article 21 of this regulation.

f) It shall be required to get at least a (CC) grade point in order to pass the exams given for the cases stated in paragraphs a, b, c, and d of this article. Mid-term exam grade points shall not be taken into consideration in calculating the success grade point.

The students who exercise their above-mentioned exam rights have to pay their contribution shares and to register themselves for the semester. However, such students can not utilize any studentship rights except for exam rights. In the case that the students who have an unlimited right to take exams fail to register themselves or fail to take an exam within total three academic years, successive or at intervals, they shall lose their rights to take unlimited exams.

PART THREE

Student Registration Procedures and Courses

Requirements for Admission and Registration in the university

Article 9 – The following requirements shall be looked for to be admitted to the faculties and higher schools attached to Gazi University.

a) To be graduated from a high school or from a vocational school equivalent to high school (the equivalency of the diplomas obtained from high schools in foreign countries should be approved by the Ministry of National Education).

b) To be entitled to admitted to the faculties and higher schools at the university in that academic year, as a result of the placement conducted by the Student Selection and Placement center or for the units where students are admitted through a pre-admission system, to have a grade point and to meet the requirements, which are valid in that academic year.

The admission of foreign-subject students to the university shall be conducted under the relevant regulations and the principles and requirements determined by the Rector's office.

The candidates who are entitled to be admitted to the university are required to apply in person. No application by mail shall be accepted. The students shall be admitted to the faculties and higher schools pursuant to the principles to be determined by Higher Education Board and Inter-university Board.

Renewal of Registration and Temporary Registration

Article 10 – Every student has to renew his/her registration by paying a contribution share or the second academic year fees at the beginning of the semester/year depending on the academic program and by completing course-taking procedures pursuant to articles 11, 12, and 13 of this regulation. Any students who fail to renew their registrations within the determined period of time can not participate in any courses or exams in that semester/year. The said period of time shall be deemed to be included in the education duration specified in article 8 of this regulation.

Students must renew their registrations by themselves and are responsible to perform their registration procedures, if they do not have any excuses accepted by the relevant management boards.

Students who fail to review their registrations due to their excuses within the specified period of time may renew their registrations within the extension of time specified in the academic calendar, if their excuses are accepted by the relevant management boards. Students who fail to renew their registrations within this period of time must renew their registrations at the beginning of the following semester/year. Otherwise, they shall be dismissed from the university.

Education Programs and Courses

Article 11 – The relevant boards shall submit the education programs, education types (courses, course groups, applied courses, applications, block applications, workshops, projects, clinical studies, labs, internship, excavations etc.) intended for obtaining a diploma and the semesters and the terms planned for such types to the Senate for approval. The Deanships/Higher School Directorates shall announce weekly before course programs at least a week before the academic semester/year registration period.

Before the beginning of the every academic semester/year, students shall select the courses to be taken according to the period defined in the calendar and the principles set forth by the Rectorship, under the control of their advisors.

Students cannot attend any courses for which they are not registered in due time and duly, and they cannot take any exams for such courses. In case of taking such exams, they shall be deemed invalid.

Education at the University shall be conducted on the basis of promoting to a higher grade or passing a course.

Promoting to a Higher Grade and Its Operation

Article 12 – Education at the faculties of Medicine and Dentistry shall be conducted on the basis of promoting to a higher grade. The courses, course groups, applications, internships, excavation programs at these faculties shall be given as a whole at the beginning of the academic year. Students who have renewed their registrations shall be deemed to have registered for all their courses of that year's program. Students cannot take any courses from the upper grade in the next year and they shall repeat only the courses they have failed, even if they fail to pass one course of that year. They shall promote to a higher grade only after they pass such courses.

Passing a Course and Its Operation

Article 13 – Education at all the faculties and higher schools other than Medicine and Dentistry faculties shall be conducted on the basis of passing a course.

At the faculties/higher schools where education is conducted on the basis of passing a course, those courses which have been taken in the semester when they should have been taken normally or those courses who have been taken, but have been failed must be taken first, starting from the lowest semester in number, in the first semester where those courses are given.

When taking a course the restrictions below shall be taken into consideration:

a) Students must take courses at least corresponding to the credit amount determined for that semester. However, if some of the courses in that semester have been already passed, such a bottom limit shall not be set forth.

b) The maximum credit amount of the courses to be taken in one semester by a student whose weighted grade point average is below 1.80 shall not exceed the amount of credit determined for that semester.

c) The maximum credit amount of the courses to be taken in one semester by a student whose weighted grade point average is between 1.80 and 1.99 shall not exceed the amount of credit obtained by increasing the amount of credit determined for that semester by 1/5.

d) The maximum credit amount of the courses to be taken in one semester by a student whose weighted grade point average is 2.00 and above shall not exceed the amount of credit obtained by increasing the amount of credit determined for that semester by 1/3.

When calculating maximum credit amounts, decimal fractions on the right of the point shall be rounded up to whole.

Prerequisite courses and the courses with prerequisites accordingly shall be proposed by the relevant boards and shall be decided on by the Senate. In case of failure to pass prerequisite courses, the courses based on them cannot be taken.

Students who are to take elective courses once again may take approved by the department instead of those courses.

Students may have their registrations cancelled for the courses they have registered, accept for the courses they have to take, within the terms determined in the academic calendar, on condition of obtaining approval from their advisors.

Taking courses from any upper semester is only possible at the faculties/higher schools where education is conducted on the basis of passing courses and it is subject to the provisions of article 14 of these regulations.

Taking Courses from an Upper Semester

Article 14 – Students may only take courses from an upper semester upon positive opinions of their advisors. For this, students should not have any failed courses from the previous semesters and their weighted grade point averages should be 3.00 and above. The credit amounts of the courses to be taken from an upper semester shall not exceed 1/3 of the credit amounts of that year.

Students may graduate in a period of time shorter than education duration stated in article 8 of these regulations.

Exemption from Courses

Article 15 – Students who are admitted first to a faculty/higher school may file an application requesting to be exempt from the courses they have taken and passed at their previous higher education institutes, within the first two weeks, provided that the time elapsed should be less than two years.

In the case that a student make a request for exemption, the relevant board of management shall evaluate the courses that the student have previously passed, shall decide on the courses to be exempted from and shall decide on whether the student should start from the first or the third or the fifth semester. The number of semesters/years corresponding to the courses exempted shall be calculated supposing that 17 credits per week would be gained in every semester. The remaining courses of the program should be completed in the remaining semesters/years, by deducting the above said period from the maximum education duration stipulated in article 8 of these regulations.

Total credit amount of the courses to be taken in a semester where a student is placed shall be as many as the normal credit amount of that semester. Taking courses in later years shall subject to the provisions of article 13 of these regulations.

Article 16 – Changes in education programs shall apply to all the students according to the application principles, prepared during change in programs and approved by the Senate.

Students who continue their educations from any semester/year of a faculty/higher school with a horizontal or a vertical transfer shall be responsible for the education program of that semester/year.

PART FOUR

Attending Courses and Exams

Obligation of Attendance

Article 17 – Students have to attend 70% of the theoretical courses and 80% of the applied courses. Teaching faculty members shall determine the state of attendance. The attendance obligation of the students who have to repeat any courses other than those applied courses and the courses with an application teaching faculty members may be removed by a decision of the relevant board of management, provided that those students should not have to repeat those courses due to absence. A medical report shall not remove the obligation of attendance.

Appointment of Advisors

Article 18 – The relevant boards of management shall appoint advisors from among department teaching faculty members considering the proposals of the heads of departments, to assist students in solving any educational problems, before the start of academic semester/year.

Advisors shall be responsible for directing the students in selecting courses and for ensuring that course records conform to the rules. Other principles related with the duties of the advisors shall be separately determined by relevant boards of management.

Exams

Article 19 – The exams used to measure the knowledge and skills of the students are mid-term, final (semester-end/year-end), make-up, excuse, supplementary and one course exams.

Mid-term exams and one course exams

Article 20 – Mid-term exams are those which are planned to be taken for the courses as planned by the academic program during a semester/year. At least one written mid-term exam shall be taken for every course.

In addition to this, short-period exams, applications based on the skills of the students, home works and similar in-the-term studies may be conducted, to be basic for the success grade point of the students.

Finals

Article 21 – Finals are those which are taken at the end of a semester/year, for the courses which a student is registered for.

For a student to be able to take a final for a course, it is mandatory to register in that course, to attend that course, to take at leas one mid-term exam within the semester/year (except for internships) and to succeed in the application and other requirements of that course.

Make-up exams

Article 22 – Make-up exams shall only be taken by the students who fail in finals at the faculties of Medicine and Dentistry using an annual program.

Excuse exams

Article 23 – Excuse exams shall be taken by the students who have not taken any exam for a rightful and valid reason acceptable by the relevant board of management. The right to take an excuse exam shall only be awarded for mid-term exams.

For a health excuse to be acceptable the relevant medical report should be given by Gazi University health institutions or a medical report given by other health institutions should be certified by Gazi University health institutions. It is mandatory to have a medical report certified and to deliver it to the administration, not later than seven days from the expiry date of the report.

Supplementary exams

Article 24 – For a student to take advantage of the exams stated in Article 8 these regulations, an application should be filed to and agreed by the relevant board of management. Students shall exercise their rights to take supplementary exams during the first and second exam periods following the semester when they complete their maximum education duration.

One Course Exam

Article 25 – One course exams are for the students who fail in one course to graduate, on condition of having fulfilled the requirements in Article 21 of these regulations. One course exams shall be taken during the first month following the semester/year when one course is required to graduate, in the times specified in the academic calendar. One should earn at least CC to pass such exams. The grade points earned in mid-term exams shall not be taken into consideration in determining the above-said grade point in letters.

Invalidity of Exams

Article 26 – Students must take the exams at the times and places as stated in the exam program. Otherwise, the exams shall be deemed to be invalid. Any grade points earned by a student in any exams which a student is not entitled to take shall be cancelled even if announced.

Any students, who are determined to have cheated, to have attempted to cheat or to have assisted in cheating in any exams, as a result of a disciplinary investigation, shall be deemed to have failed with an FF grade point in that course.

Organization of Exams

Article 27 – Exam programs shall be determined and announced by dean's offices/higher school directorates within the frame of academic calendars. Exams may be conducted on Saturdays on Sundays, except for religious and national holidays.

Make-up exams shall be conducted at least two weeks after the end of the finals.

Keeping Exams Papers

Article 28 - Any kind of exam papers shall be preserved for five years beginning from the date of examination.

Announcement of Exam Results and Objection to Exam Grade Points

Article 29 – The results and documents of every exam shall be delivered to the relevant dean's office/directorate not later than ten days from the date of that exam. Exam results shall become definite upon announcement by the relevant units through a method determined by the Rector's Office. Students may object to the results of the exams, due to material mistakes, by filling a written application to the relevant dean's office/directorate, within seven days from the announcement of the exam results. The dean/higher school director shall make the relevant head of department/major field or the term coordinator review such objections. Results shall be transmitted to the dean's office within ten days. Any determined mistakes shall be corrected by the relevant board of management.

Success Grade Points

Article 30 – Exams shall be evaluated at a full point of 100. the weights of the grade points earned from mid-term exams and finals and to be used for the calculation of success grade points shall be proposed by the relevant boards to the Rector's Office, considering also the properties of the courses. Besides, the teaching faculty members for the course shall announce the contents of the course, the matters to be considered to calculate success grade points, the relevant sources and the time to be reserved for students outside of course hours, at the beginning of the term.

For the students who take finals after fulfilling the requirements stated in Article 21 of these regulations, the grade points calculated as mentioned above shall be called raw success points.

A student shall fail in that course directly with an FF point, if his/her raw success point is below 25.00. The success points of the students whose raw success points are 25.00 and above shall be determined by the Rector's Office considering the general state of the grade, arithmetical averages and statistical distributions. After such an evaluation, it is possible that the equivalents in letters of the raw success points of 25.00 and above may be FF.

Points and certificates shall be evaluated as follows:

Points	Coefficients
AA	4.00
BA	3.50

BB	3.00
CB	2.50
CC	2.00
DC	1.50
DD	1.00
FD	0.5
FF	0.0

B: Satisfactory for the courses without credits

K: Failed in the courses with credits

D: Absent

G: Unattended

M: Exempt

S: Continuing study

E: Lacking (A point 'E' shall be changed to 'FF' unless it is corrected up to the course registration date of the next term)

A student who earns one ….. the points AA, BA, BB, CB, CC shall be deemed to have passed that course. Besides, the students with a grade point average of at least 2.00 for one semester/year shall be deemed to have passed that courses in which they have earned DC grade points in that semester/year. Such a result shall be stated as DC+.

B and K grade points shall not be included in average calculations.

M grade points shall be awarded to the students who are transferred from out of the University or who are registered in the University by means of Student Selection and Placement Center exams, intra and inter-mural transfers, for the courses they have already taken and whose equivalences have been proposed by the relevant department and approved by the relevant board of management. M grade points shall not be included in average calculations.

Upgrade of Grade Points

Article 31 – The students who want to upgrade their grade point averages may take again the courses which they have passed with a DC+ grade point, pursuant to the provisions at article 13 of these regulations. The last grade point earned in the semester when the course is repeated shall be valid.

Grade Point Averages

Article 32 – The success states of the students shall be determined by Student Affairs Department by calculation their semester/year and general grade point averages at the end of every semester/year. A weighted grade point earned by a student in a course shall be obtained by multiplying the credit value of that course by the coefficient of the point in letters earned.

The grade point average of a semester/year shall be calculated by dividing the total weighted grade points earned by a student in that semester/year into the total credit value of the courses taken. The average obtained shall be indicated in two digits after point.

A weighted grade point average shall be calculated by dividing the total weighted grade points based on the final grade points earned by a student in all the courses into the total credits of the courses taken. The result shall be indicated in two digits after the point.

In calculating both the semester/year grade point average and the weighted general grade point average, the grade points from AA to FF shall be taken basic. Meanwhile, the grade points G and D shall be treated as FF.

All the grade points shall be recorded in the grade point document of the student.

Cessation of Education

Article 33 – Students may be given leaves up to total one year, during their undergraduate education durations by the resolution of the relevant board of management, in the case that they have significant and rightful reasons to be documented or that foreign scholarship, internships and research possibilities which may contribute to their education arise. Such a leave period shall be added to the legal maximum education duration. However, such applications for such leaves should be made until the end of the registration renewal period.

The rights of the students to receive education, who have health excuses based on medical reports for more than one year or who are called to arms, shall be reserved during the term of that report or the term of military service. Such students are required to make an application to the relevant faculty/higher school for being registered in the following term, with their medical reports or discharge certificates, within one month from the expiry date of the report or from the date of discharge.

Exchange Programs

Article 34 – Student exchange programs may be applied between the University and foreign higher education institutions. European Credits Transfer System and other relevant matters shall be regulated by a directive to be prepared by the University Senate.

Horizontal Transfers

Article 35 – Transfers shall be carried out under the Regulations on the "Principles of Transfers at Associate and Undergraduate Levels Between Higher Education Institutions", published in the Official Journal dated 21/10/1982 and numbered 17845 and pursuant to the principle decisions of the Higher Education Board.

Vertical Transfers

Article 36 – The courses to be taken in the preparatory program by the students who are registered themselves in undergraduate preparatory programs by means of inter-mural transfers and their adaptation programs shall be determined by the relevant Board of Management pursuant to the provisions of the Regulation on the "Continuation of the Graduates from Vocational Higher Schools and Correspondence Education Associate Programs to Undergraduate Programs", published in the Official Journal dated 19/02/2002, numbered 24676. However, the said students are not bound by the limits to take courses stated in article 13 of these regulations when they take classes in those programs.

Such students shall be deemed to have passed those courses for which they are kept responsible by the relevant board of management, if they earn CC in those courses in an undergraduate preparatory program.

Awarding an Associate Diploma to Those Students Who Have Not Completed Their Undergraduate Programs or Adapting Them to Vocational Higher Schools

Article 37 – Awarding an associate diploma to those students who have not completed or who have not been able to complete their undergraduate programs or adapting them to vocational higher schools shall be conducted pursuant to the provisions of the Regulations on Awarding an Associate Diploma to those students who have not completed or who have not been able to complete their Undergraduate Programs or Adapting them to Vocational Higher Schools, published in the Official Journal dated 18.03.1989 and numbered 20112.

PART FIVE

Diplomas and Disciplinary Procedures

Graduation and Diplomas

Article 38 –A student is required to have passed successfully all the courses mandatory to be taken and to have earned a weighted general grade point average of at least 2.00, in order to be able to confer an associate's degree or a bachelor's degree.

The students who have a general grade point average of 3.00-3.50 shall be recorded in a list of honor and those who have a general grade point average of 3.51 and above in a list of high honor and such degrees shall be indicated in their diplomas.

Associate, undergraduate and graduate diplomas to be awarded by the faculties, higher schools, and vocational higher schools shall be different for every level, but shall be standard for all the educational institutions of the University.

Interim graduation certificates shall be given to the students until their diplomas are prepared.

A diploma can only be awarded for once. In case of loss, a certificate with a photo, superseding the diploma and stating that it is awarded due to loss shall be issued. Such certificates and

diplomas shall be signed by the Rector and Dean for the faculties; by the Rector and Higher School Directors for the Higher Schools attached to the Rector's Office; by the Rector, Dean and Higher School Directors for the Higher Schools attached to the faculties.

Contribution Shares and Second Tuitions

Article 39- The students of the faculties and higher schools attached to the University shall pay a contribution share and second tuition for every semester/year, to be determined duly. Any contribution shares and second tuitions received for deleting a student's registration shall not be returned.

Not renewing or deleting the registrations of the students who fail to pay their contribution shares or their second tuitions determined duly under applicable regulations shall be decided by the authorized bodies of the higher education institutions where the relevant student is registered.

Deletion of Registration

Article 40- In the following cases, a student shall be dismissed from the faculty or the higher school by a decision of the faculty or higher school board of management:

a) Failure to complete a program within the durations stipulated in article 8 of these regulations,

b) A punishment of dismissal from the faculty/higher school pursuant to the provisions of the "Higher Education Institutions Students Disciplinary Regulations," published in the Official Journal dated 13/01/1985 and numbered 18634,

c) Failure to renew a registration twice successively within due time without an excuse,

d) Upon a decision by the faculty/higher school board of management stating that a student will not be able to continue his/her education, if his/her absence exceeds two years within all the education duration due to schizophrenia and other mental disorders causing a permanent loss of power, on condition of documenting a medical report,

e) Deciding on deleting a student's registration due to not depositing contribution shares and second tuitions,

f) A student's making his/her registration delete by his/her own wish.

Disciplinary Affairs

Article 41- Disciplinary Affairs and procedures shall be conducted pursuant to the provisions of the "Higher Educations Institutions Students Disciplinary Regulations." Any students who are punished with a temporary suspension of education for any reasons can not participate in education, social activities and can not enter the facilities of the University within the period of punishment. Those students who are arrested or convicted or decided on their apprehension by default or those whose

search warrants are notified by official authorities to the faculty/higher schools shall not take exams and their rights to take an exam shall not be reserved. However, for the students released, acquitted or whose short-term convictions are ended, the way and the method of exercising their educational rights for the periods when they have been under arrest or conviction, shall be decided by the faculty/higher school board of management.

Notices and Change in Address

Article 42- Any notices shall be deemed to be served, when they are sent to the permanent address stated by a student during registrations in the faculty/higher school by registered mail with a return receipt or when they are announced in the relevant faculty/higher school.

In the case that any students fail to notice ant changes in their addresses to the relevant faculty/higher school by a written application or in the case that they notice incorrect or lacking addresses, shall not be entitled to claim anything by alleging that they are not served properly.

PART SIX

Various and Final Provisions

The Regulations Superseded

Article 43- "Gazi University Education and Exam Regulations" published in the Official Journal dated 15/11/2001 and numbered 24584 has been superseded.

Temporary Article 1- The limitations set forth in article 13 of these regulations on taking courses by the students with a weighted general grade point average of 2.00 shall be first started to apply at the beginning of academic year 2006-2007, for all the students the maximum credit amounts of the courses to be taken shall be determined by increasing the amount of credit determined for that semester by 1/3.

Temporary Article 2- Article 15 of these regulations, related with courses and exemptions shall apply to the students to be admitted to the University for the academic year 2006-2007. The students admitted before that date may take courses from an upper semester not exceeding the total amount of credit in the present year due to the courses exempted.

Coming into Force

Article 44- These regulations shall come into force on the date of issue, effective from the beginning of the academic year 2005-2006.

Execution

Article 45- These regulations shall be executed by the Rector of Gazi University.

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Directive For
Academic Evaluation and Quality Improvement Board of Gazi University

Directive For Academic Evaluation and Quality Improvement Board of Gazi University

PART ONE
Objective, Scope, Basis and Definitions

Objective

Article 1 – The aim of this directive is to state the principles of practices for evaluation and improvement of education and research activities and administrative services, as well as approval and recognition of their level of quality through an independent "external evaluation" process.

Scope

Article 2 – This directive cover the duties, authorities and responsibilities of Gazi University regarding assessment of their academic and administrative services, quality improvement as well as approval and recognition of their levels of quality.

Basis

Article 3 – This directive is laid out within the frame of decrees stated in "Regulations on Academic Evaluation and Quality Improvement at Turkish Higher Education" prepared and put in to action on the basis of 7th and 65th *Articles of The Law on Higher Education, No. 2547.*

Definitions

Article 4 – The definitions used throughout the directive are as follows:

Gazi University Academic Units: Faculties, schools of higher education, schools of vocational higher education, graduate schools, and research centers of Gazi University.

Program: Programs, Departments of Gazi University.

Mission of Gazi University: The self-defined reasons of Gazi University's existence and goals.

Vision of Gazi University: Ideals aimed to be reached in the future by Gazi University.

Academic Evaluation and Quality Improvement Board of Gazi University (GUADEK): Board formed by the Gazi University Senate and responsible for organizing and coordinating the activities of academic evaluation and quality improvements at Gazi University.

Gazi University Annual Evaluation Report: Report annually prepared by GUADEK, containing the results of the activities of academic evaluation and quality improvements at Gazi University.

Gazi University Academic Evaluation and Quality Improvement Board Report: Report prepared or had it prepared by Gazi University Academic Evaluation and Quality Improvement Board according to the annual evaluation reports of Gazi University Academic Units.

Gazi University Academic Evaluation and Quality Improvement Coordinatorship:
Coordinatorships responsible for academic evaluation and quality improvement process at the related unit.

Gazi University Academic Evaluation and Quality Improvement Coordinator: Coordinator responsible for academic evaluation and quality improvement process at the related unit.

Gazi University Student Council: The student union established by Gazi University students in a democratic manner.

Quality Improvement: Continuous improvement of the quality of educational, instructional and research activities as well as those of administrative services.

Strategic Planning: The process in which Gazi University identifies its strengths and weaknesses, opportunities available and threats faced according to the results of internal or external evaluation; creates its strategies of quality improvements accordingly; turns these strategies into measurable objectives and monitors them by defining relevant performance indicators.

Strategic Objectives: Objectives having strategic importance within the framework of the mission of Gazi University.

Performance: The extend to which Gazi University achieves its strategic objectives and goals.

Internal Evaluation: The evaluation of the quality and quality improvements of educational, instructional and research activities as well as those of administrative services at the institution by the evaluators assigned by the University and relevant institution.

External Evaluation: The evaluation of the quality of educational, instructional and research activities as well as those of administrative services at the institution by independent external evaluators.

External Evaluators: The national and international certified agencies, associations, establishments and councils possessing "The Registration Certificate for Quality Assessment".

Registration Certificate for Quality Assessment: The certificate which authorizes relevant independent agencies, associations, establishments and councils eligible to perform the quality assessment of academic and administrative services as well as activities of quality improvements at an institution of higher education.

Quality Certificate: The certificate, received through external assessment, which indicates the level of quality of educational, training and research activities as well as those of administrative services at an institution of higher education.

Quality Approval and Recognition: The approval of the level of quality of Gazi University through "Quality Certificate"; and being recognized by other national or international institutions of higher education and relevant establishments.

Internal Institutional Periodic Review: The periodic review of the quality of educational, instructional and research activities as well as those of administrative services, and the activities of quality improvements and their results at Gazi University by the institution itself.

Improvement action plans: The plans specifying which improvements need to be completed, when, in what period of time, and under whose responsibility, at Gazi University mainly in accordance with the results of the internal or external evaluation.

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PART TWO
Academic Evaluation and Quality Improvement Board

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Academic Evaluation and Quality Improvement Board (GUADEK)
Article 5 – Gazi University forms the Academic Evaluation and Quality Improvement Board which are responsible for academic evaluation and quality improvement activities within the organization. The members of the board and the number of them are specified by Gazi University Senate. The board is formed by at least nine and at most eighteen persons, including the chairman. Among the board members are at least one vice-rector, one dean, one graduate school director; one director of a school of higher education, one director of a school of vocational higher education, one director of a research center and the secretary general and representative of the student council of the related university.

Foundation and Chairman of the Board
Article 6 – GUADEK is to be chaired by the Rector. In the event of his absence, the vice-Rector who is the member of GUADEK chairs the council.

Term of Office for the Members of the Board
Article 7 - 1/3 of the members of GUADEK is replaced by Gazi University Senate in duration of every two years.

Duties of the Board
Article 8 - The duties of GUADEK are as follows:

1. To perform all activities regarding the assessment of academic and administrative services, quality improvements and the approval of the level of quality at Gazi University, in accordance with the strategic plan and objectives stated by Strategic Planning Commission of Gazi University .
2. To carry out the "internal evaluation" activities at Gazi University and prepare (or have it prepared) the internal evaluation report accordingly.
3. If "external evaluation" will be carried out, to organize preparations for it and provide the external evaluation associations, establishments and councils (evaluators) with all manner of support.

4. To work in close relation with the Commission for Academic Evaluation and Quality Improvement in Higher Education and act in accordance with the commission's demands, and share the best practices with the commission.

5. To announce the decisions of the Commission for Academic Evaluation and Quality Improvement in Higher Education at academic units of Gazi University, follow up the practices and ensure monitoring of the results.

6. To provide support with regard to the reports those are to be prepared by the Commission for Academic Evaluation and Quality Improvement in Higher Education for higher education superior boards.

PART THREE
Gazi University Academic Evaluation and Quality Improvement Coordinatorship:

Foundation of the Coordinatorship

Article 9 – Gazi University academic units form the Academic Evaluation and Quality Improvement Coordinatorship which is responsible for academic evaluation and quality improvement activities within the unit. The coordinatorship is formed by at least seven persons, including the coordinator. Among the coordinatorship members are at least one vice dean/director, unit secretary, at least one academic unit external relations representative, at least one of the teaching staff members and/or instructors of the unit and representative of the student council of the related unit.

Academic Evaluation and Quality Improvement Coordinator

Article 10 –Academic Evaluation and Quality Improvement Coordinator is proposed by the head of the related unit and appointed by Academic Evaluation and Quality Improvement Board Chairman. The other members of the coordinatorship are proposed by coordinator and appointed by the head of the related unit.

Term of Office for the Members of the Academic Evaluation and Quality Improvement Coordinatorship

Article 11 – 1/3 of the members of Academic Evaluation and Quality Improvement Coordinatorship is replaced by academic unit coordinator in duration of every two years. New members should be elected from different programs/departments so as each program of the academic unit would be represented at the coordinatorship. For a member who fails to complete his/her term of office for any reason, a new member from the unit is elected in compliance with the same principles so as to complete the term of office of the member replaced. The members should continue his/her office if the number of teaching staff members at the academic unit is inadequate.

Duties of the Academic Evaluation and Quality Improvement Coordinator

Article 12 – The duties of Academic Evaluation and Quality Improvement Coordinator are as follows:

a) To perform all activities regarding the evaluation of academic and administrative services, quality improvements and the approval of the level of quality at the academic unit, in accordance with the strategic plan and objectives of the related unit.

b) To carry out the "internal evaluation" activities at the unit, prepare the internal evaluation report for academic unit and have the internal evaluation report for program/department prepared accordingly.

c) If "external evaluation" will be carried out at the related unit, to organize preparations for it and provide the external evaluation associations, establishments and councils (evaluators) with all manner of support.

d) To work in close relation with Academic Evaluation and Quality Improvement Board of Gazi University and act in accordance with the board's demands, and share the best practices with the board.

e) To announce the decisions of the Academic Evaluation and Quality Improvement Board of Gazi University at academic unit's related programs/departments, follow up the practices and ensure monitoring of the results.

f) To provide support with regard to the reports those are to be prepared by the Academic Evaluation and Quality Improvement Board of Gazi University for Commission Report for Academic Evaluation and Quality Improvement in Higher Education.

Program's/Department's Participation to the Academic Evaluation and Quality Improvement Practices

Article 13 – Provides support to the practices of Academic Evaluation and Quality Improvement Coordinatorship. In guidance of coordinatorship, coordinates the quality improvement practices of academic programs and administrative services and monitors their performance. It reports the results to Academic Evaluation and Quality Improvement Coordinatorship.

Program/Department Academic Evaluation and Quality Improvement Commission

Article 14 - Program/Department Academic Evaluation and Quality Improvement Commission organizes the practices at the related program/department. The commission is formed by at most seven persons. Head of the Program/Department Academic Evaluation and Quality Improvement Commission is proposed by the head of related program/department and appointed by the head of academic unit. The other members of the commission specified by the head of commission and appointed by the head of program/department. The commission is responsible to implement the duties

stated at Article 12 for the program/department and carry out the "internal evaluation" process stated at Article 17 for the program.

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PART FOUR

Internal Evaluation

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Process and time schedule of internal evaluation

Article 15 – A program/department carries out, once a year in December, its internal evaluation of the current year including the issues specified in Article 17 in this directive, according to the internal evaluation process specified by Academic Evaluation and Quality Improvement Coordinatorship, and submits its evaluation report to the Academic Evaluation and Quality Improvement Coordinatorship.

Having examined the evaluation reports coming from the programs, Academic Evaluation and Quality Improvement Coordinator prepares the annual evaluation report based on the reports of programs in January and submits it to the Academic Evaluation and Quality Improvement Board.

Academic Evaluation and Quality Improvement Board carries out, once a year in February, its internal evaluation of the previous year including the issues specified in Article 17 in this directive, and submits its evaluation report to the Academic Evaluation and Quality Improvement Board.

Scope of internal evaluation

Article 16 – The actions of quality and quality improvement of educational, instructional and research activities as well as those of administrative services of Gazi University's associate degree, bachelor's degree, and graduate programs and research centers are taken into account within this scope during the internal evaluation.

Issues of internal evaluation

Article 17 – For the internal evaluations, the process, methods and principles specified by the Commission for Academic Evaluation and Quality Improvement in Higher Education are taken as the basis and the following issues are assessed by GUADEK:

a) Mission, vision and strategic objectives specified according to the strategic plan and objectives of the Council of Higher Education,

b) The measurable objectives of academic units, determination of performance indicators regarding these objectives, and periodic review of these indicators,

c) The periodic review of measurable objectives, relevant performance and performance indicators to be determined by Academic Evaluation and Quality Improvement Board of Gazi University for all units,

d) The effective use of financial resources of the institution for education, training, research, and administrative services,

e) Education and training processes, course programs and curriculums, and processes relevant to quality and performance of students, with particular emphasis on effectiveness of education programs, and student participation as well as satisfaction,

f) Processes especially relevant to participation and satisfaction of academics in institutional activities as well as academic activities and their effectiveness,

g) Information technologies and infrastructure and academic services (laboratory, library, etc.),

h) Research and development activities of academic units

i) Participation and satisfaction of administrative staff in institutional activities as well as administrative and support services,

j) Alumni management and monitoring system,

k) Public access and services,

l) Life-long learning activities,

m) Activities regarding the points needing improvement that were revealed during the previous internal evaluation.

While performing the evaluation, GUADEK asses the issued above and also the issues stated below in detail for the academic units.

1. Internal Evaluation Issues for Academic Unit Coordinatorship
    1. Mission, vision and strategic objectives specified by academic unit according to the strategic plan and objectives of Gazi University's strategic plan,
    2. The measurable objectives of academic unit, determination of performance indicators regarding these objectives, and periodic review of these indicators,
    3. The effective use of financial resources for education, training, research, and administrative services,
    4. Research activities of academic unit and assessing their efficiency,
    5. Participation of academic staff in institutional activities as well as analyzing and assessing related process, primarily satisfaction,
    6. Participation and satisfaction of administrative staff in institutional activities as well as administrative and support services,
    7. Alumni management and monitoring system
    8. Activities regarding the points needing improvement that were revealed during the previous internal evaluation.

2. Internal Evaluation Issues for Program/Department Commission
    1. Specifying mission, vision and strategic objectives of program/department according to the strategic plan and objectives of Gazi University's strategic plan,

2. The measurable objectives of program/department, determination of performance indicators regarding these objectives, and periodic review of these indicators,

3. Education and training processes, course programs and curriculums, and processes relevant to quality and performance of students, with particular emphasis on effectiveness of education programs, and student participation as well as satisfaction,

4. Information technologies and infrastructure and academic services (laboratory, library, etc.),

5. Research activities of program/department and assessing their efficiency,

6. Public access and services of program/department,

7. Life-long learning activities,

8. Activities regarding the points needing improvement that were revealed during the previous internal evaluation.

Gazi University's related Academic Evaluation and Quality Improvement Coordinatorship may determine these issues in more detail while preparing the evaluation process for program/department. Criteria are to be prepared should be within the frame of criteria of Gazi University generally and Academic Evaluation and Quality Improvement Board specially.

PART FIVE
External Evaluation

Process and time schedule of external evaluation

Article 18 – Gazi University as a whole or its academic unit or program/department may conduct the internal institutional evaluation process together with independent associations, establishments and councils that hold "the Registration Certificate for Quality Evaluation" at their own discretion.

Scope and issues of external evaluation

Article 19 – The external evaluation of an institution of higher education is conducted within the scope specified in Article 18 and includes at least the issues specified in Article 17 of these regulations. Once an external evaluation is conducted at an institution of higher education, internal evaluation is not conducted for that year.

Quality certificate and period of validity

Article 20 – Owing to the results of its external evaluation, related unit may obtain a "Quality Certificate" which indicates its level of quality and the level of quality improvements. The period of validity of the certificate is five years.

PART SIX

Post-Evaluation Actions and Periodic Reviews

Strategic planning

Article 21 – Taking annual internal or external evaluation report, the results of institutional periodic reviews, and the annual report of the Academic Evaluation and Quality Improvement Board of Gazi University into consideration, every program, once in every year, prepares an annual strategic plan for the succeeding calendar year, constitutes and executes the relevant annual action plan for implementing improvements up to the beginning of the succeeding calendar year.

Action plans for the improvements

Article 22 – Academic units or programs of Gazi University prepare the action plans to improve the areas requiring improvement that were revealed as the result of internal or external evaluations conducted at Gazi University. In addition to defining responsible to conduct which improvements, estimated time to begin and complete the actions is specified in these plans. The coordinator of the related academic unit is responsible for the execution of these plans.

Periodic reviews and their frequency

Article 23 – Evaluation and Quality Improvement Board of Gazi University performs a self-evaluation and review of its activities. The self evaluation is to be carried out within each academic year starting from the beginning of the year. Measures are taken to ensure that these reviews do not exceed the periods of six months.

Academic Evaluation and Quality Improvement Board of Gazi University organize these reviews and present the results at the Senate meeting that follows the completion of the evaluation.

Dates, participants, consequent decisions taken and the results of implementations are presented in the annual evaluations to the internal or external evaluators performing the evaluation.

PART SEVEN

Awards, Expenditure and Public Accessibility to the Results of the Evaluation

Public accessibility to the results of evaluation

Article 24 – Results of all internal or external evaluations carried out by Gazi University are open to public. Annual evaluation reports of Gazi University and evaluation reports of Academic Evaluation and Quality Improvement Board of Gazi University are to be published in the internet pages of Gazi University.

Awarding the best practices

Article 25 – Academic Evaluation and Quality Improvement Board Of Gazi University submits the good or best practices of the academic units for awarding in order to encourage the achievements of quality efforts.

Budgets required within the scope of these regulations

Article 26 – Within the scope of this directive, financial expenditures with regard to actions to be carried out by the academic units of Gazi University are covered by Gazi University.

PART EIGHT
Final Articles

Temporary Article 27 – Having completed the internal or external evaluation after the enforcement date of this directive, Gazi University prepare its strategic plans for the following year by the end of the first calendar year.

Force

Article 28 – These regulations go into force as of the date of the publication.

Execution

Article 29 – Provisions of this directive are executed by the Rector of Gazi University.

ANNEX 4
Analysis of SWOT and Satisfaction Questionnaire

a. Analysis of SWOT
b. Analysis of Satisfaction Questionnaires

4.a. SWOT Analysis

In order to bring up the strengths, weaknesses, opportunities and threats of Gazi University 2 SWOT analysis were performed, one by Strategic Planning Committee in all academic units on randomly selected academic staff and the other one by GÜADEK performed on a larger scale including 9.481 students, 1.846 academic staff and 620 administrative staff between March 13 – 15, 2006. The results were evaluated together and, strengths, weaknesses, opportunities and threats of the university were stated as follows.

Weaknesses of Gazi University

1	Inadequacy of physical conditions
2	Qualitative and quantitative inadequacy of teaching faculty members
3	Entrance of low grade students to the university
4	Outdated education programs
5	Inefficient use of resources
6	Low salaries of teaching faculty members
7	Inadequate application of student centered education
8	Obstructions in the employment of academic staff
9	Insufficiency of services provided to students
10	Inadequacy of Turkish literature
11	Inadequacy of Foreign language education
12	Narrowness of university – industry cooperation
13	Excess course load

Strengths of Gazi University

1	Young, dynamic and internationally experienced teaching staff
2	Supporting projects and scientific activities
3	Being located at the city center
4	Being a deep-rooted university
5	Adequate library facilities
6	Adequate technological facilities
7	Being the best university of the country in certain bachelor programs
8	Having programs on different and various disciplines
9	Adequacy of social, health etc. services provided to students
10	Having Turkish as the language of education
11	Initiating quality and accreditation efforts

Threats to Gazi University

1	Increasing student number and the decrease of quality
2	Inadequate financial resources
3	Decrease of quality in high school education
4	Problems in academic staff training
5	Employment concern of students
6	Reflection of political ideas to educational environment
7	Increase in the number of private universities
8	Financial difficulties of students
9	Universities having education language of English
10	Lack of general knowledge in students
11	Poor appreciation of technology by the society

Opportunities of Gazi University

1	International cooperation and international recognition of the university through EU projects
2	Having a certain number of qualified teaching faculty members
3	Being an institutionalized and a long – established university
4	Having technological and communication infrastructure and the opportunity to improve it
5	Having different departments and disciplines under the constitution of the university and the vibrant communication between them
6	Being located in Ankara
7	Being a favorite university in certain programs for the qualified students
8	Having a management concept that is innovative
9	Initiating strategic planning and accreditation efforts in the university
10	Importance given to researches
11	Accessing easily to information by reason of advanced library facilities
12	Democratic and participatory management

As a result of the SWOT analysis, the asymmetrical structure of the university was revealed. This is because Gazi University was founded in 1982 as a university composed of different departments with the law made within the context of YÖK.

4.b. Analysis of Satisfaction Questionnaires

In the spring semester of 2005 – 2006 academic year a satisfaction questionnaire was conducted to a sample of 7.110 students selected categorically. The aim of the questionnaire was to determine the student opinions on the services provided by the university/faculty. The results are displayed in the below Table.

Percentage (%) Distribution of Student Views Participating in the "Student Satisfaction Questionnaire"

Item	Totally Disagree	Disagree	Hesitant	Agree	Totally Agree
My faculty is well-known by the society.	**8,9**	**14,5**	**18,0**	**39,4**	**19,2**
Education of the faculty meets my expectations and needs.	**9,6**	**22,9**	**28,1**	**31,8**	**7,5**
My faculty continuously updates its educational program.	**8,9**	**24,3**	**31,8**	**26,8**	**8,3**
Faculty employees are not in any expectation for their services.	**6,1**	**14,2**	**26,7**	**36,8**	**16,3**
My faculty provides educational, social and cultural services equally to students.	**12,7**	**17,0**	**20,6**	**35,5**	**14,1**
I recommend my faculty to my akin and other students.	**14,8**	**13,6**	**23,8**	**33,8**	**14**
I trust academic competency of the teaching faculty members of my faculty.	**4,7**	**10,8**	**23,7**	**41,6**	**19,1**
My faculty is sensitive to social problems.	**9,8**	**19,3**	**30,7**	**30,5**	**9,7**
I can easily access to my faculty's services.	**11,4**	**23,4**	**24,2**	**33,0**	**8,1**
Physical environment (classrooms, laboratuaries, libraries, cafeteria, refectories, toilets etc.) of my faculty is clean.	**18,0**	**21,5**	**16,2**	**33,3**	**10,9**
Physical environment of my faculty is sufficient.	**21,7**	**28,4**	**20,0**	**22,7**	**7,2**
Internet service of my faculty is sufficient.	**21,3**	**21**	**13,9**	**30,5**	**13,2**
Health and cultural services in my faculty are sufficient.	**15,2**	**26,5**	**27,8**	**24,4**	**6,1**
My questions on services and student rights (continuity, freezing enrollment, achievement etc.) are answered by my faculty.	**10,8**	**17,2**	**19,8**	**40,4**	**11,8**
Consultancy service in my faculty is sufficient.	**16,6**	**23,6**	**22,7**	**27,7**	**9,5**
Teaching faculty members in my faculty are genial.	**8,6**	**15,9**	**26,5**	**36,2**	**12,7**

Item	Totally Disagree	Disagree	Hesitant	Agree	Totally Agree
Teaching faculty members in my faculty are motivated to instruct.	**4,3**	**10,7**	**25,7**	**44,2**	**15,1**
Teaching faculty members of my faculty inform me on the objects of the course.	**5,5**	**15,9**	**22,9**	**43,5**	**12,2**
Teaching faculty members of my faculty inform me on my personal responsibilities.	**9,8**	**25,5**	**25,8**	**30,9**	**7,9**
Teaching faculty members of my faculty prepare syllabus for their courses and circulate it to us at the beginning of the semester.	**24,5**	**27,1**	**15,6**	**21,9**	**10,9**
Teaching faculty members in my faculty use and suggest up to date sources.	**8,9**	**18,7**	**21,9**	**38,2**	**12,3**
Teaching faculty members in my faculty use educational technologies (overhead projector, projector etc.) during the courses.	**12,5**	**13,9**	**12,9**	**39,8**	**20,9**
In the courses application is given alongside with theoretical knowledge.	**15,6**	**21,9**	**22,6**	**30,2**	**9,7**
I can easily reach teaching faculty members when necessary.	**9,9**	**19,5**	**21,4**	**37,5**	**11,7**
Executive services (enrollment, getting documents, military service procedures) in my faculty are sufficient.	**10,3**	**12,4**	**18,0**	**43,3**	**15,9**

The aim of the questionnaire applied to academic staff was to define the satisfaction level and pre – accreditation opinions. A total of 1983 academic staff at Gazi University in the spring semester of 2005 – 2006 academic year have participated in this study. 44% of the participants are female and 56% is male. 36% of the participants are working on social sciences, 32% on mathematics and natural sciences, 32 % on health sciences.

Percentage (%) Distribution of Academic Staff Views Participating in the "Quality Assurance System and Pre – Accreditation Questionnaire"

Item	None	Few	Medium	Fairly	Much
ICT and academic infrastructure (laboratory, library, etc.) is sufficient.	6	15	38	35	6
Financial resources are used efficiently for educational and research activities.	8	30	42	17	3
There are measurable objects of each program.	10	29	37	21	3
Effectiveness of educational programs is studied continually.	19	29	30	18	4
Student participation is ensured to decisions concerning educational processes.	28	32	25	12	3
Life long learning activities are organized.	29	31	24	13	3
Item	None	Few	Medium	Fairly	Much
Faculty administration works to increase effectiveness.	15	23	29	25	8
The department I work in has a clearly defined mission.	9	15	26	35	15
There are objective performance evaluation criteria for teaching faculty members.	26	21	30	18	5
There is a clear communication network between management and teaching faculty members.	12	21	28	27	12
Management is sensitive to student needs.	7	22	32	29	10
Measurement instruments are applied to students in order to evaluate the performance of teaching faculty members.	18	24	27	22	9
Opinion of school graduates is studied.	46	27	18	7	2
Teaching faculty members are supported in research activities.	15	29	32	19	5
Teaching faculty members are encouraged to write articles in international journals	29	25	24	18	4
Communicates with alumni associations.	37	30	21	10	2
Communicates with employers.	34	31	22	10	3
Administrative services are effective.	10	28	33	23	6
Services aimed at university – society integration are provided.	31	30	25	11	3
Each academic year is evaluated and improvement is ensured.	19	29	27	19	6

Percentage (%) Distribution of Academic Staff According to Job Satisfaction Level

Item	Low	Medium	High
What is your job satisfaction level for working as an academic staff?	26	53	21

Percentage (%) Distribution of Academic Staff According to Their View on Quality and Accreditation

Item	Yes	No
Do you prefer the university to apply a Quality Assurance System?	**95**	**5**
There is a alumni follow up and management system.	**14**	**86**
The university has a strategic plan.	**42**	**58**
Do you accept the accreditation studies carried out by the university?	**92**	**8**

The aim of questionnaire conducted to administrative staff was to determine the satisfaction level of administrative staffs working at Gazi University. A total of 1.320 of administrative staff working at the university in the spring semester of 2005 – 2006 academic year have participated in this study. The results are shown as follows:

Percentage (%) Distribution of Administrative Staff According to Their View on the Department (Executive Department, Faculty, Department etc.) They Work

Item	Totally Disagree	Disagree	Hesitant	Agree	Totally Agree
There is a clear communication between the personnel and the department administrators.	**15**	**23**	**14**	**31**	**17**
The department I work at protects my employee personal rights.	**14**	**20**	**24**	**29**	**13**
Employees of the department are genial.	**8**	**17**	**18**	**38**	**19**
I sufficiently benefit from the service vehicles of the department.	**57**	**22**	**6**	**9**	**6**
There is an equal/fair task distribution at the department.	**26**	**25**	**18**	**22**	**9**
Day-care fees of the department are agreeable.	**27**	**21**	**37**	**11**	**4**
Kindergarten service of my department is sufficient.	**16**	**19**	**44**	**17**	**4**
Physical environment (offices, refectories, toilets, day – care center, etc.) is clean.	**12**	**19**	**16**	**41**	**12**
Performance is always appreciated at the department.	**15**	**24**	**26**	**26**	**9**
The department allows me to enforce my legal rights (annual leave, health certificate, etc.).	**9**	**13**	**11**	**45**	**22**
The department considers my opinions about the job.	**13**	**21**	**20**	**34**	**12**
The department gives tasks consistent with my competencies.	**13**	**20**	**17**	**36**	**14**
The department provides a warm and confidential working atmosphere.	**12**	**18**	**21**	**36**	**13**

The department asks for my opinions for the procurement of a equipment or instrument related with the job.	22	26	13	28	11
The employees of the department obey to the working hours.	8	10	11	46	25
The employees respect each other during working hours.	8	12	18	45	17
The employees of the department accomplish their duties on time.	6	10	17	46	21
The employees do not discriminate people they serve.	17	18	17	31	17
I recommend my department as a place to work to my akin.	16	15	24	32	13

Percentage (%) Distribution of Administrative Staff According to Their View on University in General

Item	Totally Disagree	Disagree	Hesitant	Agree	Totally Agree
My university is well-known by the society.	4	8	20	45	23
Health services (hospital, medical center, health department, etc.) are provided equally to all personnel.	27	25	18	22	8
Health services of the university are sufficient.	16	23	18	34	9
I can easily access to the health services of the university.	22	25	19	26	8
Social facilities (sports, etc.) of the university are sufficient.	22	23	25	24	6
The services of the university generally meet my expectations and needs.	16	27	29	23	5
I trust managerial competencies of the university administrators.	14	20	29	27	10
My university is sensitive to social problems.	11	17	29	33	10
Internet service of the university is sufficient.	8	8	10	51	23
I believe that foundation primary and secondary schools of the university gives quality education.	7	9	53	24	7
I think education fees of foundation primary and secondary schools of the university are acceptable.	27	16	43	10	4

Evaluation of the Health, Social and Cultural services

The university also gives health, social and cultural services to academic staff and administrative staff. In this context, within the period of 2005-2006 102 in-service training activities were organized by different departments of the university on various subjects and 1.177 academic staff have benefited from these activities. During the same period 70 in-

service training activities were organized for administrative staff and 3.361 of them have participated in these trainings. The below tables depicts the opinions of academic staff and academic staff on the efficiency of the services provided.

Efficiency Level of Health, Social and Cultural Services Provided to Academic Staff *

Health, Social and Cultural Services	Efficiency Level (%)				
	Efficient	Needs Improvement	Insufficient	Absent	Hesitant
Health	48	20	4	4	24
Social	20	32	16	8	24
Cultural	24	28	12	12	24

* As of 2006

Efficiency Level of Health, Social and Cultural Services Provided to Administrative Staff *

Health, Social and Cultural Services	Efficiency Level (%)				
	Efficient	Needs Improvement	Insufficient	Absent	Hesitant
Health	44	24	8	4	20
Social	16	36	12	16	20
Cultural	20	32	8	20	20

* As of 2006

Student oriented services are carried out in a broader frame. Satisfaction levels concerning these activities are given in the below two tables.

Personal and Professional Development Activities Implemented for Students (2005 – 2006 Academic Year)

Personal and Professional Development Activities	Quality (%)			
	Efficient	Needs Improvement	Absent	Hesitant
Introduction of Departments and Consultancy	36	36	8	20
Support for Career Planning	12	40	28	20
Participation in the Activities of the Department	12	36	32	20
Organizing Conferences and Seminars	32	48	0	20
Research Groups	20	28	32	20
Student Clubs	20	44	16	20
Social Sensibility Activities	24	28	28	20

Other Activities Implemented for Students

(2005 – 2006 Academic Year)

Other Activities	Quality (%)			
	Efficient	Needs Improvement	Absent	Hesitant
Guidance and Orientation	36	32	16	16
Introduction of Library	20	52	12	16
Excursion – Observation	28	52	4	16
Sports Activities	28	40	16	16
Arts Activities	12	52	20	16

General Evaluation

When the questionnaires mentioned above are evaluated, it is observed that the satisfaction level of the students range between 40 % and 60 %. The students are satisfied with the adequacy of physical environment and the renewal of educational programs under the level of 35%.

On the other hand, it is seen that teaching faculty members mostly have negative opinions on matters like participation of students to educational processes, organization of life long

learning activities, use of objective performance evaluation criteria, support on international publications and relations with stakeholders (alumni, employees, society).

It is also seen that discontent of administrative staff was concentrate on subjects like financial (transportation services, fee of kindergarten and foundation schools), social and cultural services.

Data gathering endeavors of Commission on Strategic Planning, SWOT analysis and satisfaction questionnaire results feature the asymmetrical structuring emanating from university's educational activities in a wide range of spectrum and they complete and verify each other. Strategic goals were described within the framework of this integrity and vision dimensions. It is obvious that the plans success depends on the sustainability of;

- Determination
- Clarity/Transparency
- Participation

principles in the university. The continuation of the success in terms of environmental factors depends on;

- the quality improvement in secondary education
- the international recognition and accreditation of the university
- the increase in the resources allocated to research and physical restructuring by the central management
- the sustainability of strategic management conception of the central management and
- the political and economic stability.

ANNEX 5

Strategic Plan of the University (2007-2010)

5. STRATEGIC PLAN (2007 – 2010)

5.1. Mission, Vision, Values and Vision Dimensions

5.1.1. Mission

Our university, with the honor of having its name from the founder of the Republic and having the first established higher education institution training the leading teachers of the Republic under its constitution; has the mission of training individuals who have explorer, inquisitorial and analytical thinking, who can lead the society in a changing world and the mission of contributing to the society's life long learning and development processes by accessing, producing, sharing information and transforming it to daily life.

5.1.2. Vision

The vision of Gazi University, where education in Turkish language is fundamental, is to be a prestigious and preferential institution both nationally and internationally by its original researches, high quality education, creative activities and community services in a wide range of fields such as science, technology, arts and sports.

5.1.3. Values

Gazi University, predicated on the basic principles of the Republic, is an institution that;

- believes in the leadership of science, elevates creativity and genuine thinking,
- welcomes different opinions in a peaceful, free, fair and transparent atmosphere,
- possesses academic and ethic values,
- believes education is the leader of social development,
- satisfies its employees so that they feel proud to be a university member,
- is respectful to environment and is aware of its social.

There are eight vision dimensions that define and frame strategic goals within the scope of Gazi University's described vision. These are mentioned below:

Vision Dimension 1: To be distinguished in the fields of science, arts and sports both nationally and internationally with its scientific prestige and creative activities

Vision Dimension 2: To train leaders with genuine ideas and studies and to employ such individuals at the university

Vision Dimension 3: To carry out the joint studies of social sciences, natural sciences, health sciences and branches of art within its constitution to a meta disciplinary level and to pioneer these endeavors

Vision Dimension 4: To give student centered high quality education in which there is continuous training of trainees, informatics is used, students are allowed to display their potentials and their creativity is supported, national interests and values are given to students

Vision Dimension 5: To take an active role in the rapid development process of the society by disseminating goals of community service and life long learning through mass media

Vision Dimension 6: To create its own resources through productive and effective cooperation in all fields and to provide research, development and consulting services to national institutions

Vision Dimension 7: To build an infrastructure that is open to change in accordance with the interaction with stakeholders and demands based on feedback

Vision Dimension 8: To adopt a management understanding that is focused on participation, transparency and measurability and that does not give over universal, academic and ethic values

5.2. Vision Dimensions of the Strategic Plan and Strategic Goals

Vision Dimension 1: To be distinguished in the fields of science, arts and sports both nationally and internationally with its scientific prestige and creative activities

1. **Increasing the quantity and quality of research products**

1.1. Supporting researches in "Science and Technology Subjects of National Priority" which are defined by Board of Science and Technology

1.2. Increasing the number of publication per teaching staff member in the periodicals that are listed in international indexes

1.3. Increasing the number of publication in periodicals with high impact factor

1.4. Emphasizing the number of references made to publications

1.5. Increasing the interdisciplinary synergy in research activities

1.6. Increasing participation to international research projects

1.7. Increasing the editorship in international periodicals

1.8. Prioritizing and encouraging inquisitorial and creative thinking

2. Increasing the endeavors aiming at putting research results into practice

2.1. Increasing innovative activities aiming at taking out patent

2.1.1. Supporting research projects and postgraduate thesis to be product and process improvement oriented

2.2. Increasing the number of industrial R&D activities and research projects supported by Small and Medium Size Enterprises (KOBİ)

2.2.1. Supporting the development of Technopolis

2.2.2. Supporting the formation and development of Technoparks

Vision Dimension 2: To train leaders with genuine ideas and studies and to employ such individuals at the university

1. Making human resources planning for the academic staff

1.1. Defining academic staff requirements and preferential development areas at departmental level considering functions like education, research and social services

1.2. Planning academic staff requirements by considering factors like work load and research efficiency

1.3. Making plans aimed at raising and procuring high quality researchers working in preferential research areas

Vision Dimension 3: To carry out the joint studies of social sciences, natural sciences, health sciences and branches of art within its constitution to a meta disciplinary level and to pioneer these endeavors

1. **Introducing new education programs in accordance with the local and global necessities**

2. **Maintaining cooperation between different departments**

   2.1. Ensuring that each department gives a certain percentage of elective courses and that the programs take technical courses from their own department and elective courses from the related department or faculty

   2.2. Ensuring that common lessons of different programs are given from a single central department

   2.3. Combining programs with similar goals

Vision Dimension 4: To give student centered high quality education in which there is continuous training of trainees, informatics is used, students are allowed to display their potentials and their creativity is supported, national interests and values are given to students

1. **Improving pre-baccalaureate, baccalaureate and post-graduate programs**

   1.1. Providing the international recognition and accreditation of academic departments

   1.1.1. Reevaluating the educational program of each department in accordance with the requirements of the century

   1.1.2. Increasing the activities aimed at publishing instruction books

   1.1.3. Disseminating study notes through the internet

   1.1.4. Improving the foreign language skills of students

   1.1.5. Maintaining the participation of foreign students and academicians to the education programs of the departments

   1.2. Increasing the international mobility of students

   1.2.1 Making the students follow the education programs at different institutions within the scope of mobility programs

   1.2.2 Supporting the students to join educational activities abroad like summer schools, workshops and training courses

2. **Supporting student development**

   2.1. Enhancing support – award systems to increase student success

   2.2. Supporting social, artistic and cultural activities of students

   2.3. Improving learning environment to ensure academic development of students

   2.4. Improving scholarship and dormitory facilities for students

2.5. Presenting different fields of business activity to and developing placement support for the graduates

2.6. Improving student – teaching faculty member interaction

3. Modernizing the educational hardware and generalizing the use of information technologies

3.1. Improving the hardware (computer - internet) and laboratories of departments

3.2. Improving library facilities and on-line connection to international libraries in order to access information through written and digital media

4. Improving the quality of physical standards

4.1. Preparing the physical master plan of the university

4.2. Determining the priorities and reproducing and/or improving the standards of buildings and education spaces

4.3. Creating and improving socio – cultural buildings and spaces for the students for their extra educational needs

5. Improving post-graduate programs

5.1. Supporting activities to improve the quality of master's programs with thesis

5.1.1. Supporting the introduction of new post-graduate programs in accordance with the demands of the century

5.1.2. Supporting the master thesis to prioritize socio-economic and technical contents in order to find solutions to local and global problems

5.1.3. Supporting the connection between master's program thesis and researches carried out by the university

5.2. Improving and generalizing master's programs without thesis aimed at increasing vocational competency

5.3. Empowering doctorate programs' goal to train international researchers

5.3.1. Supporting doctorate programs in the fields related with the scientific trends of the century

5.3.2. Supporting the cooperation between academicians and thesis that consider the integration of different disciplines

5.3.3. Supporting doctoral thesis to be prepared as projects in order to benefit from funds outside the university

5.3.4. Associating doctorate thesis with international scientific projects and supporting their funding from these fields in terms of knowledge and physical resources

5.3.5. Supporting the participation to international integrated doctorate programs

Vision Dimension 5: To take an active role in the rapid development process of the society by disseminating goals of community service and life long learning through mass media

1. **Increasing activities and researches inclined at socio-economic problems like poverty, health, women's rights, environment, development, human rights etc.**
   1.1. Supporting formation and improvement of Research Centers in accordance with local necessities
   1.2. Supporting cooperation of Research Centers with public institutions and non-governmental organizations

Vision Dimension 6: To create its own resources through productive and effective cooperation in all fields and to provide research, development and consulting services to national institutions

1. **Conducting R&D and consultation activities in required fields in cooperation with industrial organizations, Small and Medium Size Enterprises (KOBİ) and public institutions**
   1.1. Improving distance education activities
   1.2. Developing educational activities with industrial and public organizations with the purpose of training technical staff for the industry
   1.3. Fostering post-graduate thesis in accordance with R&D requirements of public and industrial organizations

2. **Improving financial resources**
   2.1. Increasing the use of external financial resources in research activities
   2.2. Increasing the sources of supplementary budget
   2.3. Increasing the sources of current capital
   2.4. Providing financial support from stakeholders

Vision Dimension 7: To build an infrastructure that is open to change in accordance with the interaction with stakeholders and demands based on feedback

1. **Improving communication facilities with stakeholders**

   1.1. Improving communication and cooperation with national and international universities and research institutions

   1.2. Increasing activities at all levels to improve cooperation with public and private

   1.3. Enhancing relationship with the alumni

Vision Dimension 8: To adopt a management understanding that is focused on participation, transparency and measurability and that does not give over universal, academic and ethic values

1. **Increasing the satisfaction and development of employees**

   a. Increasing measures to better the income levels of academic staff and civil servant officers

   b. Improving health and social services offered to academic staff and civil servant officers

   c. Providing the development of academic staff and civil servant officers through effective human resource management

   d. Giving foreign language education to academic staff

2. **Developing "evaluation and quality system" activities within the context of actions aimed at institutional restructuring**

   2.1. Developing participation and transparency oriented measurable structures

   2.2. Ensuring the continuity of strategy development and implementation activities

   2.3. Improving the organizational and administrative efficiency of executive departments

   2.4. Constituting an effective informatics and communication system in order to increase the coordination between departments

   2.5. Ensuring the continuity of activities aimed at evaluation and quality development of academic and executive services

5.3. Strategic Goals and Criteria / Targets

Vision Dimensions and Strategic Goals	Criteria / Targets	Years
Vision Dimension 1: To be distinguished in the fields of science, arts and sports both nationally and internationally with its scientific prestige and creative activities		
1. Increasing the quantity and quality of research products		
1.1. Supporting researches in "Science and Technology Subjects of National Priority" which are defined by Board of Science and Technology		
1.2. Increasing the number of publication per teaching staff member in the periodicals that are listed in international/national indexes	1,40 – 1,50 – 1,60 – 1,70	2007 – 2010
1.3. Increasing the number of publication in periodicals with high impact factor	Increase in the number of publication %5 / year	2007 – 2010
1.4. Emphasizing the number of references made to publications	10 – 12 – 14 citation /person	2007 – 2010
1.5. Increasing the interdisciplinary synergy in research activities	Increase in the rate of participation in research projects %2 / year	
1.6. Increasing participation to international research projects		2008 – 2010
1.7. Increasing the editorship in international periodicals	Increase 2 people / year	
1.8. Prioritizing and encouraging inquisitorial and creative thinking		
2. Increasing the endeavors aiming at putting research results into practice		2009 – 2010
2.1. Increasing innovative activities aiming at taking out patent	Increase in the number of patents 5 patents / year	2008 – 2010
2.1.1. Supporting research projects and postgraduate thesis to be product and process improvement oriented	Increase rate 5% / year	2008 – 2010
2.2. Increasing the number of industrial R&D activities and research projects supported by Small and Medium	Increase in the number of research projects 2%/ year	2008 – 2010

Size Enterprises (KOBİ)		2008 – 2010
2.2.1. Supporting the development of Technopolis	Capacity improvement of Technopolis 50%	
2.2.2. Supporting the formation and development of Technoparks	Technopark planning	
Vision Dimension 2: To train leaders with genuine ideas and studies and to employ such individuals at the university **1. Making human resources planning for the academic staff**		
1.1. Defining academic staff requirements and preferential development areas at departmental level considering functions like education, research and social services	Planning and implementation of the program	2007 – 2008
1.2. Planning academic staff requirements by considering factors like work load and research efficiency	Planning and implementation of the program	2007 – 2008
1.3. Making plans aimed at raising and procuring high quality researchers working in preferential research areas	Planning and implementation of the program	2007 – 2008
Vision Dimension 3: To carry out the joint studies of social sciences, natural sciences, health sciences and branches of art within its constitution to a meta disciplinary level and to pioneer these endeavors **1. Introducing new education programs in accordance with the local and global necessities** **2. Maintaining cooperation between different departments**		
2.1. Ensuring that each department gives a certain percentage of elective courses and that the programs take technical courses from their own department and elective courses from the related department or faculty	Increase in the number of departments joining the program 2% / year	2008 – 2010
2.2. Ensuring that common lessons of different programs are given from a single central department	Planning and implementation of the program	2008 – 2010
2.3. Combining programs with similar goals	Planning and implementation of the program	2008 – 2009
Vision Dimension 4: To give student centered high quality education in which there is continuous training of trainees, informatics is used, students are		

allowed to display their potentials and their creativity is supported, national interests and values are given to students		
1. Improving pre-baccalaureate, baccalaureate and post-graduate programs		
1.1. Providing the international recognition and accreditation of academic departments	Increase in the number of accredited department 1 department / year	2009 – 2010
1.1.1. Reevaluating the educational program of each department in accordance with the requirements of the century		2007 – 2010
1.1.2. Increasing the activities aimed at publishing instruction books	Each department	2007 – 2010
1.1.3. Disseminating study notes through the internet	Each department	
1.1.4. Improving the foreign language skills of students		
1.1.5. Maintaining the participation of foreign students and academicians to the education programs of the departments	Increase in the participation to Erasmus program 2% / year	2008 – 2010
1.2. Increasing the international mobility of students		2008 – 2010
1.2.1. Making the students follow the education programs at different institutions within the scope of mobility programs	Increase in the participation to program 2% / year	2008 – 2010
1.2.2. Supporting the students to join educational activities abroad like summer schools, workshops and training courses	Increase in the number of activities 2% / year	
2. Supporting student development		2007
2.1. Enhancing support – award systems to increase student success	Programming an award system	2008 – 2010
2.2. Supporting social, artistic and cultural activities of students	Increase in the number of activities 2% / year	2007 – 2010
2.3. Improving learning environment to ensure academic development of students	Increase in the level of satisfaction questionnaires 5% / year	2007 – 2010
2.4. Improving scholarship and dormitory facilities for students	Increase in the number of beneficiary students 2% / year	2007 – 2010
2.5. Presenting different fields of business activity to		2007 – 2010

and developing placement support for the graduates		
2.6. Improving student – teaching faculty member interaction	Increase in the satisfaction level of students 5% / year	
3. Modernizing the educational hardware and generalizing the use of information technologies		2008 – 2010
3.1. Improving the hardware (computer - internet) and laboratories of departments	Building a wireless network system	
3.2. Improving library facilities and on-line connection to international libraries in order to access information through written and digital media	Increase in the number of connections to university and research center libraries 1 library / year	2007 – 2010
4. Improving the quality of physical standards		2007
4.1. Preparing the physical master plan of the university	Preparing the master plan	
4.2. Determining the priorities and reproducing and/or improving the standards of buildings and education spaces	Implementing the plan	2008 – 2010
4.3. Creating and improving socio – cultural buildings and spaces for the students for their extra educational needs	Rate of improvement in space standards 20%	2007 – 2010
5. Improving post-graduate programs		
5.1. Supporting activities to improve the quality of master's programs with thesis		2007 – 2008
5.1.1. Supporting the introduction of new post-graduate programs in accordance with the demands of the century	Planning aimed at introduction of new programs	
5.1.2. Supporting the master thesis to prioritize socio-economic and technical contents in order to find solutions to local and global problems		2007 – 2010
5.1.3. Supporting the connection between master's program thesis and researches carried out by the university	Increase in the number of thesis supported 2% / year	2007 – 2010
5.2. Improving and generalizing master's programs without thesis aimed at increasing vocational competency	Improving the quality of programs	2007 – 2010
5.3. Empowering doctorate programs' goal to train international researchers	Increase in the number of thesis from international projects 5 thesis / year	2008 – 2010 2007 – 2008

5.3.1. Supporting doctorate programs in the fields related with the scientific trends of the century	Planning program activities	2008 – 2010
5.3.2. Supporting the cooperation between academicians and thesis that consider the integration of different disciplines	Increase in the number of second consultant 2% / year	
5.3.3. Supporting doctoral thesis to be prepared as projects in order to benefit from funds outside the university	Increase in the number of thesis supported by external funds 5% / year	2008 – 2010
5.3.4. Associating doctorate thesis with international scientific projects and supporting their funding from these fields in terms of knowledge and physical resources	Increase in the rate of participation in international projects 2% / year	2008 – 2010
5.3.5. Supporting the participation to international integrated doctorate programs	Number of participation to international integrated programs 2 programs/year	2008 – 2010
Vision Dimension 5: To take an active role in the rapid development process of the society by disseminating goals of community service and life long learning through mass media **1. Increasing activities and researches inclined at socio-economic problems like poverty, health, women's rights, environment, development, human rights etc.**		
1.1. Supporting formation and improvement of Research Centers in accordance with local necessities	Increase in the number of research projects 3 projects/year	2007 – 2010
1.2. Supporting cooperation of Research Centers with public institutions and non-governmental organizations	Number of cooperated institutions 2 cooperation / year	2007 – 2010
Vision Dimension 6: To create its own resources through productive and effective cooperation in all fields and to provide research, development and consulting services to national institutions **1. Conducting R&D and consultation activities in required fields in cooperation with industrial organizations, Small and Medium Size Enterprises (KOBİ) and public institutions**		
1.1. Improving distance education activities	Planning of e - University	2007 – 2008
1.2. Developing educational activities with industrial	Increase in the number of	2007 – 2010

and public organizations with the purpose of training technical staff for the industry	students participating in the programs 2% / year	
1.3. Fostering post-graduate thesis in accordance with R&D requirements of public and industrial organizations	Increase in the number of thesis 2% / year	2007 – 2010
2. Improving financial resources		
2.1. Increasing the use of external financial resources in research activities		
2.2. Increasing the sources of supplementary budget		
2.3. Increasing the sources of current capital		
2.4. Providing financial support from stakeholders		
Vision Dimension 7: To build an infrastructure that is open to change in accordance with the interaction with stakeholders and demands based on feedback		
1. Improving communication facilities with stakeholders		2007 – 2010
1.1. Improving communication and cooperation with national and international universities and research institutions	Increase in the number of cooperated institutions 2 institutions / year	2007 – 2010
1.2. Increasing activities at all levels to improve cooperation with public and private	Increase in the number of cooperated institutions 2 institutions / year	2007 – 2010
1.3. Enhancing relationship with the alumni	Increase in the satisfaction level of alumni 3% / year	
Vision Dimension 8: To adopt a management understanding that is focused on participation, transparency and measurability and that does not give over universal, academic and ethic values		
1. Increasing the satisfaction and development of employees	Increase in the participation to medical – social and current capital services 2% / year	2007 – 2010
1.1. Increasing measures to better the income levels of academic staff and civil servant officers		
1.2. Improving health and social services offered to academic staff and civil servant officers	Increase in the satisfaction level of employees 3% / year	2007 – 2010
		2007 – 2008

1.3. Providing the development of academic staff and civil servant officers through effective human resource management	Human resources planning	2007 – 2010
1.4. Giving foreign language education to academic staff	Improving the quality of academic staff	
2. Developing "evaluation and quality system" activities within the context of actions aimed at institutional restructuring		
2.1. Developing participation and transparency oriented measurable structures	Planning the foundation of an office for Academic Evaluation and Quality Improvement Council	2007
2.2. Ensuring the continuity of strategy development and implementation activities	Planning the foundation of an office for Strategic Planning	2007
2.3. Improving the organizational and administrative efficiency of executive departments	Planning of an in-service training	2007
2.4. Constituting an effective informatics and communication system in order to increase the coordination between departments		
2.5. Ensuring the continuity of activities aimed at evaluation and quality development of academic and executive services		

5.4. Projects and Activities

Strategic Goals	Projects and Activities
Vision Dimension 1: To be distinguished in the fields of science, arts and sports both nationally and internationally with its scientific prestige and creative activities **1. Increasing the quantity and quality of research products** 1.1. Supporting researches in "Science and Technology Subjects of National Priority" which are defined by Board of Science and Technology 1.2. Increasing the number of publication per teaching staff member in the periodicals that are listed in international/national indexes 1.3. Increasing the number of publication in periodicals with high impact factor 1.4. Emphasizing the number of references made to publications 1.5. Increasing the interdisciplinary synergy in research activities 1.6. Increasing participation to international research projects 1.7. Increasing the editorship in international periodicals 1.8. Prioritizing and encouraging inquisitorial and creative thinking **2. Increasing the endeavors aiming at putting research results into practice** 2.1. Increasing innovative activities aiming at taking out patent 2.1.1. Supporting research projects and postgraduate thesis to be product and process improvement oriented	**P1** Developing a data base regarding national and international universities, research centers and scientists to cooperate and adopting measures to improve the potential to study jointly **P2** Defining potential research opportunities of the university in the framework of university's national and international preferential research areas and adopting measures and developing programs to support Scientific Research Projects (BAP) that are proposed in these areas **P3** Developing a program to award teaching faculty members who are cited at national and international publications **P4** Founding a project office (formed of personnel who are skilled in foreign languages and project writing) **P5** Establishing a patent office in the university and developing projects to enable cooperation with Turkish Patent Institute **P6** Supporting post-graduate thesis oriented at R&D activities from BAP and developing an award system so that the products take out patent **P7** Preparing a hardware inventory to establish and communize a data base comprising health, natural and technical sciences to maintain interdisciplinary cooperation

2.2. Increasing the number of industrial R&D activities and research projects supported by Small and Medium Size Enterprises (KOBİ) 2.2.1. Supporting the development of Technopolis 2.2.2. Supporting the formation and development of Technoparks	**P8** Founding of Technopolis and implementing projects that maintain interdisciplinary cooperation with the industry
Vision Dimension 2: **To train leaders with genuine ideas and studies and to employ such individuals at the university** **1. Making human resources planning for the academic staff** 1.1. Defining academic staff requirements and preferential development areas at departmental level considering functions like education, research and social services 1.2. Planning academic staff requirements by considering factors like work load and research efficiency 1.3. Making plans aimed at raising and procuring high quality researchers working in preferential research areas	**P9** Developing projects to define and/or expand preferential development areas within the framework of departments' strategic plans **P10** Making up an inventory of qualified scientists considering preferential development areas and developing projects to employ these people at the university as full – time/part – time/guest teaching staff members
Vision Dimension 3: **To carry out the joint studies of social sciences, natural sciences, health sciences and branches of art within its constitution to a meta disciplinary level and to pioneer these endeavors** **1. Introducing new education programs in accordance with the local and global necessities** **2. Maintaining cooperation between different departments** 2.1. Ensuring that each department gives a certain percentage of elective courses and that the programs take technical courses from their own department and elective courses from the related department or faculty 2.2. Ensuring that common lessons of different programs are given from a single central	**P11** Developing projects by defining the potential of the university to introduce new pre-baccalaureate, baccalaureate and post – graduate programs in accordance with national and international necessities **P12** Developing projects to integrate and improve educational programs in order to increase the synergy and efficiency between the teaching faculty members

department	
2.3. Combining programs with similar goals	
Vision Dimension 4: To give student centered high quality education in which there is continuous training of trainees, informatics is used, students are allowed to display their potentials and their creativity is supported, national interests and values are given to students **1. Improving pre-baccalaureate, baccalaureate and post-graduate programs** 1.1. Providing the international recognition and accreditation of academic departments 1.1.1. Reevaluating the educational program of each department in accordance with the requirements of the century 1.1.2. Increasing the activities aimed at publishing instruction books 1.1.3. Disseminating study notes through the internet 1.1.4. Improving the foreign language skills of students 1.1.5. Maintaining the participation of foreign students and academicians to the education programs of the departments 1.2. Increasing the international mobility of students 1.2.1. Making the students follow the education programs at different institutions within the scope of mobility programs 1.2.2. Supporting the students to join educational activities abroad like summer schools, workshops and training courses **2. Supporting student development** 2.1. Enhancing support – award systems to	**P13** Planning studies to restructure educational programs in the light of international data **P14** Defining a publication policy by determining the gaps related to instruction books and scientific works in Turkish **P15** Developing projects to restructure foreign language education so that it also covers post – graduate education **P16** Developing programs to improve cooperation with international universities and increasing the mobility of teaching faculty members and students **P17** Maintaining and diversifying incentive programs for successful students and student clubs

increase student success 2.2. Supporting social, artistic and cultural activities of students 2.3. Improving learning environment to ensure academic development of students 2.4. Improving scholarship and dormitory facilities for students 2.5. Presenting different fields of business activity to and developing placement support for the graduates 2.6. Improving student – teaching faculty member interaction **3. Modernizing the educational hardware and generalizing the use of information technologies** 3.1. Improving the hardware (computer - internet) and laboratories of departments 3.2. Improving library facilities and on-line connection to international libraries in order to access information through written and digital media **4. Improving the quality of physical standards** 4.1. Preparing the physical master plan of the university 4.2. Determining the priorities and reproducing and/or improving the standards of buildings and education spaces 4.3. Creating and improving socio – cultural buildings and spaces for the students for their extra educational needs **5. Improving post-graduate programs** 5.1. Supporting activities to improve the quality of master's programs with thesis 5.1.1. Supporting the introduction of new post-	**P18** Maintaining and diversifying projects to improve and increase scholarship resources and opportunities **P19** Developing projects to improve and activate students consultancy system **P20** Developing projects to improve students centered education environment **P21** Establishing career offices at faculties **P22** Programming the improvement of informatics infrastructure of the university **P23** Making protocols to improve cooperation with important universities world wide and enhancing the scope of existing protocols **P24** Physical planning of the university considering the university's development project and campus facilities **P25** Developing projects on restructuring buildings considering departments' development projects **P26** Preparing an inventory of existing worn out buildings and developing improvement projects in accordance with the necessities **P27** Revising BAP Directive in order to prompt post – graduate thesis that are based on R&D and international research projects

graduate programs in accordance with the demands of the century	**P28** Developing a program to encourage article writing based on R&D thesis
5.1.2. Supporting the master thesis to prioritize socio-economic and technical contents in order to find solutions to local and global problems	**P29** Developing programs for encouraging post – doctoral programs under the university
5.1.3. Supporting the connection between master's program thesis and researches carried out by the university	**P30** Starting MD – PhD Integrated Program under Faculty of Medicine
5.2. Improving and generalizing master's programs without thesis aimed at increasing vocational competency	**P31** Developing post – graduate programs so as to train scientists
5.3. Empowering doctorate programs' goal to train international researchers	**P32** Developing projects on generalization of continuous education
5.3.1. Supporting doctorate programs in the fields related with the scientific trends of the century	
5.3.2. Supporting the cooperation between academicians and thesis that consider the integration of different disciplines	
5.3.3. Supporting doctoral thesis to be prepared as projects in order to benefit from funds outside the university	
5.3.4. Associating doctorate thesis with international scientific projects and supporting their funding from these fields in terms of knowledge and physical resources	
5.3.5. Supporting the participation to international integrated doctorate programs	
Vision Dimension 5: To take an active role in the rapid development process of the society by disseminating goals of community service and life long learning through mass media	
1. Increasing activities and researches inclined at socio-economic problems like poverty, health, women's rights, environment, development, human rights etc.	**P33** Developing programs on increasing the efficiency of research centers working on social problems like poverty, health, education, environment, human rights, etc.

1.1. Supporting formation and improvement of Research Centers in accordance with local necessities 1.2. Supporting cooperation of Research Centers with public institutions and non-governmental organizations	
Vision Dimension 6: To create its own resources through productive and effective cooperation in all fields and to provide research, development and consulting services to national institutions **1. Conducting R&D and consultation activities in required fields in cooperation with industrial organizations, Small and Medium Size Enterprises (KOBİ) and public institutions** 1.1. Improving distance education activities 1.2. Developing educational activities with industrial and public organizations with the purpose of training technical staff for the industry 1.3. Fostering post-graduate thesis in accordance with R&D requirements of public and industrial organizations **2. Improving financial resources** 2.1. Increasing the use of external financial resources in research activities 2.2. Increasing the sources of supplementary budget 2.3. Increasing the sources of current capital 2.4. Providing financial support from stakeholders	**P34** Establishing the infrastructure of e-university **P35** Making protocols to improve cooperation with industrial institutions and enhancing the scope of existing protocols **P36** Developing projects to increase financial resources provided by the university and other institutions

Vision Dimension 7: To build an infrastructure that is open to change in accordance with the interaction with stakeholders and demands based on feedback **1. Improving communication facilities with stakeholders** 1.1. Improving communication and cooperation with national and international universities and research institutions 1.2. Increasing activities at all levels to improve cooperation with public and private 1.3. Enhancing relationship with the alumni	**P37** Developing a program to improve and coordinate cooperation with stakeholders
Vision Dimension 8: To adopt a management understanding that is focused on participation, transparency and measurability and that does not give over universal, academic and ethic values **1. Increasing the satisfaction and development of employees** 1.1. Increasing measures to better the income levels of academic staff and civil servant officers 1.2. Improving health and social services offered to academic staff and civil servant officers 1.3. Providing the development of academic staff and civil servant officers through effective human resource management 1.4. Giving foreign language education to academic staff **2. Developing "evaluation and quality system" activities within the context of actions aimed at institutional restructuring** 2.1. Developing participation and transparency oriented measurable structures 2.2. Ensuring the continuity of strategy	**P38** Human resources planning **P39** Developing projects that support participatory management models

development and implementation activities	
2.3. Improving the organizational and administrative efficiency of executive departments	**P40** Developing programs to improve management skills
2.4. Constituting an effective informatics and communication system in order to increase the coordination between departments	
2.5. Ensuring the continuity of activities aimed at evaluation and quality development of academic and executive services	

5.5. *Timeframe of the Projects*

PROJECTS AND ACTIVITIES		TIMELINE			
Code	Project Name	2007	2008	2009	2010
P1	Developing a data base regarding national and international universities, research centers and scientists to cooperate and adopting measures to improve the potential to study jointly	Yellow	Red	Red	Red
P2	Defining potential research opportunities of the university in the framework of university's national and international preferential research areas and adopting measures and developing programs to support Scientific Research Projects (BAP) that are proposed in these areas	Cyan	Cyan	Cyan	Cyan
P3	Developing a program to award teaching faculty members who are cited at national and international publications	Yellow	Red	Red	Red
P4	Founding a project office (formed of personnel who are skilled in foreign languages and project writing)	Yellow	Red	Red	Red
P5	Establishing a patent office in the university and developing projects to enable cooperation with Turkish Patent Institute	Yellow	Red	Red	Red
P6	Supporting post-graduate thesis oriented at R&D activities from BAP and developing an award system so that the products take out patent	Yellow	Red	Red	Red
P7	Preparing a hardware inventory to establish and communize a data base comprising health, natural and technical sciences to maintain interdisciplinary cooperation	Yellow	Red	Red	Red
P8	Founding of Technopolis and implementing projects that maintain interdisciplinary cooperation with the industry	Cyan	Red	Red	Red
P9	Developing projects to define and/or expand preferential development areas within the framework of departments' strategic plans	Yellow	Red	Red	Red
P10	Making up an inventory of qualified scientists considering preferential development areas and developing projects to employ these people at the university as full – time/part – time/guest teaching staff members	Yellow	Red	Red	Red
P11	Developing projects by defining the potential of the university to introduce new pre-baccalaureate, baccalaureate and post – graduate programs in accordance with national and international necessities	Yellow	Yellow	Red	Red
P12	Developing projects to integrate and improve educational programs in order to increase the synergy and efficiency between the teaching faculty members	Yellow	Yellow	Red	Red
P13	Planning studies to restructure educational programs in the light of international data	Yellow	Yellow	Red	Red

Code	Project Name	2007	2008	2009	2010
P14	Defining a publication policy by determining the gaps related to instruction books and scientific works in Turkish	yellow	red	red	red
P15	Developing projects to restructure foreign language education so that it also covers post – graduate education	yellow	yellow	red	red
P16	Developing programs to improve cooperation with international universities and increasing the mobility of teaching faculty members and students	blue	blue	blue	blue
P17	Maintaining and diversifying incentive programs for successful students and student clubs	blue	blue	blue	blue
P18	Maintaining and diversifying projects to improve and increase scholarship resources and opportunities	blue	blue	blue	blue
P19	Developing projects to improve and activate students consultancy system	blue	blue	blue	blue
P20	Developing projects to improve students centered education environment	blue	blue	blue	blue
P21	Establishing career offices at faculties	yellow	red	red	red
P22	Programming the improvement of informatics infrastructure of the university	yellow	yellow	red	red
P23	Making protocols to improve cooperation with important universities world wide and enhancing the scope of existing protocols	blue	blue	blue	blue
P24	Physical planning of the university considering the university's development project and campus facilities	yellow	red	red	red
P25	Developing projects on restructuring buildings considering departments' development projects	yellow	yellow	red	red
P26	Preparing an inventory of existing worn out buildings and developing improvement projects in accordance with the necessities	yellow	yellow	red	red
P27	Revising BAP Directive in order to prompt post – graduate thesis that are based on R&D and international research projects	blue	blue	blue	blue
P28	Developing a program to encourage article writing based on R&D thesis	yellow	red	red	red
P29	Developing programs for encouraging post – doctoral programs under the university	yellow	red	red	red
P30	Starting MD – PhD Integrated Program under Faculty of Medicine	yellow	red	red	red
P31	Developing post – graduate programs so as to train scientists	yellow	yellow	red	red
P32	Developing projects on generalization of continuous education	yellow	red	red	red
P33	Developing programs on increasing the efficiency of research centers working on social problems like poverty, health, education, environment, human rights, etc.	blue	blue	blue	blue

Code	Project Name	2007	2008	2009	2010
P34	Establishing the infrastructure of e-university	🟨	🟨	🟥	🟥
P35	Making protocols to improve cooperation with industrial institutions and enhancing the scope of existing protocols	🟨	🟥	🟥	🟥
P36	Developing projects to increase financial resources provided by the university and other institutions	🟨	🟥	🟥	🟥
P37	Developing a program to improve and coordinate cooperation with stakeholders	🟨	🟥	🟥	🟥
P38	Human resources planning	🟨	🟥	🟥	🟥
P39	Developing projects that support participatory management models	🟦	🟦	🟦	🟦
P40	Developing programs to improve management skills	🟨	🟥	🟥	🟥

NOTE:

🟨 Yellow colors connote the preparation period of the projects.

🟥 Red colors connote the implementation period(s) of the projects.

🟦 Blue colors connote ongoing projects.

EXPLANATIONS ON PREPARATION STUDIES

1. Establishment of a database for **P1** and **P7**

2. Preparation of an award directive for teaching staff members and students for **P3**, **P6** and **P28**

3. Accomplishment of authorization process of Technopolis for **P8**

4. Definition of relationship between Technopolis and the departments in the process of strategic planning of departments for **P9**

5. Establishment of Human Resources and Career Planning Offices in the university and faculties for **P10**, **P21** and **P38**

6. Carrying out preparations within the framework of departments' strategic plans and commissions formed under the university management for **P11**, **P12** and **P13**

7. Definition of a publication policy by Publication Commission in cooperation with relevant departments for **P14**

8. Accomplishment of restructuring of Higher School of Foreign Languages for **P15**

9. Continuation of endeavors to establish mutual international agreements within the context of Life Long Learning Program for **P16**

10. Continuation of university and faculty education commissions' efforts to create student centered education environments for **P20**

11. Developing a system to construct informatics infrastructure for **P22** and **P34**

12. Making an inventory of worn out physical spaces and resources and developing an improvement program for **P26**

13. Developing a system to improve cooperation with internal and external stakeholders through Technology Center (TEKMER) and Technopolis for **P28** and **P37**

14. Making an arrangement in the Directive for Academic Promotion and Appointment Criteria to grade post – doctoral programs for **P29**

15. Establishing MD – PhD Integrated Program for **P30**

16. Accomplishment of restructuring of Continuous Training Center for **P32**

17. Cooperating with public institutions and enterprises like Small and Medium Size Enterprises (KOBİ) for **P35**

18. Forming a commission to prepare projects on financial resources for **P36**

19. Establishing an In-service Training Department for **P40**

ANNEX 6
Funding and Services

a.   Funding
b.   Services

6.a
Funding

6.a.1. Financial Resources and Budget of GU in the years 2004, 2005 and 2006

Resource	2004		2005		2006	
	Budget(YTL)	%	Budget (YTL)	%	Budget (YTL)	%
SPECIAL BUDGET	**213.227.558**	100	**224.563.131**	100	**252.386.497**	100
Government Contribution	**168.636.857**	**79,1**	**171.830.424**	**76,5**	**207.188.699**	**82,1**
Research (DPT)	**9.123.142**	**4,3**	**6.241.332**	**2,8**	**5.589.792**	**2,2**
Equity Capital	**35.467.559**		**46.491.375**		**39.608.006**	
SKS* Revenues	11.424.541	5,4	15.268.545	6,8	15.953.102	6,3
Research (DS)	8.120.185	3,8	11.073.326	4,9	8.100.000	3,2
Two-shift education	13.656.611	6,4	16.446.746	7,3	11.980.038	4,8
Summer School	1.200.000	0,5	1.833.001	0,8	2.345.350	0,9
Rental Revenue	77.222	0,04	541.254	0,2	283.192	0,1
Other Revenues	989.000	0,5	1.328.503	0,6	946.324	0,4
REVOLVING FUND (DS)	**137.164.739**		**122.668.827**		**121.791.921**	
TOTAL REVENUES	**350.392.297**		**335.165.202**		**374.178.418**	

*SKS; Department of Health, Culture and Sports

1 Euro = 1,7677 YTL (2004)
1 Euro = 1,6695 YTL (2005)
1 Euro = 1,8515 YTL (2006)

6.a.2. Budget expenditure of GU as per functional separation in the years 2004, 2005, and 2006

Function Codes	FUNCTIONS NAME	2004 (YTL)	2005 (YTL)	2006 (YTL)
1	General Public Services	15.257.286,900	13.827.817.93	17.830.801,37
2	Defense Services	31.244,000	35.305,04	42.867,45
3	Public Order and Security Services	98.879,850	152.001,26	(removed)
7	Health Services	18.887.645,200	19.543.002,86	20.254.336,93
8	Recreational, Cultural and Religious Services	449.506,800	218.977,68	217.553,73
9	Educational Services	168.182.873,150	190.786.026,45	198.954.434,68
TOTAL EXPENDITURE		**202.907.435,900**	**224.563.131,22**	**237.363.732,01**

1 Euro = 1,7677 YTL (2004)
1 Euro = 1,6695 YTL (2005)
1 Euro = 1,8515 YTL (2006)

6.a.3. Budgets allocated to the Faculties (2004-2006)

Faculty	Budget (YTL)		
	2006*	**2005**	**2004***
Faculty of Dentistry	7.029.319,15	6.361.244,57	6.401.980,60
Faculty of Pharmacy	3.939.934,77	3.650.941,64	4.073.603,25
Industrial Arts and Education Faculty	2.570.821,17	2.080.027,72	2.066.623,20
Faculty of Science and Arts	10.831.550,86	9.255.977,90	8.710.939,20
Faculty of Education	14.229.683,78	12.224.711.36	11.197.301,70
Faculty of Fine Arts[1]	-	-	-
Faculty pf Law	1.635329,92	1.400.642,40	1.234197,70
Faculty of Econ. and Admin Man.	7.376.894,82	7.089.544,63	7.605546,76
Faculty of Communication	2.155952,98	1.913.157,36	1.748.791,20
Faculty of Vocational Education	6.029209,31	5.634.560,95	5.332.734,20
Faculty of Engineering and Architecture	12.872.569,21	11.206.636,00	9.054.418,90
Faculty of Technical Education	9.693.394,04	8.684.598,40	7.785.834,25
Faculty of Medicine	25.568.957,81	21.273.873,20	18.556.837,70
Faculty of Commerce and Tourism Education	2.261.447,46	4.786.841,79	3.523.609,70

[1] Faculty of Fine Arts started education in 2006

1 Euro = 1,7677 YTL (2004)
1 Euro = 1,6695 YTL (2005)
1 Euro = 1,8515 YTL (2006)

6.a.4. Amounts of Educational Budget per student in the faculties (in 2006)

Faculty	Budget (YTL)	Number of students	Amount per student (YTL)
Faculty of Dentistry	7.029.319,15	492	1.428.723
Faculty of Pharmacy	3.939.934,77	539	730.971
Industrial Arts and Education Faculty	2.570.821,17	1374	187.105
Faculty of Science and Arts	10.831.550,86	4736	228.707
Faculty of Education	14.229.683,78	9751	145.931
Faculty of Law	1.635.329,92	691	236.661
Faculty of Econ. and Admin Man.	7.376.894,82	6471	113.999
Faculty of Communication	2.155.952,98	858	251.277
Faculty of Vocational Education	6.029.209,31	3361	179.387
Faculty of Engineering and Architecture	12.872.569,21	6280	204.977
Faculty of Technical Education	9.693.394,04	3623	267.552
Faculty of Medicine	25.568.957,81	1169	2.187.250
Faculty of Commerce and Tourism Education	2.261.447,46	1823	124.051

*   1 Euro = 1,7677 YTL (2004)
**   1 Euro = 1,6695 YTL (2005)
*** 1 Euro = 1,8515 YTL (2006)

6.a.5. Budgets allocated to Higher Schools and Vocational Higher Schools (2004-2006)

Higher School-Vocational Higher School	Budget (YTL)		
	2006	2005	2004
Physical Training and Sports Higher School	2.158.235,59	2.011.601,03	1.799.143.70
Higher School of Nursing	534.885,13	407.806,00	314.980,35
Beypazarı Technical Sciences Vocational Higher School	194.112,82	171.543,74	156.259,70
Hacı Bektas-I Veli Vocational Higher School	191.865,02	125.025,16	49.329,05
Vocational Higher School of Health	521.375,00	480.399,28	359.674,05
Vocational Higher School of Land Register and Survey	266.265,83	304.346,71	277.742,65
Atatürk Vocational Higher School	678.651,06	563.708,42	415.986,15
Ankara Vocational Higher School	285.099,05	317.076,52	197.285,85
Gazi Vocational Higher School	402.611,69	313.351,62	122.357,25

*   1 Euro = 1,7677 YTL (2004)
**   1 Euro = 1,6695 YTL (2005)
*** 1 Euro = 1,8515 YTL (2006)

6.a.6. Amount of Educational Budget per student in Higher Schools and Vocational Higher Schools (2006)

Higher School-Vocational Higher School	Budget (YTL)	Number of students	Amount per student (YTL)
Physical Training and Sports Higher School	2.158.235,59	1237	1744,73
Higher School of Nursing	534.885,13	295	1813,17
Beypazarı Technical Sciences Voc.Higher Sch.	194.112,82	194	1000,58
Hacı Bektaş-I Veli Vocational Higher School	191.865,02	330	581,41
Vocational Higher School of Health	521.375,00	366	1424,52
Voc.Higher Sch.of Land Register and Survey	266.265,83	239	1114,08
Atatürk Vocational Higher School	678.651,06	2083	325,80
Ankara Vocational Higher School	285.099,05	1020	279,51
Gazi Vocational Higher School	402.611,69	564	713,85

*   1 Euro = 1,7677 YTL (2004)
**   1 Euro = 1,6695 YTL (2005)
*** 1 Euro = 1,8515 YTL (2006)

6. b.1 Services Provided by Faculty of Medicine

Type of Service	2001	2002	2003	2004	2005
Number of Polyclinic Patients	423.268	457.858	500.168	530.028	534.202
Number of Hospital Patients	27.077	27.361	28.027	29.210	28.869
Number of Surgical Operations	17.600	23.211	26.291	27.550	32.148

6.b.2 Services Provided by Faculty of Dentistry

Service Type	2001	2002	2003	2004	2005
Number of Patients	76.314	72.034	68.995	65.252	58.800
Number of Operations	499.179	487.736	467.057	448.544	428.379

ANNEX 7
Supporting Data for Implementing Bologna

a. List of Bilateral Agreements
b. Erasmus Mobility Programme
c. Leonardo da Vinci Programme (Mobility, Pilot Projects)
d. SWOT Analysis for the Implementation of Bologna
   Process and Reforms
e. Improvement Action Plan
f. Sample ECTS Form
g. Sample DS Form

7.a. LIST of BILATERAL AGREEMENTS

7.a.1. Bilateral Agreements with European Higher Education Institutes in the context of Erasmus Programme

Country	University	Faculty / Department	ID Code	Contact Person
Germany	Technische Universitat Kaiserslautern	Engineering and Architecture	D KAISERS02	Dr.Hans Jörg
France	Institut national Polytechnıque De Grenoble	Arts and Science/Statistics	F GRENOBL22	Françoise Belle-Perat
France	Douai Bussiness School	Economics and Adm. Sci.	F DOUAI10	Bernard Duvivier
Belgium	Hogeschool Antwerpen Higher Instıtute of Architecural Science	Engineering and Architecture	B ANTWERP57	Koenraad Van Cleempoel
Italy	Universita Degli Studi Di Foggia	Economics and Adm. Sci.	I FOGGIA03	Maria Ciavarella
Germany	Ruprecht-Karls Universitat Heidelberg	Medicine/Physiology	D HEIDELB01	Susanne Nuetzenadel
Austria	Religionspadagogische Akademie der Erzdiözese Wien	Education / English Language Teaching	A WIEN12	Franz Ochenbauer
Spain	Universidad Politecnica de Valencia	Engineering and Architecture	E VALENCI02	
Germany	Universitat Duisburg Essen	Technology Education	D ESSEN04	Ira Terweyen
Germany	Hamburg University	Education / Biology	D-HAMBURG 01	Rosemarie Bruechert
Germany	Johannes Gutenberg Universitat Mainz	Arts and Science/Mathematics	D MAIN01	Dr. Birgit Weiss
Spain	Universidad De Valencia	Economics and Adm. Sci.	E VALENCI 01	Mrs. Ines Fernandez Bas
Austria	Fachhochschule Vorarlberg	Economics and Adm. Sci.	A DORNBIRN01	Mag. Natasha Doshi
Austria	FHS kufstein Tirol, University of Applied Science	Economics and Adm. Sci.	A KUFSTEIN01	Mag. Noureddine Rafili
Belgium	Haute Ecole CHARLEMANE	Education / French Language Teaching	B LIEGE43	Ruo Des Rivageols
Belgium	Kathollike Hoceschool Kempen	Economics and Adm. Sci.	B GIEL07	Ms. Anges Dillien
Germany	Fachhochschule Worms	Economics and Adm. Sci.	D WORMS01	Joachim Mayer
Italy	University of Catania	Law	I CATANIA01	Carola Torrisi
Spain	Universidad de Zaragoza	Law	E ZARAGOZA01	Derecho Privado/ Natividad Fernandez Sola
Spain	Universidad del Pais Vasco	Law	E BILBSO01	Maggy Barrere
Italy	Politecnico Di Milano	Engineering and Architecture	I MILANO02	Prof. Dr. Giancarlo Spinelli
Germany	Fachhochshule Regensburg	Engineering and Architecture	D REGENSB02	Prof. Dr. Johahn-Peter Scheck
Germany	Fachhochschule Bochum	Engineering and Architecture	D BOCHUM02	Mr. Engesser-Paris
Spain	Universitat Rovira i Virgili	Engineering and Architecture	E TARRAGO01	Yard. Doç. Dr. Richard Garcia I Valls
Spain	Universidad Publica De Navarra	Law	E PAMPLON02	Susana Ginto Martinez
Greece	Mediterranean Agronomic Institute of Cgania	Economics and Adm. Sci.	G CHANIA 01	Dr. Antonis Makris
Slovenia	Univerza v Mariboru	Engineering and Architecture	SI MARIBOR 01	Ms. Tatjana Welzer
Lithuania	Kaunas College	Technical Education	LT KAUNAS 08	Jolanta Valiaugiene
Greece	Aristotle University of Thessioniki	Dentistry	G THESSAL01	Ms. Constantina Pierrakou
Greece	National and Kapodistrian of Athens	Law	G ATHINE01	S. Vrellis
Czech Rep.	University of west Bohemia	Education / English	CZ PLZEN 01	Milada Stockova
Poland	Uniwersytet Jagieellonski	Education / English	PL KTAKOW 01	Dr. Wladyyslaw Witalisz
Slovenia	University of Ljubljana	Education / Biology	SI LJUBLJA01	Dr. Jelka Strgar

Lithuania	Vilniaus Universitetas	Education / Biology	LT VILNIS01	Milda Girdzijauskaite
Poland	Panstwowa Wyzsza Szkola Zawodowa w Krosnie	Education /Biology	PL KROSNO 01	Dr. Wladyslaw Witalisz
Denmark	University College South CVU Syd	Education/English Language Teaching	DK VORDING 02	Susanne Suhr Andersen
Denmark	Aalborg University	Education/Biology	DK AALBORG01	Prof. Dr. Jens Aage Hansen
Denmark	Aarhus Universitet	Education/Biology	DK AARHUS01	K. Thomas Yensen
Finland	University of Kuopio	Medicine	SF KUOPIO01	Doç. Dr. Mustafa Atalay
England	University of Wales College of Medicine	Dentistry	UK CARDIFF02	Dr. Richard Oliver
U.K.	University of Oulu	Dentistry	SF OULU01	Aune Raustia
U.K.	University College Northampton	Economics and Adm. Sci.	UK NORTHAM01	Julia Raven
Germany	Georg. August University of Göttingen	Dentistry	D GOTTING01	Hans Peter Huber
Poland	Lazarski School of Commerce and Law	Economics and Adm. Sci.	PL WARSAW14	Dominick Pick
Italy	Universita degli Studi di Milano	Dentistry	I MILANO 02	Prof.Andrea Sardella
Germany	University of Flensburg	Technology Education	D FLENSBU01	Dr. Gerd Höpken

7.a.2. Other International Agreements with Higher Education Institutes

Country	Üniversity	Protokolün Amacı
Bulgaria	St. Cyril and St. Methodius of Veliko Turnuvo University	Cooperation in education and science
Ukraine	Vadym Hetman Kyiv National Economic University	Cooperation in Economy education
India	Banasthali University	Cultural cooperation and student exchange
Switzerland	University of Technology, Zurich	Academic exchange, student exchange, Exchange of information
Turkish Rep. of Northern Cyprus	East Mediterranean University	Continuous medicine education and cooperation in medicine
Turkish Rep. of Northern Cyprus	Ministry of Health	Development of Health Sector
Kazakhstan	Korkut Ata Kızılorda State University	Cooperation in culture, Education and sports
Azerbaijan	Bakü Slavyan University	Common research in education, culture and science
Georgia	Ivane Jawakhishvili Tiflis State University	Academic and cultural cooperation
Bulgaria	National Sport Academy "Vasil Levski"	Cooperation in academic exchange and sport sciences
Germany	University of Cologne	Academic cooperation
Russia	Moscow State University	Exchange in various scientific and educational fields
Portugal	Lisbon Technical University	Academic exchange and cooperation
U.S.A	Purdue University	Academic cooperation in the field of Technology Education
U.S.A	Temple University	Academic cooperation in the field of Dentistry

7.b. ERASMUS MOBILITY PROGRAMME

7.b.1. Erasmus Mobility funds (2004-2006)

	Allowance	2004-2005	2005-2006	2006-2007
Student Mobility	**Gazi University**	€ 72.175,00	€ 69.440,00	€ 187.124,00
	Turkey	€ 3.173.019,00	€ 7.814.820,00	€ 13.084.119,00
	Rate	**2,27%**	**0,89%**	**1,43%**
Teaching Staff Mobility	**Gazi University**	€ 10.800,00	€ 5.880,00	€ 11.687,00
	Turkey	€ 322.750,00	€ 625.990,00	€ 2.065.810,00
	Rate	**3,35%**	**0,94%**	**0,57%**
Exchange Organisation	**Gazi University**	€ 17.059,00	€ 9.344,00	€ 14.288,00
	Turkey	€ 641.522,47	€ 889.115,00	€ 863.558,00
	Rate	2,66%	1,05%	1,65%
Total	**Gazi University**	€ 100.034,00	€ 84.664,00	€ 213.099,00
	Turkey	€ 4.144.341,57	€ 9.329.925,00	€ 16.013.486,00
	Rate	**2,41%**	**0,91%**	**1,33%**

Chart with y-axis labeled "Numbers" (0 to 80) and x-axis labeled "Akademic k Year". Legend: Outgoing students, Outgoing teaching staff, Incoming students, Incoming teaching staff.

Categories: Yıllar, 2004-2005, 2005-2006, 2006-2007
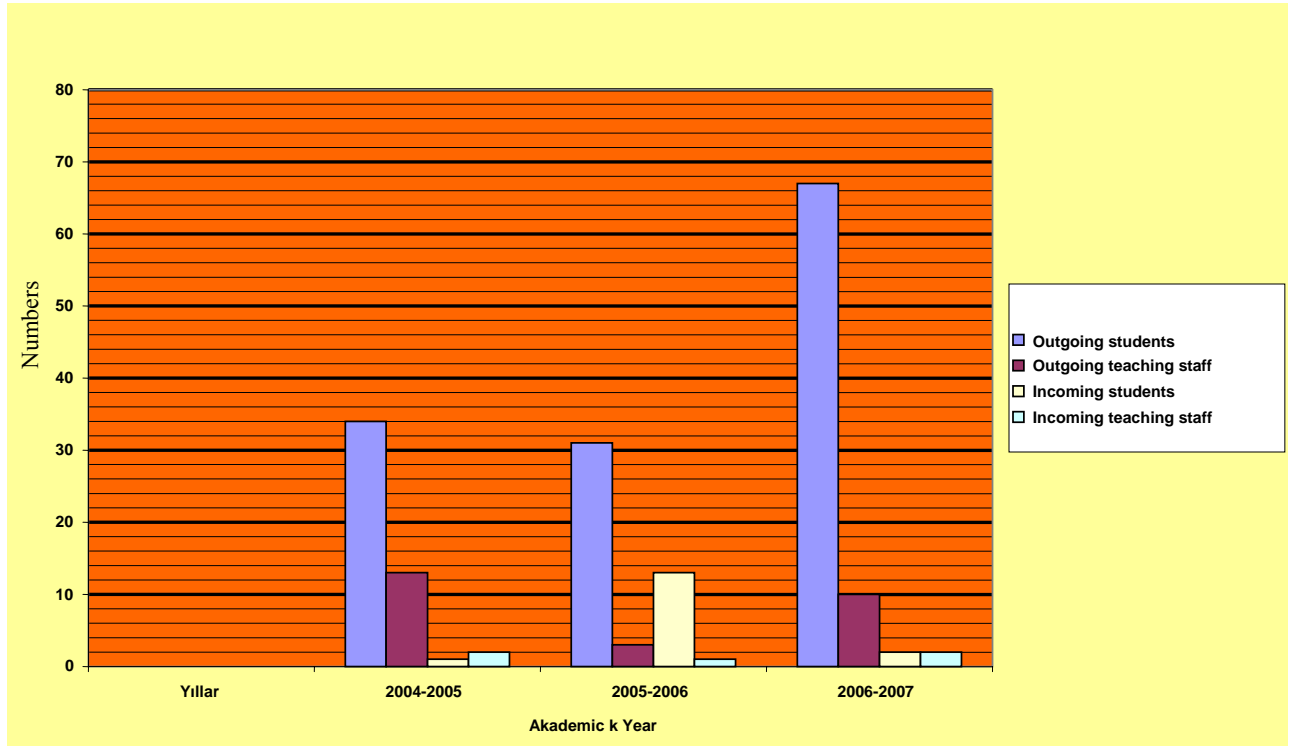
7.b.2. Number of incoming and outgoing students and academic staff (2004-2006)

Chart with y-axis labeled "Numbers" (0 to 30) and x-axis labeled "Faculties". Legend: 2004-2005, 2005-2006, 2006-2007.

Categories: Economy, Education, Law, Communication, Enginering-Architecture, Industrial Arts, Dentistry, Medicine
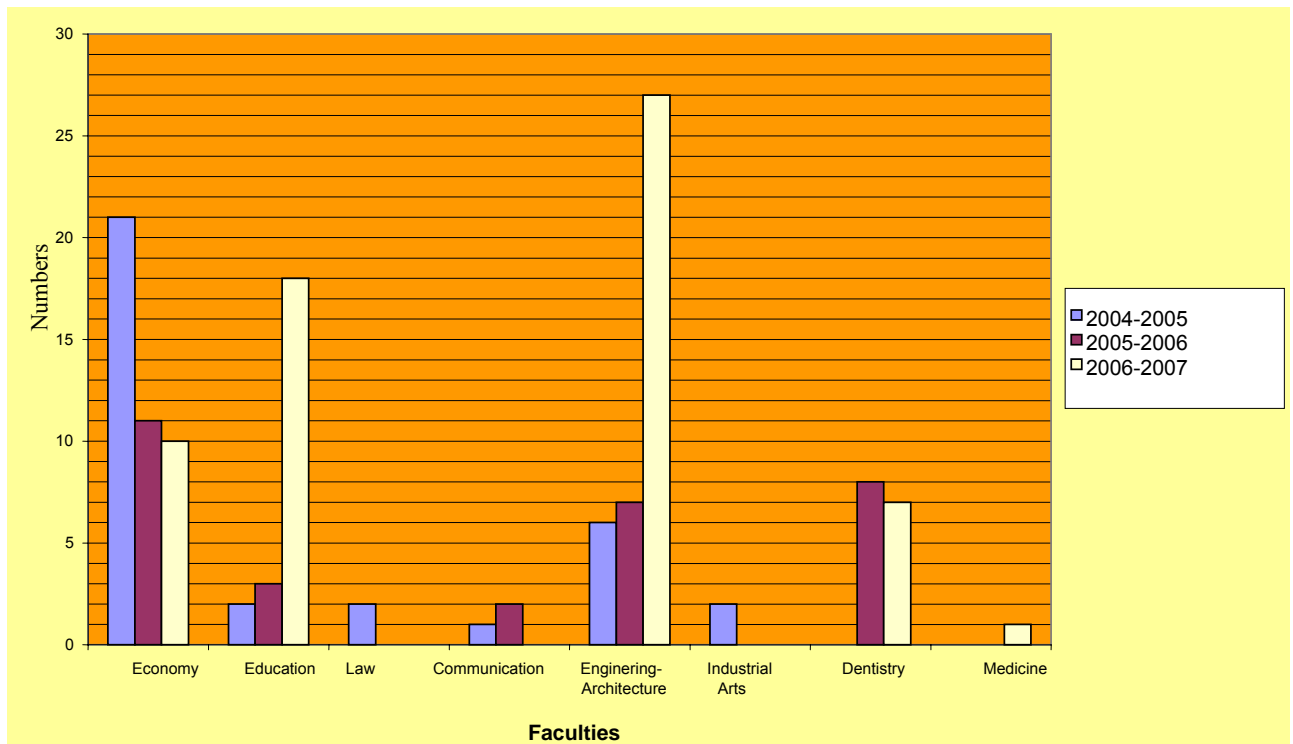
7.b.3. Outgoing students breakdown by Faculties (2004-2006)

7.c. LEONARDO da VINCI PROGRAMME
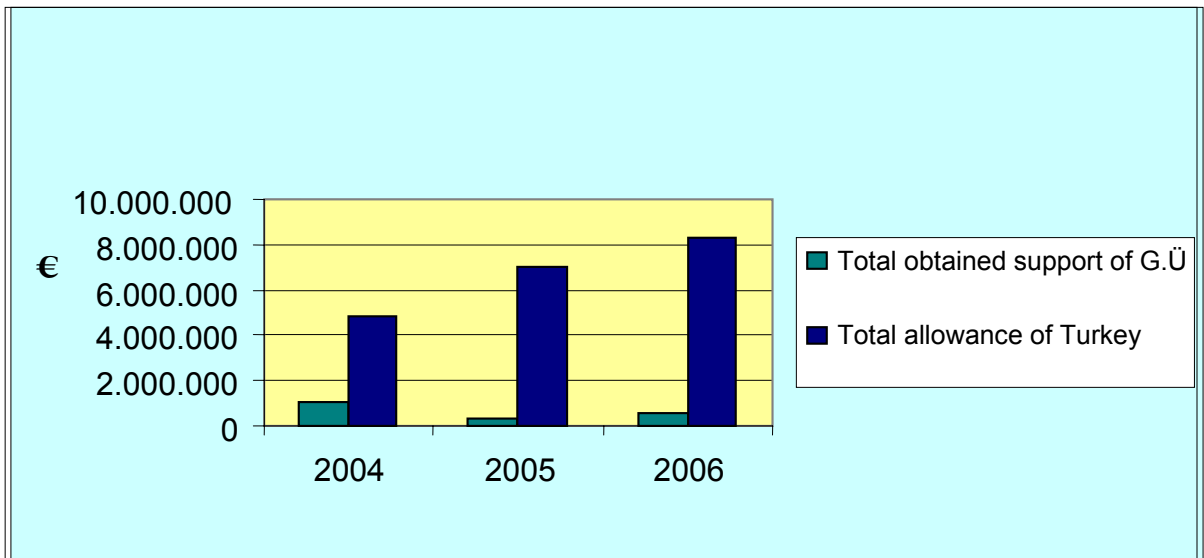
7.c.1. **The obtained support in Leonardo da Vinci Mobility measure (procedure A) rated to the total allowance of Turkey (2004 – 2006)**
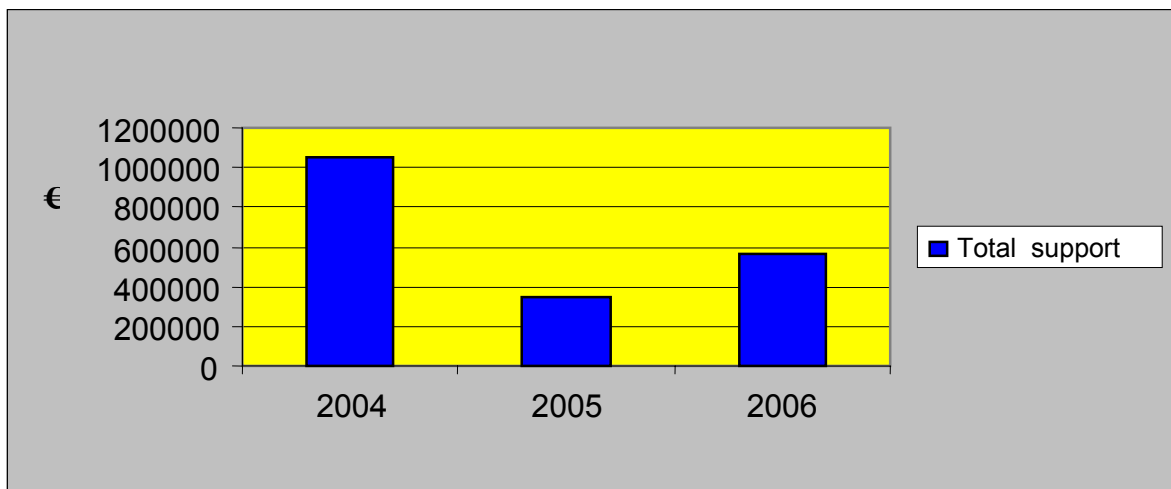
7.c.2. **The obtained support in Leonardo da Vinci Mobility measure (2004 – 2006)**
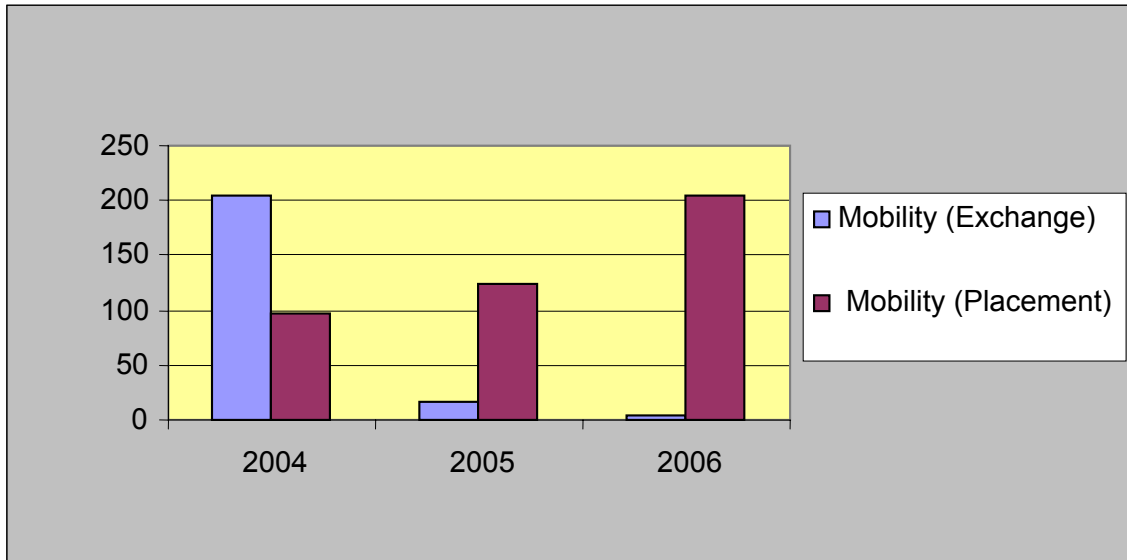
7.c.3. Total number of beneficiaries (students and academic staff) in Leonardo da Vinci Mobility measure (2004-2006)
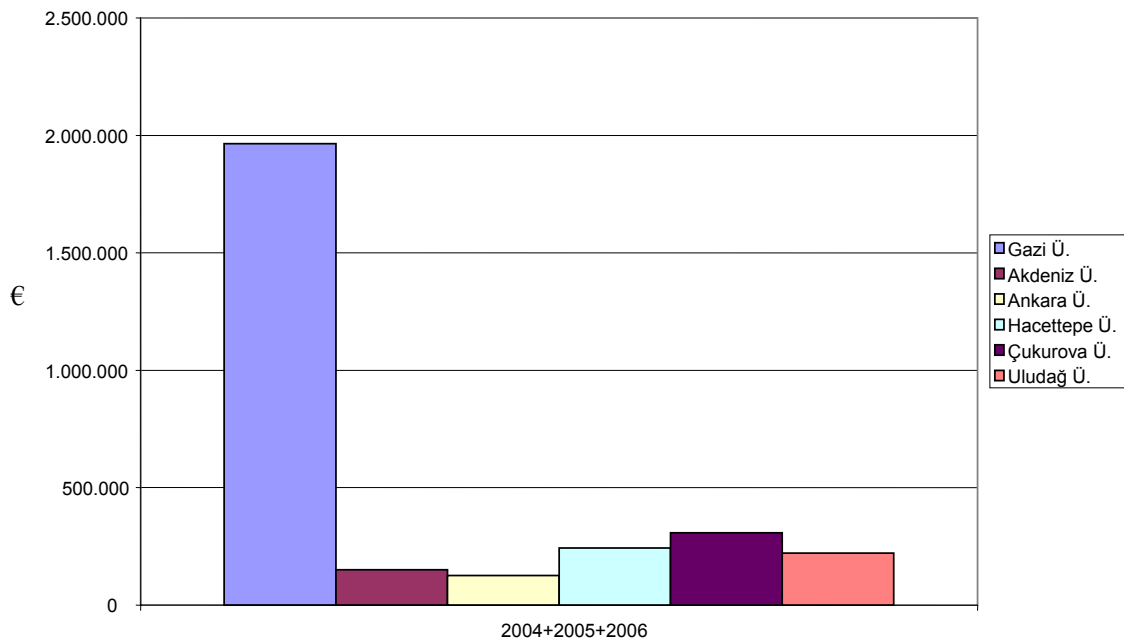
7.c.4. The comparison of the obtained support of Gazi University in Leonardo da Vinci mobility measure (procedure A) with some other universities

191
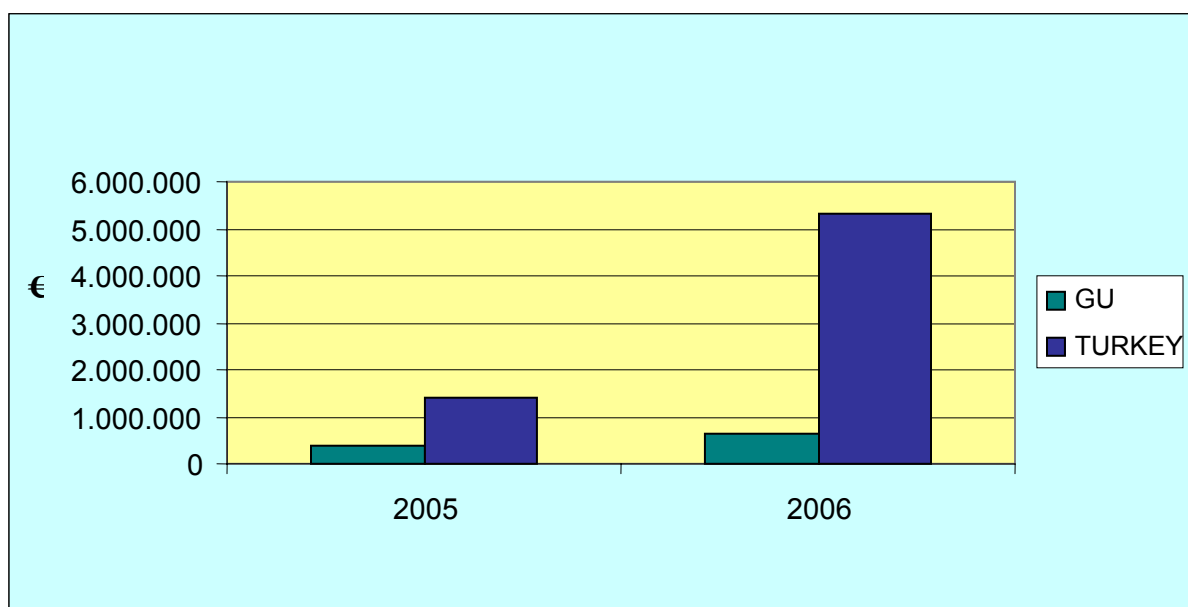
7.c.5. The obtained support in Leonardo da Vinci Procedure B (pilot projects and language competencies) rated to the total support of Turkey (2005 – 2006)
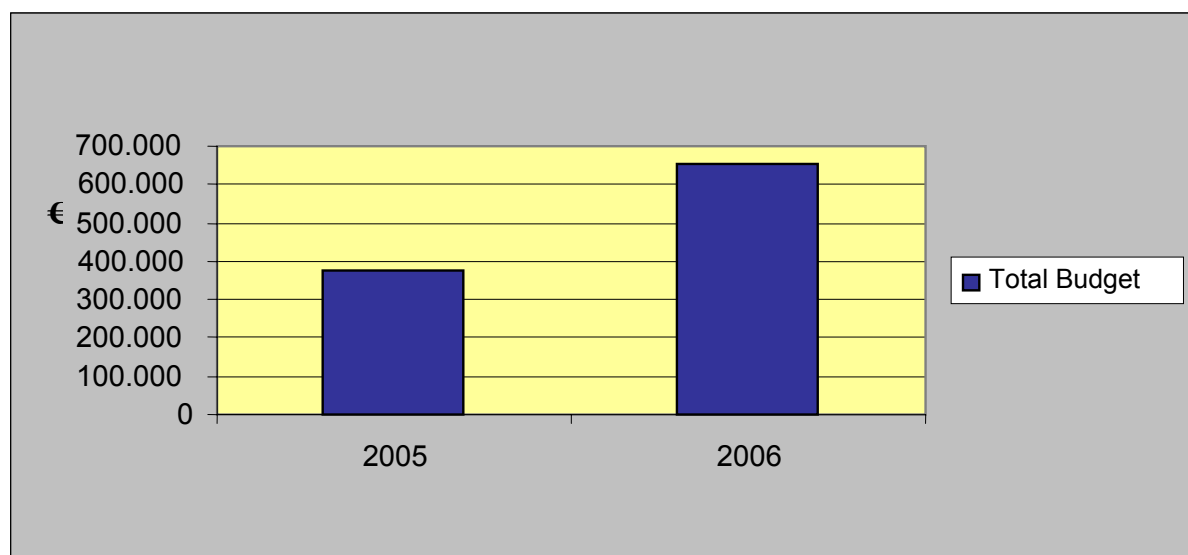
7.c.6. The obtained European Commission support for Leonardo da Vinci Procedure B (2005 – 2006)
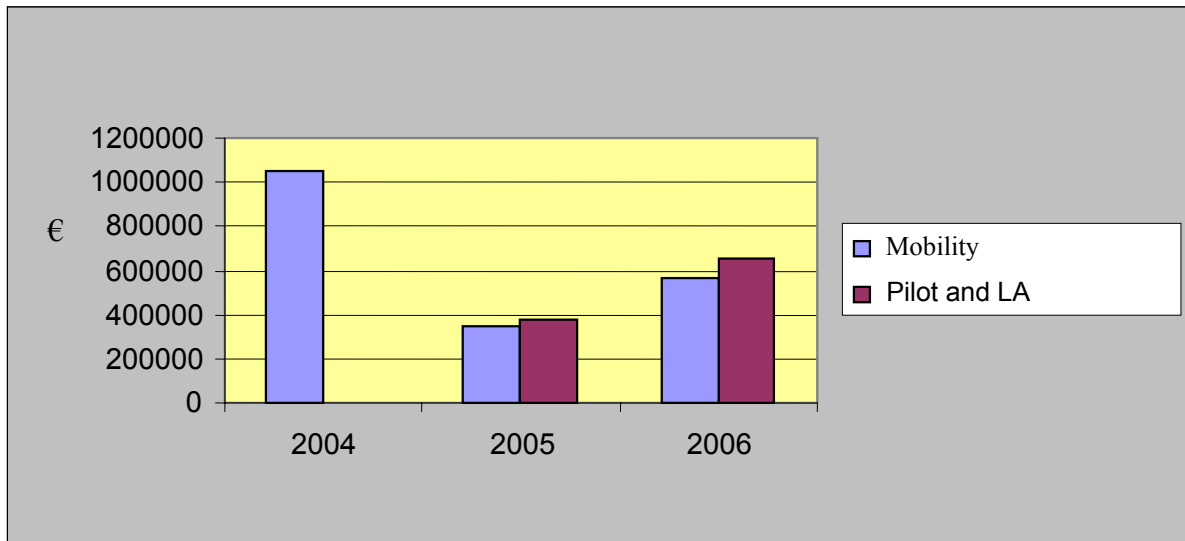
7.c.7. Total support of Gazi University in Leonardo da Vinci Programme (2004 - 2006)

7.c.8. The Central European Educational and Training Projects involved as the Contractor

Name	Programme/ measure	Starting Year	Duration (months)
MODULARTE - New Approaches in Technology Training: Development and Integration of European Modules in Technology Education	LdV B/ Pilot	**2005**	**24**
TOUREAST - Training Of Unemployment Middle Age Women For Employability In Tourism Sector	LdV B/ Pilot	**2006**	**24**
ADCOESP - All Dimensional Foreign Language Instruction: A Constructivist Perspective	LdV B/ LA*	**2006**	**24**
EWSAD - European Winter School in Architectural Design	Erasmus/ Intensive programs	**2006**	**36**

*LA: Language competency

193

7.d

SWOT Analysis of the Implementation of Bologna Process and Reforms

7.d. SWOT ANALYSIS of the IMPLEMENTATION of BOLOGNA PROCESS and REFORMS

Results taken from the reports of SWOT analysis, awareness meetings carried out by the Bologna process responsible persons and EU Educational Program Coordinators are shown in 7.d.1, 7.d.2 and 7.d.3.

7.d.1. SWOT analysis results from the supported projects by the EU in the Bologna process applications

Weaknesses	Strengths
The number of incoming students and teaching faculty members	Increase in the number of outgoing students
Language problems	Leader position of Gazi University in Leonardo projects
One-way operation of bilateral agreements	Increase in the awareness of mobility
Insufficient agreements for teaching faculty members Insufficient central projects	Reflection of experiences onto educational programs
Not taking part in mobility projects as a receiving partner	Increase in the recognition of the University in European Dimension
	Skillful Academic staff
Less awareness related with the projects FP6 and FP7	Infrastructures required for projects
Encouraging research projects	Availability of Institutional Coordinators for every type of project
Web site and communications network	
Opportunities	**Threats**
Increase in success and interest in mobility projects	Insufficient allowances allocated by the EU for faculty members
To be preferred university in projects with increased recognition and to increase the chance to establish new partnerships	Accommodation problems for students
	Failure to teach sufficient Turkish in order to be able to educate in Turkish
High budgets for FP7 projects	Decrease in the acceptance of mobility exchange projects, due to regional and budgetary distribution
	Problems of visa
	Inadequate selection of partners suitable for projects purposes
	Including student placements in the scope of Erasmus, in the new system reorganized as LLL
	Difficulties in managing budgets
	Uncertainty of Turkey's full membership in the EU political process

7.d.2. SWOT Analysis results for Academic grading

Weaknesses	Strengths
Documentation of program learning outcomes	Presence of a comparable and readable 3-stage system (bachelor's degree, master's degree, Ph.D)
Not renewing curriculums within the quality framework	Presence of update studies of curriculums in every program
Starting newly to clarify ECTS credits	Clarity of transposition criteria among inter-stage
Activating bilateral agreements	Presence of integrated programs
Absence of common academic degrees	Readiness and availability of diploma supplements
English language problems	Increase in the number of bilateral agreements
Failure to activate the Continuous Education Center, though it has been established	Requirement and awareness of determining the qualities
Inadequate national State budget	Having established ECTS credit
Absence of a website intended for creating awareness on the Bologna process	Starting arrangements pursuant to ENQA standards
	Being accredited in academic programs and some faculties' taking part in national accreditation studies
Opportunities	**Threats**
Increasing international relations	YÖK's applications in the scope of Bologna Process
Having started the studies directed to accrediting every program	Failure to evaluate the additional workload to be incurred by teaching staff members
Providing increase in student mobility by applying ECTS and diploma supplements	Insufficient motivation of teaching staff members
Meeting the needs for life long learning within the scope of the established Continuous Education Center	Failure to promote some academic programs to international dimension
Opportunities for the Turkish students to live and work in Europe	Differences of education faculties from international dimension
Opportunities for European students to be familiar with the Turkish culture and traditions	
Establishing new partnerships with European universities in new fields	

7.d.3. SWOT analysis results for Quality Assurance

<u>Weaknesses</u>	<u>Strengths</u>
Absence of awareness	Consistence and motivation of the top management to establish a Quality Assurance system
Absence of defined process in institutional structuring	
Newly developed strategic plan	Having laid a foundation for the system in the institution
Absence of measurement and evaluation system in quality	Having first conducted studies of a self-evaluation report down to the academic units
Newly started documentation system	GÜADEK established by the institution to study in this matter
Absence of performance indicators	
<u>Opportunities</u>	<u>Threats</u>
Increase in the percentage of employment ratios	Insufficient motivation of teaching staff members
Accordance in the units to establish student-centered education	Inconsistent applications in process timetables
	Inconsistency with YOK in developing quality
Establishing an institutional structure	The State's allocating the budget of the University and its inadequacy
Accreditation of the Academic units	
The fact that our University is in the EUA evaluation process	

The following objectives have been determined for the applications of Bologna process, as a result of SWOT analyses:

1. **Creating awareness by means of Bologna process among teaching staff members and students**
2. **Completing the procedures required to accredit the programs**
3. **Developing student exchange**
4. **Increasing the exchange of teaching staff**
5. **Developing life long learning (LLL)**
6. **Promoting curriculums to international dimension**
7. **Increasing employment possibilities**

The improvement action plan and performance indicators, determined for the subject-matter purposes, are presented in the following section.

7.e

Improvement Action Plan

Improvement action plan for achieving the objectives determined for Bologna reforms

Objectives	Restrictions	Methods to Overcome	Resources or manpower	Measurement tools
Creating awareness by means of Bologna process among teaching staff members and student	The Institution's being in a dispersed structure and crowded Insufficient and ineffective number of central informative meetings Having newly started improvement studies	Organizing periodic informative meetings and inviting experts. Organizing workshops (the first one scheduled on February 22, 2007) GÜADEK's putting on the agenda introducing the Bologna process in regular faculty visits (the first tour completed on February 1, 2007, to be continued in higher schools) Introducing the Bologna process in details in GÜADEK's website	National Bologna Promoters Team and National Agency authorities GÜADEK's network established institution-wide Students Council (2007 Spring semester activities of the Students Council programmed)	Level of participation in awareness activities Questionnaires Measurement instruments indicated for all other six defined improvement plans
Completing the procedures required to accredit the programs	Absence of national accreditation organizations Absence of relations with international accreditation organizations Absence of awareness Unsettled program outcomes and quality assurance systems	Participating in national accreditation studies and establishing accreditation agency Helping and providing support in finding accreditation organizations for the programs	YÖK support Deans Council GÜADEK support YÖK support Government support GÜADEK support Budget to be allocated by the University to accredit the programs	Number of accredited programs Accreditation standards criteria for programs Evaluating definition of Bologna process inputs in ECTS and DS learning outcomes

200

Developing student exchange	Foreign language problems of Gazi University students	Including prep-school in all the programs Increasing the number of basic English courses	Improving capacity of foreign language center (YADEM) and acquiring English language lecturers Senate decision	Number of departments having prep -school Comparing the number of exchange students Number of students achieving international foreign language and exchange exams
	Language problem of the incoming student	Increasing the number of foreign language courses or opening additional foreign language courses	Senate decision	Increase in number of incoming students
		Opening Turkish Language courses	GAZİSEM, TÖMER support Course budget (university or National Agency) Establishing close relations with National Agency	Comparing the number of incoming students
	Qualifications in selecting courses for incoming and outgoing students are not clear	Clarifying course learning outcomes and competencies in programs	Improving ECTS forms including learning outcomes of courses and programs	Number of educational agreements and received courses Number of substitute courses Transcripts

	Absence of awareness in students	Comparing students in respect of school and medium they come from and especially making introductions starting from first grade (Informative brochures about EU Erasmus and Youth programs were given to newly admitted 15.000 students in 2006-2007.)	Seminars and meetings given by LLL coordinators for students Rectorship top management Student Council	Comparing number of student applied to exchange programs
		Relations with student council—Organizing meeting for the students to be familiar with changes Presenting the views or photos of incoming or outgoing students in the website	Web design and updating Radio Gazi Activating the existing Erasmus Club	Monitoring the number of entries in relevant website Monitoring the number of Erasmus Club memberships Number of action projects
	Inactive bilateral agreements	Activating the existing bilateral agreements Establishing new bilateral agreements	Every single program and efforts of international office LLL Program coordinators	Number of active bilateral agreements Comparing the number active agreements
	Unilateral operation of bilateral agreements	Conducting bilateral agreements primarily in scope of incoming student/teaching staff	Making an effort to operate bilateral agreements in two ways	Increase in number of incoming students

Increasing the exchange of teaching staff	Decrease in the level research motivation	Including tendency-increasing and encouraging criteria in research (done)	Updating appointment criteria by the Rectorship Committee (done recently)	Number of applications to LLL / FP7 projects and ratio of the acceptance to applications
		Rewarding applications to international projects (done)	Allocating budget	
		Awards for encouraging international publications (done for 10 years)	Allocating budget for publication prizes	Number of articles published in international journals
		Providing support for international joint projects (done)	Language specialists to edit the projects	
		Providing additional support for international mobility	Increasing the support of Rectorship budget or BAP	Number of joint research projects
	Language barrage	Supporting foreign language points (done)	Additional Rectorship budget for outgoing teaching staff under bilateral agreements	Number of teaching staffs succeeding in national or international foreign language examinations
		An academic criteria related to foreign language score (done)	GÜ budget or individual	
			Appointment Criteria Committee	Percentage in academic appointments
	Inadequate Resources	Increasing the use of national and international project resources (TUBITAK,FP7,DPT,Leonardo etc.)	University budget and support of international relations office	Total budgets and number of projects in national and international projects

| Developing life long learning (LLL) | Failure to operate the Continuous Education Center | Redefining mission and vision of Continuous Education Center Designing relevant courses to provide service education for the society and the university | Work load of teaching staff based on LLL specialization areas

Course Fees | Number of participants in continuous education programs |
| --- | --- | --- | --- | --- |
| | Failure to understand fully the Continuous Education Center both by the providers and receivers | Preparing continuous educational programs to be used by students and teaching staff and also suitable for regional requirements (foreign language, computer, apprenticeship schools, etc.) | University sources Industrial and commercial support | Type and number of continuous education programs |
| | | Announcing continuous educational programs to the public and within the university | University Resources Industry and commercial support | Participation level and success percentage |
| | Deficiencies in organizing seminars and meetings of programs in priority fields | Determining required secondary subjects and opening courses during the performance professions by establishing career planning center | | Ratios of graduate's taking advantage of courses |
| | Absence of a career planning center | Enabling such courses for graduates to be conducted in the Continuous Education Center by working together with the departments and companies | | |

Promoting curriculums to international extents	Competencies for minimum required areas are not clear	Determining qualifications within the frame of national and international qualities Programs beginning to prepare for accreditation studies	University budget GÜADEK support	Program learning outcomes Number of programs accredited and applied for accreditation
	Recognition problem of some educational programs	Organizing curriculums for carrying educational curriculums in respect to competencies for European dimension	Senate YÖK Program coordinators and Education Committee	Social Council Feedbacks in meetings Graduate and employment satisfaction questionnaires Percentage of success
	Disorder of ECTS works	Carrying ECTS credits along with programs on European level Revision of all course curriculums and conducting changes Learning outcomes Regulating the determined learning method load depending on learning outcomes of students work load Conducting studies intended for continuous review of educational programs	Academic Board for every Program ECTS Coordinators	Ratios of graduates in finding jobs related to their field

	Recognition studies	Providing all students with a diploma supplement (will be given to all graduates starting from 2007)	Head of Student Affairs Department	Number of job application for abroad
		Complete explanation and reorganization of diploma supplements	Rectorship and program education committee	Ph.D and Post-doc graduates studying abroad
				Graduates current condition of equivalence
		Opening and encouraging joint degrees in bachelor and graduate programs		
Increasing employment possibilities	Out of date educational program	Updating programs depending on changing conditions by receiving program competency feedbacks from the graduates	Program Board and the Senate	Graduate–scanning jobs(based on years)
				Employer /graduate satisfaction questionnaires Meetings
				Graduates state of getting a job
	Failure to research for new professions and handle demands	Shutting down programs related to low ratio of getting a job in vocational fields	Program, Rectorship and YÖK	
		Opening new programs by evaluating the demand of new professions Transformation of programs		Establishing communication with graduates and receiving continuous feedback

7.f

Sample ECTS Form

Course Title-Course Code: Time Series Analysis- IST 318								**Name of the Programme:** Department of Statistics		
Semester	**Teaching Methods (Student Workload)**									**Credits**	
	Lecture	**Recite**	**Lab.**	**Project**	**Homework**		**Other**	**Total**	**Local Credit**	**ECTS Credit**
6	28	28	20	35	33		6	150	3	6

Language	Turkish
Compulsory / Elective	Compulsory
Prerequisites	No
Course Contents	Fundamental concepts, autocovariance, autocorrelation and partial autocorrelation functions and their estimations, white noise process, stationary and non-stationary time series models, simulation study in time series, AR(p), MA(q), ARMA(p,q) and ARIMA(p,d,q) models, seasonal time series (SARIMA), model identification, parameter estimation, diagnostic checking, model selection and forecasting, elementary spectral domain analysis, applications.
Course Objectives	- Fundamentals of time series analysis knowledge. - To be able to analyse the problem lived in the fields of time series and to gain the ability of modelling. - To be able to gain different thinking, discussion and evaluation for new problems in time series.
Learning Outcomes and Competences	- To have the fundamentals of time series analysis knowledge and culture - To have the ability of analysing and modelling a time series - To have the competence of evaluating and analysing the similar problems which occur in other course and disciplines.
Textbook and /or References	-Box, G.E.P. and Jenkins, G.M., Time Series Analysis: Forecasting and Control, Holden-Say, San Francisco, 1976. -Wei, W.W.S., Time Series Analysis:Univariate and Multivariate, Addison-Wesley Publishing Company, Inc.,UK., 1990 -Brockwell, P.J. and Davis, R.A., Time Series: Theory and Methods, Second Edition, Springer-Verlag, London, 2002.

Assessment Criteria		**If any,mark as (X)**	**Percent (%)**
	Midterm Exams	X	30
	Quizzes		
	Homeworks	X	10
	Projects	X	10
	Term Paper		
	Laboratory Work		
	Other		
	Committee Exam		
	Final Exam	X	50
Instructors	Prof. Dr. Reşat Kasap, rkasap@gazi.edu.tr		

Week	Subject
1	Fundamental concepts
2	Autocovariance, autocorrelation and partial autocorrelation functions and their estimations,
3	Stationary and non-stationary time series models
4	Simulation study in time series
5	Autoregressive (AR) model, moving average (MA) model
6	Autoregressive-moving average (ARMA) model
7	Integrated autoregressive moving average (ARIMA)model
8	Seasonal time series (SARIMA)
9	Model identification
10	Parameter estimation
11	Diagnostic checking
12	Model selection and forecasting
13	Elementary spectral domain analysis
14	A Midterm Exam in the examination week

7.f.

Sample DS Form

Gazi University
Diploma Supplement

Gazi University, 06500 Ankara, Turkey
Phone: +90 3 1 2 202 28 01
Fax: +90 312 202 28 08
www.gazi.edu.tr

The Diploma Supplement follows the model developed by The European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international "transparency' and fair academic and professional recognition of qualifications (diplomas, degrees, certificates, etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named an the original qualification to which this supplement is appended It should be free from any value-judgments, equivalence statements or suggestions about recognition. Information in all eight sections should, be provided. Where information is not provided, an explanation should give the reason why.

1. INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

1. Family name(s): **MLAZİNDROU**
2. Given name(s): **ALİ M'REHOURİ**
3. Place and date of birth: **MADAGASCAR, 31.12.1974**
4. Student identification number: **021405158**

2. INFORMATION IDENTIFYING THE QUALIFICATION

2.1. Name of the qualification:
Teacher Training in Accounting and Finance, Bachelor's
Muhasebe ve Finansman Öğretmenliği, Lisans

2.2. Main field(s) of study for qualification:
Teaching

2.3. Name and status of awarding institution:
Gazi University, **a state university**
Gazi Üniversitesi, **devlet üniversitesi**

2.4. Name and status of institution administering studies:
Same as 2.3.

2.5. Language(s) of instruction/examination:
Turkish

Diploma No

2007-1405001

Diploma Date:

22.01.2007

3. INFORMATION ON THE LEVEL OF THE QUALIFICATION

3.1. Level of qualification:
Bachelor's Degree (First Cycle Degree Programme)

3.2. Official length of programme:
4 years,
2 semesters per year, 14 weeks per semester

3.3. Access requirement(s):
High school diploma,
Placement through a centralized national university placement examination,

4. INFORMATION ON THE CONTENTS AND RESULTS GAINED

4.1. Mode of study:
Full-time

4.2. Programme requirements:

Requirements

The Bachelor's Degree is awarded to students who have successfully completed all courses in the curriculum, and have obtained a cumulative grade point average of at least 2.00 on a 4.00 scale.

Objectives:

■ **To gain theoretical and practical knowledge in teaching.**

■ **To provide necessary information and mindset for self-learning and self-improvement for professional development.**

4.3.Programme details and the individual grade/marks obtained:

Code	Course Name	Course Category	Gazi Grade	ECTS Credits	ECTS Grade
EXEMPT					
1031513	VOCATİONAL FOREIGN LANGUAGE I - ENGLISH	Required	M	3.0	exempt
1032513	VOCATİONAL FOREIGN LANGUAGE II - ENGLISH	Required	M	3.0	exempt
1042513	VOCATİONAL FOREIGN LANGUAGE IV - ENGLISH	Required	M	3.0	exempt
1021811	FOREIGN LANGUAGE III - ENGLISH	Required	M	2.0	exempt
1022811	FOREIGN LANGUAGE IV - ENGLISH	Required	M	1.0	exempt
1041513	VOCATİONAL FOREIGN LANGUAGE III - ENGLISH	Required	M	3.0	exempt
1012812	FOREIGN LANGUAGE II - ENGLISH	Required	M	2.0	exempt
1011812	FOREIGN LANGUAGE I - ENGLISH	Required	M	2.0	exempt
2002-2003 FALL					
1011114	FINANCIAL ACCOUNTING I	Required	FD	6.0	F
1011413	MATHEMATICS	Required	DC-	3.0	F
1011613	INTRODUCTION TO TEACHING PROFESSION	Required	FF	3.0	F
1011433	INTRODUCTION TO ECONOMICS	Required	DC-	5.0	F
*1011442	OFFICE REQUIREMENTS	Required	CC	4.0	E
*1011422	INTRODUCTION TO LAW	Required	CC	3.0	E
*1011842	ATATÜRK PRINCIPLE AND REVOLUTION HISTORY	Required	CC	2.0	E
1011852	TURKISH LITERATURE I	Required	FF	2.0	F

2002-2003 SPRING

Code	Course	Type	Grade	Credit	Result
1012852	TURKISH LITERATURE II	Required	FD	2.0	F
1012842	HISTORY OF TURKISH REVOLUTIONS AND ATATÜRK	Required	DC-	2.0	F
1012427	INFORMATION TECHNOLOGY AND ITS USAGE	Required	K	4.0	FAIL
*1012613	SCHOOL EXPERIENCE I	Required	BA	6.0	B
1012413	APPLIED MATHEMATICS	Required	DD	3.0	F
1012433	INTRODUCTION TO MANAGEMENT	Required	FD	5.0	F
1012114	FINANCIAL ACCOUNTING II	Required	FD	6.0	F

2002-2003 SUMMER

Code	Course	Type	Grade	Credit	Result
*1011114	FINANCIAL ACCOUNTING I	Required	CC	6.0	E
*1011433	INTRODUCTION TO ECONOMICS	Required	BB	5.0	C
*1012427	INFORMATION TECHNOLOGY AND ITS USAGE	Required	B	4.0	SUCCSESS

2003-2004 FALL

Code	Course	Type	Grade	Credit	Result
1011852	TURKISH LITERATURE I	Required	FD	2.0	F
*1021423	MICRO ECONOMICS	Required	CC	4.0	E
*1011613	INTRODUCTION TO TEACHING PROFESSION	Required	CC	3.0	E
1021613	DEVELOPMENT AND LEARNING	Required	DC-	6.0	F
*1011413	MATHEMATICS	Required	CC	3.0	E
1021412	PUBLIC FINANCE	Required	FD	6.0	F
*1021433	LIABILITIES LAW	Required	BB	5.0	C
*1021443	TRADE LAW	Required	CB	2.0	D
1021113	ACCOUNTING APPLICATIONS IN BANKING	Required	FD	2.0	F
*1021453	INTRODUCTION TO COMPUTING	Required	CB	3.0	D

2003-2004 SPRING

Code	Course	Type	Grade	Credit	Result
*1022413	COMPUTER USAGE IN BUSINESSES	Required	CB	6.0	D
1022423	STATISTICS	Required	DD	5.0	F
1022123	CORPORATE ACCOUNTING APPLICATIONS	Required	FF	4.0	F
*1022442	MACRO ECONOMICS	Required	CB	2.0	D
*1022614	INSTRUCTIONAL PLANNING AND EVALUATION	Required	CC	3.0	E
1012114	FINANCIAL ACCOUNTING II	Required	FD	6.0	F
*1012433	INTRODUCTION TO MANAGEMENT	Required	CC	5.0	E
1012413	APPLIED MATHEMATICS	Required	DC-	3.0	F
*1012842	HISTORY OF TURKISH REVOLUTIONS AND ATATÜRK	Required	BB	2.0	C
1012852	TURKISH LITERATURE II	Required	DC-	2.0	F

2003-2004 SUMMER

Code	Course	Type	Grade	Credit	Result
*1022423	STATISTICS	Required	CC	5.0	B

2004-2005 FALL

Code	Course	Type	Grade	Credit	Result
1031613	INSTRUCTIONAL TECHN. AND MATERIAL DEVELOP.	Required	FD	2.0	F
*1021113	ACCOUNTING APPLICATIONS IN BANKING	Required	CC	2.0	E
1031432	PRODUCTION MANAGEMENT	Required	DD	4.0	F
1031413	QUANTITATIVE DECISION ANALYSIS	Required	DC-	3.0	F
1031123	FINANCE I	Required	FF	5.0	F
1011852	TURKISH LITERATURE I	Required	DC-	2.0	F
1031133	TAX ACCOUNTING	Required	FF	3.0	F
1021613	DEVELOPMENT AND LEARNING	Required	DC-	6.0	F
1031114	COST ACCOUNTING I	Required	FD	6.0	F
*1031452	STOCK LAW	Required	CC	4.0	E
1021412	PUBLIC FINANCE	Required	FD	6.0	F

2004-2005 SPRING

Code	Course	Type	Grade	ECTS	Letter
*1032412	RESEARCH METHOD	Required	CB	4.0	D
*1032114	COST ACCOUNTING II	Required	CC	6.0	E
1012114	FINANCIAL ACCOUNTING II	Required	DD	6.0	F
*1022433	TURKISH TAX SYSTEM	Required	BB	4.0	C
*1012413	APPLIED MATHEMATICS	Required	BB	3.0	C
*1012852	TURKISH LITERATURE II	Required	AA	2.0	A
*1032123	FINANCE II	Required	DC+	5.0	FX
*1022113	FINANCIAL STATEMENT ANALYSIS	Required	DC+	5.0	FX
*1022123	CORPORATE ACCOUNTING APPLICATIONS	Required	CB	4.0	D
*1032613	CLASSROOM MANAGEMENT	Required	BB	2.0	C

2004-2005 SUMMER

Code	Course	Type	Grade	ECTS	Letter
*1012114	FINANCIAL ACCOUNTING II	Required	CC	6.0	E
*1032114	COST ACCOUNTING II	Required	CC	6.0	E

2005-2006 FALL

Code	Course	Type	Grade	ECTS	Letter
1021412	PUBLIC FINANCE	Required	FD	6.0	F
*1021613	DEVELOPMENT AND LEARNING	Required	CC	6.0	E
*1011852	TURKISH LITERATURE I	Required	BA	2.0	B
*1031133	TAX ACCOUNTING	Required	DC+	3.0	FX
*1041613	SCHOOL EXPERIENCE II	Required	AA	1.0	A
*1031123	FINANCE I	Required	CC	5.0	E
*1041123	INVESTMENT PROJECTS	Required	CC	5.0	E
*1041143	GRADUATION PROJECTS I (THESIS)	Required	BB	3.0	C
*1041403	MARKETING	Required	CB	5.0	D
*1041942	FINANCIAL INSTITUTION	Elective	CC	2.0	E
1031613	INSTRUCTIONAL TECHN. AND MATERIAL DEVELOP.	Required	FD	2.0	F
*1031432	PRODUCTION MANAGEMENT	Required	DC+	4.0	FX
*1031413	QUANTITATIVE DECISION ANALYSIS	Required	CC	3.0	E

2005-2006 SPRING

Code	Course	Type	Grade	ECTS	Letter
*1032623	SPECIAL TEACHING METHODS I	Required	CC	2.0	E
*1042113	PORTFOLIO MANAGEMENT	Required	CC	6.0	E
*1042143	GRADUATION PROJECTS I I (THESIS)	Required	AA	3.0	A
*1042123	AUDITING	Required	DC+	5.0	FX
*1042613	PSHYCOLOGICAL GUIDANCE	Required	DC+	4.0	FX
*1032133	ACCOUNTING APPLICATIONS	Required	CB	4.0	D
*1032423	TRADE AND SOCIAL SECURITY LAW	Required	CC	4.0	E
*1042942	INFLATION ACCOUNTING	Elective	DC+	2.0	FX
*1042635	TEACHING PRACTICE	Required	AA	7.0	A

2005-2006 SUMMER

Code	Course	Type	Grade	ECTS	Letter
*1021412	PUBLIC FINANCE	Required	CC	6.0	E
*1041113	MANAGERIAL ACCOUNTING	Required	CC	4.0	E
*1041133	ACCOUNTING INFORMATIONS SYSTEMS	Required	CB	5.0	D

2006-2007 FALL

Code	Course	Type	Grade	ECTS	Letter
*EĞT 501		Required	CC		E
*EĞT 702		Required	BB		C

Total ECTS Credits	163
CGPA	2.37 out of 4.00

4.4. Grading scheme and grades:

The evaluation is implemented based on the principles set forth in the Article 30 of Gazi University Statute of Teaching-Learning and Examination. Grading principles for courses with special evaluation are announced to the students and the department in the beginning of the semester by faculty member(s).

Article 30. 100 is the full point in the assessment of exams. The relative weights of midterm examinations and final examination are submitted to the Presidents Office. Based on grades and associated weights final points are determined. Considering the average and statistical distribution of the final points, and general class performance final grades, as featured in the table below, are given.

Course Grade	Grade Point
AA	4.00
BA	3.50
BB	3.00
CB	2.50
CC	2.00
DC	1.50
DD	1.00
FD	0.50
FF	0.00

B= Satisfactory for Non-Credit Courses
K= Unsatisfactory for Non-Credit Courses
D= Did not Attend the Course
G= Did not Enter the Exam
M= Exempt
S= Ongoing Study
E= Incomplete

A grade of (E) is given to a student who provides supporting evidence through genuine and valid documentation of illness or other reason which has prevented her/him from completing the necessary course work. (E grades are finalized as FF, unless revised until beginning of the following semester.)

A student who holds either grades (AA), (BA), (BB), (CB), (CC) is considered successful in that course. Furthermore, a student with a GPA of 2.00 or higher for a semester is also considered successful in a course with a DC grade in that semester. This result is signifying as DC+.

The grades of B, K, and M are not included in the calculation of GPA.
Attendance to the final examination is mandatory for successful completion of a course.
The grade M is granted for courses that a transfer student has taken earlier and the course's equivalency with the programme is approved by the Faculty Executive Board upon the request of the department.

Grade Point Averages: The student's standing is calculated in the form of a GPA and CGPA (Cumulative Grade Point Average), and announced at the end of each semester by the Registrar's Office. The total credit points for a course are obtained by multiplying the grade point of the final grade by the credit hours. In order to obtain the GPA for any given semester, the total credit points earned in that semester are divided by the total credit hours. The CGPA is calculated by taking into account all the courses taken by a student from the beginning of entrance to the University and those are recognized as valid by the Department in which she/he is registered.

Conditions for award of Bachelor's Degree: Students must have a CGPA of not less than 2.00 and have successfully completed all the courses in the programme in order to graduate.
The ECTS Grade is relative grading indicating the learner's performance within the cohort; A top 10%; B next 25%; C next 30%; D next 25%; E next 10%.

4.5. Overall classification of the qualification:
(Onur / Honour : If CGPA is between 3.00 and 3.50; Yüksek Onur / High Honour: If CGPA is between 3.51 and 4.00)

5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1. Access to further study:
May apply to graduate programmes.

5.2. Professional status conferred:
This degree enables the graduate to exercise the profession.

6. ADDITIONAL INFORMATION

6.1. Additional information:
Gazi University, Faculty of Commerce and Tourism Education
Gazi Üniversitesi, Ticaret ve Turizm Eğitim Fakültesi

6.2. Further information sources:
- University web site: http://www.gazi.edu.tr
- Faculty web site: http://www.ttef.gazi.edu.tr
- Student Registration Department web site: http://www.ogris.gazi.edu.tr
- University Catalogue: http://www.intoffice.gazi.edu.tr/sokrates/courses.htm
- The Council of Higher Education web site: www.yok.gov.tr
- The Turkish ENIC-NARIC web site: www.enic-naric.net/members.asp?country=Turkey

7. CERTIFICATION OF THE SUPPLEMENT

7.1 Date: 02.02.2007

7.2 Signature: M.Dilaver YAR

7.3 Capacity: Director of Student Registration Department

7.4 Official stamp or seal:

8. INFORMATION OF THE NATIONAL HIGHER EDUCATION SYSTEM

The basic structure of the Turkish National Education system consists of four main stages as pre-school education, primary education, secondary education and higher education.

Pre-school education consists of non-compulsory programmes whereas primary education is a compulsory 8-year programme for all children beginning from the age of 6. The secondary education system includes "General High Schools" and "Vocational and Technical High Schools".

Higher education is defined as all post-secondary programmes with duration of at least two years. The system consists of universities (stale and foundation) and non-university institutions of higher education (police and military academies and colleges). Each university consists of faculties and four-year schools offering Bachelor's level programmes, the latter with a vocational emphasis, and two-year vocational higher schools offering short cycle (Associate's) level programmes of a strictly vocational nature.

The Higher Education Law No. 2547 is the main law, which governs the higher education in Turkey. All universities (both state and foundation) are subject the same law and regulations/rules. All state and foundation universities are founded by Law.

Admission to higher education is based on a nation-wide Student Selection Examination (ÖSS). The examination is held once a year and is administered by the Student Selection and Placement Center (ÖSYM). Candidates gain access to institutions of higher education based on their composite scores consisting of the scores on the selection examination and their high school grade point averages.

Graduate level of study consists of the Master's Degree (Yüksek Lisans Diploması) and the Doctoral Degree (Doktora Diploması). There are two types of Master's programmes: with and without a thesis. The Master's programmes with a thesis consist of a minimum of seven courses, one seminar course, and thesis. The duration of the Master's programmes with a thesis is two years. Non-thesis Master's programmes consist of a minimum of 10 courses and a semester project. The duration of the non-thesis Master's programmes is one and half years. Doctoral programmes have a duration of four years which consists of completion of courses, passing a doctoral qualifying examination, and preparing and defending a doctoral dissertation. Medical specialization programmes are equivalent to doctoral level programmes and carried out within the faculties of medical schools with hospitals.

The Higher Education System is regulated by the Council of Higher Education (Yüksek Öğretim Kurulu-YÖK). Established in 1981, the Council regulates the activities of higher education institutions with respect to research, governing, planning and organization.

GENERAL STRUCTURE OF THE TURKISH EDUCATION SYSTEM

Doctorate
(Ph.D. Programmes, Proficiency in Fine Arts, Specialization in Medicine)

Master's

Bachelor's

Associate's

Dentistry

Veterinary

Pharmacy

Medicine

HIGHER EDUCATION

Vocational and Technical High Schools

General High Schools

Secondary Education

Primary Education

Pre-school Education
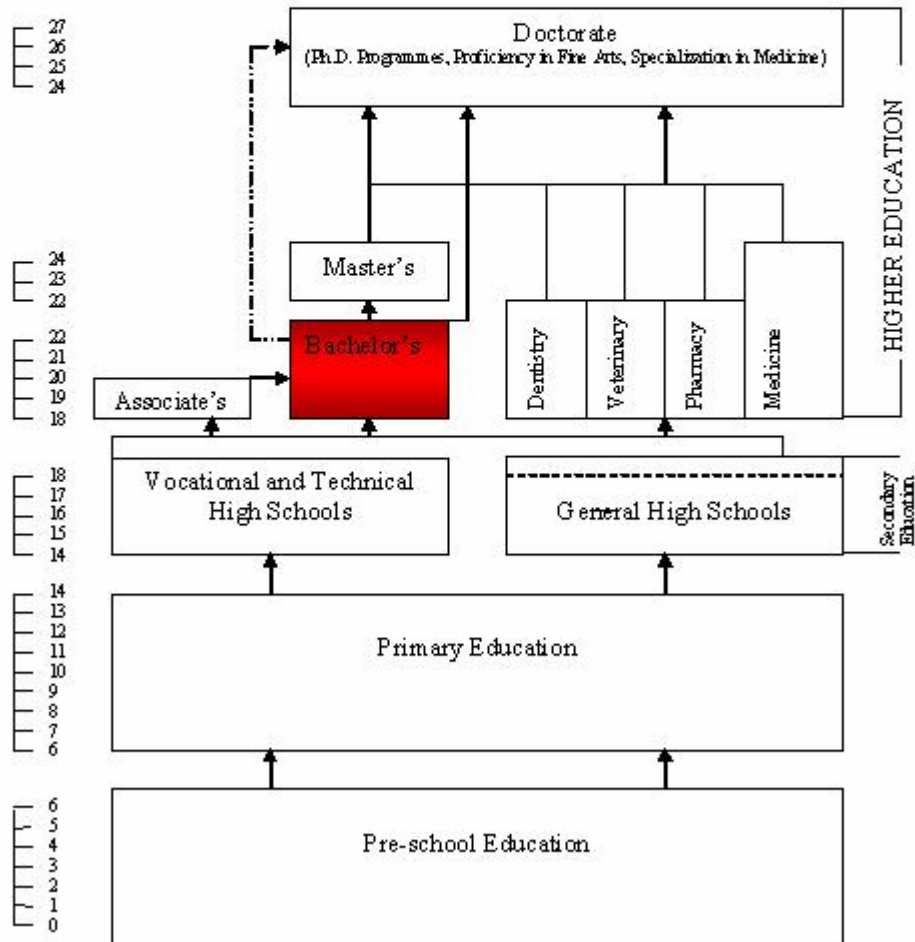
NB — Since 2003, the Bachelor's degree holders whose performance at Bachelor's level is excepttionally high can enlist directly to the Doctoral level programmes.

ANNEX 8
Internal Quality Practices

a. Self-Evaluation Guideline
b. Seminars and Workshops Organised by GÜADEK
c. Questionnaire Samples Prepared in the Scope of Quality Assurrance

8.a

Self – Evaluation Guideline

GAZİ UNIVERSITY
SELF-EVALUATION GUIDELINE

GÜADEK
Gazi University
Academic Evaluation and Quality Improvement Board

This guideline was prepared by the below mentioned members of Academic Evaluation and Quality Improvement Board of Gazi University.

Prof. Dr. Esin ŞENOL
Prof. Dr. Cansu ALPASLAN
Prof. Dr. Çiğdem GÜLDÜR
Prof. Dr. H. Güçlü YAVUZCAN
Prof. Dr. Ömer Faruk BAY
Prof. Dr. Nalan ÖZHAN ELBAŞ
Prof. Dr. İskender ÖKSÜZ
Prof. Dr. Filiz KILIÇ
Assoc. Prof. Dr. Galip YÜKSEL
Assoc. Prof. Dr. Zafer GÜNEY
Assist. Prof. Dr. Yiğit ÖZBEK

Gazi University Academic Evaluation and Quality Improvement Board

Prof. Dr. Kadri YAMAÇ   Chairman of the board
Prof. Dr. Süleyman PAMPAL   Vice chairman of the board
Prof.Dr. Kırali MÜRTEZAOĞLU   Member
Prof.Dr. Esin ŞENOL   Member
Prof.Dr. Can ÇOĞUN   Member
Prof.Dr. Şiir YILMAZ   Member
Prof.Dr. Nalan ÖZHAN ELBAŞ   Member
Prof.Dr. Filiz KILIÇ   Member
Prof.Dr. Cansu ALPASLAN   Member
Prof.Dr. Çiğdem GÜLDÜR   Member
Prof.Dr. H. Güçlü YAVUZCAN   Member
Prof.Dr. Ömer Faruk BAY   Member
Prof.Dr. İskender ÖKSÜZ   Member
Prof.Dr. Muzaffer SARIMEŞELI   Member
Assoc. Prof. Dr. Galip YÜKSEL   Member
Assoc. Prof. Dr.   Zafer GÜNEY   Member
Assist. Prof. Dr Yiğit ÖZBEK   Member
Delegate of Student Council   Member

Contents
Abbreviations
Definitions

TABLES

ABBREVIATIONS

ABET	Accreditation Board for Engineering and Technology
ECTS	European Credit Transfer System
EHEA	European Higher Education Area
ENQA	The European Association for Quality Assurance in Higher Education
EUA	European University Association
EUR-ACE	Accreditation of European Engineering Programmes
MÜDEK	Committee of Engineering Auditing
SWOT	Strengths, Weaknesses, Opportunities, Threats
YÖK	Council of Higher Education

DEFINITIONS

- **Academic Unit:** Faculties, academies conservatories, vocational high schools, institutes and research centers of an institution.
- **Objective:** Each of the short, medium and long-term positions and measures that are necessary in order to fulfill the mission and vision.
- **Course Outcomes:** The acquisitions of knowledge, skills and attitudes for each course to be gained by the students. Learning outcomes are not the content and the curriculum of the course, but are the outcomes that are expected to be attained by this content and the curriculum of the course.
- **GÜADEK :** Gazi University Academic Evaluation and Quality Improvement Board; The Board established in accordance with the regulations of Turkish Council of Higher Education, that has been issued in the Official Paper in 20.09.2005 .
- **Goal:** Each step to be taken that can be measured, and that has a specified timeframe for attaining objectives. (The main difference between the concepts of "objective" and "goal" are measurability and specified timeframe)
- **Quality Development:** All of the vision orientated activities. Receiving of feedbacks from all of the other stakeholders about the results of the activities, the measurement of these feedbacks and use of these feedbacks on subsequent steps constitutes the quality cycle. All of the steps of this cycle should be described and should be documented clearly. Actually the concept of "development" takes place within the concept of modern "quality" and it's not necessary to be expressed separately. In other words, there can not be any quality that does not include the formal "development" expalined above.
- **Institution:** University
- **Mission:** A service which is the reason of its existence of an academic unit or programme that is provided to the stakeholders. Mission: short expression of this service in brief, which answers the questions "what?" and "who?"
- **Curriculum:** (1) A guide that consists of the appropriately organised courses or subjects in accordance with the objectives, guidelines and course materials. (2) The programme that includes all of the training experiences that are required for the student.
- **Stakeholder:** In general manner, each of the groups that is influenced from the training activity and affect the activity mentioned. For example: students, teaching faculty members, business world, the residential area of the institution. In the narrow sense, the target group of the training activity: the target groups of the training activity are the private sector and the public employers. The person who commences his own business is also the employer of himself (in quality terminology: "customer".)
- *External stakeholder:* The actual "customers" of the training activity, in the narrow sense private and public employers.
- *Internal stakeholder:* The stakeholders that participate in the educational institution or academic unit: teaching faculty members, administrative staff, students. In the narrow sense, the students are the "customers" of the teaching faculty members. The customers of the administrative staff are the students and the teaching faculty members. In academic organisation each sub-unit is the customer of its upper units. Services are fulfilled from top to down, from the organization to the students.
- **Performance:** Relative success. The relativity here means (1) in accordance with the position within the similar institutions, units and programmes ; (2) in accordance with the path that had been covered despite the deadline of the objective hasn't come yet.

(Example for (1) The performance of Gazi University in respect of other universities. Performance of a teaching staff in respect of other colleagues. Example for (2): the path we covered in accordance with the target that we are going to attain by May 2007.

- **Policies:** The application principles specified for attaining targets.
- **Programme Objectives:** The objectives of a specific training programme.
- **Programme Outcomes:** The acquisitions of knowledge, skills and attitudes for each course to be gained by the students.
- **Programme, Training Programme:** Each of the training programmes that give diploma.
- **Vision:** The ideal position that an institution, an academic unit or programme aims to reach in long term. The expression of vision: the short and elaborate expression of this position as if it is reached.
- **Annual Evaluation Reports:** The report that considers the developments, shortcomings that have to be made up, and the performance in accordance with the objectives. If the report is being prepared by institution, academic unit or programme then it is a "self-evaluation report". The external auditor also prepares his own report. If the report is being prepared for the first time, then "the distance taken" does not exists on the report. Instead, reporters draw up an inventory of the current state.

1 INTRODUCTION

1.1. Quality and Accreditation:

Quality can be termed as a process in which an institution becomes fully aware of its target service area and the service it provides. It is the continuous improvement of the service quality in order to catch up with the best examples in the world and even moving beyond that level. Accreditation can be termed as the approval by specialist bodies that an institution has committed itself to the above mentioned process.

Self-evaluation is the first step taken by an institution in its quest for quality in the light of modern quality culture. Self-evaluation begins with doing physical inventory of the resources and discovering human force inventory. After this activity, strenghts and weaknesses of the inventory should be defined; and the opportunities and threats out of institutions should be evaluated. The activity is named as SWOT analysis.

After defining competencies and the environment, specifications of people's work can be done. This step expresses the reason of our existence which is called "**Mission"** in quality terminology. Like many other country, framework of university's duties and responsibilities in Turkey are also restricted by the law. However, in this general framework, specifications of work must be defined according to the external and internal conditions.

Quality is the process of complying the mission to catch the qualifications of best institutions or to be better than the ones which are in the similar process. As the result of this continuing improvement, the state of position we deem worthy of ourselves is called "**Vision**". Doubtlessly, it's the most important component of accessing to the level of contemporary civilization.

On the way of designated vision, it is necessary to do minimum one year-long action plans with long term activity which are in our strategic plan. Strategy brings up our mission and the way of reaching to those strategic goals. Within the strategy, where we determine what we will do in the light of mission and vision, we determine what we can not make concession on as well.

Quality and accreditation are national and international evaluation. However, our mission, vision and strategy depend on our characteristics. They consist of national, international and local components. National and international accreditation institutions allow institutional autonym while determining their strategy. The points that the accreditation institutions look for assurance are such as follows:

1) Coherent of mission to the defined sources and internal process.
2) Improvement of sources and processes.
3) This improvement must be clearly defined, periodically measured, and designed for taking feedback.
4) Transformation of feedback to new measurements and renewals.
5) The enforcement of the process, that has mentioned between the articles 1-4, as a disciplined cycle.

To summarize, quality in practice means "specify what you did, do what you specify and continue to improve". According to the accreditation process, it is more important to define how it will done rather than what will be done.

1.2 Quality Movement in Turkish Higher Education

All that has been said hitherto is valid for all institutions operate in service sector that pursue quality. Specifically, there exist more concrete rules for the evaluation of higher education institutions.

By the help of national regulations, Turkish higher education system has already complied with most of the EUA requirements. Quality improvement and accreditation processes should be considered as the opportunity to overcome the existing flaws. In Turkey, since the beginning of 1990s, various faculties and departments of some Universities have started quality and accreditation processes. From 1994 to 2004, a total of 33 Engineering Programmes within Middle East Technical University, Boğaziçi University, Bilkent University and İstanbul Technical University had been given the substantially equivalent certificate by the American accreditation institution, ABET Inc. .

In the late 1990s, to ensure national accreditation of the engineering programmes, MÜDEK was established which involved in EUR-ACE. A total of 10 programmes were evaluated by MÜDEK. Most of the bachelors' programmes in Gazi University Faculty of Engineering and Architecture were accredited by MÜDEK.

1.3 Quality Improvement in European Higher Education

As well as some former attempts, Bologna Declaration, which has been signed by the Ministers in charge of education of 29 European countries, can be termed as the turning point for quality improvement and accreditation in European Higher Education. Having considered the rapid growth in the world, the ministers reached the conclusion that European higher education has fallen behind, The Ministers declared the vision that "by 2010, with its education system and quality, Europe should be the world's education leader". Having signed the Salamanca Congress, Turkey joined the Bologna Process in 2001. The process is monitored and implemented by YÖK (Council of Higher Education) in Turkey. Today, 47 counties are members of EUA and signatories of Bologna Process. Though supported by the European Union, the process is neither an organ of, nor is it limited with EU.

Bologna Process highlights the provision of student and teaching faculty member exchange among European universities and sets the following specific implementations as its goals:

- Adaptation of a system of easily assessable and comparable degrees.
- Adaptation of a system based on two main cycles.
- Implementation of a credit transfer system (European Credit Transfer System).
- Increasing student and academic staff mobility.
- Strengthening European cooperation in quality assurance.
- Promoting European dimension in higher education.
- Supporting life long learning.

- Efficient participation of students and higher education institutions in Bologna Process.
- Reinforcing the attractiveness of the European higher education area.
- Creating synergy between the European higher education and the European Research Area.

1.4 Quality and Accreditation in Gazi University

Gazi University has launched its quality culture activities with 'local' steps such as the accreditation of the Faculty of Engineering and Architecture and Gazi Hospital's holding the ISO-9001 certificate. A comprehensive quality movement within the University started with the EUA Coordinator's appointment and our Rector's participation in Glasgow Congress. By the Rectorship decision taken in August 11, 2005, the Quality Assurance and Accreditation Board was established and this enabled the work undertaken hitherto to gain permanence and an institutional quality.

By its regulation published in the Official Paper in 20.09.2005, The Council of Higher Education sets it as a goal that all universities should participate in quality improvement process. By the decision taken by the Senate, The Board of Academic Evaluation and Quality Improvement was established. The board that had previously been established continues its studies under this title in compliance with the structural modification the regulation required.

Its our fundamental goal in quality and accreditation activities to ensure the fulfillment of our vision for all academic units and for the university as a whole. In addition to this fundamental goal, accreditation will increase the visibility of our University and its competitiveness; it will reinforce access to international studies and networks and enable to utilize from funds designed for supporting accreditation activities.

This Accreditation Handbook designed by Academic Evaluation and Quality Improvement Board, aims at reinforcing the accreditation process to be implemented by each academic unit within Gazi University. The academic units should regulate their activities in accordance with the recommendations received by relevant accreditation institutions.

1.5 Accreditation Institutions

Institutions authorized for accreditation are determined by national and international bodies. There exists a different accreditation institution for each field of profession. In Turkey, institutions authorized for accreditation are determined by The Council of Higher Education[1].

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[1] "Regulation Concerning Academic Evaluation and Quality Improvement" published in the Official Paper in 20.09.2005.

2. SUBJECTS OF SELF-EVALUATION

ENQA highlights the below mentioned headings in the evaluation of education institutions in European Higher Education Area. These headings are general to the extent that they cover all education institutions. Specific items regarding specialization can be added to the list in accordance with characteristics of the training programme.

2.1 Planning, Monitoring and Review of the Training Programme.

Academic units, through formal mechanisms, should periodically approve, monitor and review their training programmes and degrees.

In order to ensure these:

- The expected learning outcomes should be developed and published.
- Special attention should be paid to the curriculum, the draft of the programme and its content.
- The need for different learning methods should be indicated. (full time, part time, distance-learning).
- Adequate learning sources should be available.
- The training programme should also be approved formally by a council other than the teaching staff members.
- The improvement of the students should be recorded.
- The programmes should be periodically reviewed (including external reviews).
- Feedback should be collected from employers, representatives from business world and other relevant organizations.
- Students should participate in quality assurance activities.

2.2 Students

Students must be evaluated according to the criteria which is issued and practiced with consistency and processes. The evaluation of students is the most important corner stone of higher education and these evaluation results play an important role in their career.

The activities of students' evaluation must have the following criteria:
- It must be designed whether that the expected learning outcomes and other objectives are provided or not.
- There must be measures of value issued before and clear for grading.
- Evaluation must be done by person who understands the evaluation is important to achieve necessary information and skills for providing excepted adequacies.
- If it's possible, evaluation should not be done by one single person.
- There must be open arrangements when the students are ill and absent or such as these problems.
- Evaluation must be done by academic unit as declared. It must be impartial.
- There must be system to check that the operation is done correct .These operation can be controlled by the management.

2.3 Teaching Staff

Academic units should guarantee that their teaching staff is sufficient and is qualified for providing training. These information should be able to present to the external experts and should be interpreted by reports.

The following qualities about teaching staff should be considered:
- Instructors should have the adequate knowledge about the subject that they tuto**r**.
- Instructors should have the skills and experiences that are necessary for conveying their knowledge to the students and for understanding the students.
- Instructors should provide feedback about their performances.
- When accepting and assigning academic staff, authorities should assure that they have the minimum competency.
- Opportunities should be provided to the academic staff, which will develop their capacity of teaching.
- Institutions should provide opportunities for academic staff that are inadequate in training, to develop their skills satisfactorily.

2.4 Teaching substructure and student support

Academic units should guarantee that the supplies required for the education of the students are exist and sufficient in each education programme.

Students also need sources that will help them for learning apart from their instuctors. These sources either include computer laboratories and libraries as physical sources , or tutoring and consultancy as human resourses. Learning supplies and other supporting mechanisms should be provided. Institutions should monitor the efficiency of the support services, revise and develop them regularly.

To provide these:

- Classrooms should have the appropriate number, size and infrastructure.
- The books, periodicals, computers and other equipment should support the teaching programmes sufficiently.
- Institution should have the facilities and equipment in which existing programme can be enforced (laboratory, workshop, computer, places for the activities like sports and fine arts etc.).
- Academic staff should have rooms, equipments and other supports in order to perform their studies.
- Facilities, equipments and classrooms of the institution should be used in consistent with their capacity and effectively.
- Libraries should be used by students and instructors in consistent with their objective and effectively.
- Students should reach to an effective level of usage of laboratories and technological supplies.

Systems of Collection of Information and Evaluation

Academic units should guarantee that they collect, explicate and use the information that is required for the effective management of training programmes and of other activities and also guarantee a system that is measuring and evaluating:

- Success ratio and the rates of completing the programme of the students,
- The employability of the graduates,
- Satisfaction of students about the education that they get,
- Effectiveness of the academic staff,
- Existing learning sources and their cost,
- Having a database to determine the student profile,
- Own performance indicators of academic units.

Information

Academic units should update and publish the information regularly about the programmes and the diploma they provide. These information should be objective and should include data about the quality and the quantity.

Academic units should have policies for covering the quality and the standards of the training programmes and the diplomas they grant. Academic units should dedicate themselves to form a viewpoint that is aware of the importance of quality and knows the quality assurance on their process. To provide these, they should define and execute a strategy that aims permanent development of quality. Strategies, policies and methods should have a official status, should be documented and these documentary material should be open to the general public and students and other stakeholders should take an active part on the determination of these components. Academic units should specify the policies and the methods that they will apply for each subject separately within the context of quality assurance system.

3. THE FORMAT OF THE SELF EVALUATION REPORT

3.1 General Information of the Academic Unit

In order to accomplish their missions and objectives, academic units should continuously go through reviewing and planning. In addition, it is necessary for the unit to indicate how and to what extent the mission and objectives are accomplished, to assess whether success is gained and to explain how the results obtained are used in view of continuous planning and evaluation. During the planning phase, the academic unit should seek answers for various questions; it should analyze itself and review its goals, policies, processes and sources. In this context, issues should be handled such as defining the planning and evaluation processes of the academic unit, the way it systematically plans and assesses activities such as education, research and social services in consistency with its institutional mission and goals; the stakeholders (board members, administrators, academic staff, students and other relevant persons) within institution who participate in the planning process; the extent to which the planning and evaluation processes are efficient in determining institutional priorities and whether there is sufficient sources for evaluation.

3.1.1 Mission and Vision

The institution's mission and objectives define the institution in terms of its educational activities, student profile and the role it undertakes within the higher education community. Self evaluation is a continuous process which begins and proceeds with institutions defining its mission and objectives. Self evaluation reflects the extent to which the missions and goals have been fulfilled and are consistent with accreditation scales.

Mission and vision constitute the framework of the planning process. Mission is the very reason for an academic unit's existence, it is the task expected to be achieved by the unit. It should provide answers to questions such as "What?", "Why?", "How", "To Whom?". Vision indicates the status and position desired to be achieved in the long term; it indicates the direction to be followed. With the participation of internal and external stakeholders, academic units should determine their mission and vision. The mission and vision to be determined by the units should be consistent with Gazi University's mission and vision.

3.1.2   Historical Development

Summarize briefly the historical development of the academic unit.

3.1.3 Training Programmes

Summarize the programmes offered by the academic unit as shown in Table 1 (all tables can be found in the annex section).

3.1.4 Administrative Organization Diagram

Create Administrative Organization diagrams illustrating the entire administrative mechanisms including boards and commissions available within the academic unit.

3.1.5 Contact Information

Write down the name and contact information (address, telephone, fax, e-mail, web page) of the authorized person in the academic unit.

3.2. Planning, Monitoring and Review of the Training

All academic units should have formal mechanisms for the approval, periodic review and monitoring of the programmes. Self evaluation should reflect the following aspects of a programme; its consistence with the academic criteria, the consistence of the curriculum with the training objectives of the programme, the extent to which the learning outcomes have been met efficiently, the extent to which students acquired the intended criteria and learning outcomes and the critical evaluation of the learning facilities offered to students. Continuous enhancement of training programmes through evaluation should be considered as an ongoing responsibility. As the existing situation and requirements change, the programme should re-determine its elements for providing high quality education. Within the context of quality assurance, the self evaluation of a training programme should be handled under the below mentioned headings. The self evaluation to be handled under the below mentioned headings should be applied separately to each programme available within the relevant academic unit.

3.2.Description of the Training Programme

a) The name and type of the programme and the degrees offered: Write down the full name and type (regular or second education) of the programme and the name of the degrees formally offered within the programme (please explain the degrees where necessary).

b) A brief history of the programme: Please give information on the historical evaluation of the programme to date by taking into consideration the below mentioned items. Explain its origins and lay down the reasons for its establishment:

- Define other programmes interrelated with it.
- Indicate in chronological order the modifications the programme went through from the day it was established to date.
- Indicate, if any, the goals set within the historical context of the programme and explain the extent to which these goals have been accomplished and the positive and negative factors that played role during the process of the accomplishment of these goals.
- Indicate to what extent important modifications that take place in similar programs in other institutions are taken into consideration.
- Indicate other programmes within the institution (minor programmes, double major's programmes) to which the programme is related.

If the programme had formerly been accredited by an accreditation institution (the situation do not apply to the units which prepare self evaluation reports for the first time), the below mentioned issues should be handled as well:

- A brief summary of the recommendations received during the former evaluation of the programme.
- The extent to which the recommendations have been applied to programme.
- Give reasons for any postponement or discard of the recommendations received since the review.
- Through supportive documents, explain matters that have not been handled yet since the review.

c) Strenghts of the programme: Explain the strenghts of the programme in terms of education, administration, reseach etc. with concrete evidence (including quastionarries for students/academic staff, meetings with external stakeholders etc.). Explain in detail the approaches and processes that will be employed to ensure sustainability of the strong sides.

d) Weaknesses of the Programme: Explain the weaknesses of the programme in terms of education, administration, research etc. with concrete evidence (including questionnaires for students/academic staff, meetings with external stakeholders etc.). Explain in detail the approaches and processes that will be employed for the improvement of the weak sides.

e) Programme's Mission and Vision: By taking into consideration the misison and vision of the academic unit, indicate the programme's mission and vision with the involment of internal and external stakeholders.

3.2.2 Training Objectives of the Programme

The training objectives of the programme should be consistent with the mission of the academic unit. Continuous improvement of training programmes through evaluation should be considered as an ongoing responsibility. As the existing situation and requirements change, the programme should re-determine the elements of providing high quality education.

These objectives are developed, verified and assessed periodically in accordance with the way they are clearly defined by the policies and processes of the programme. Please explain the training objectives, determination and evaluation processes of the programme and the system employed for its improvement by taking into consideration the below mentioned items.

- Evaluate the programme by comparing it with other similar programmes in light of relevant national and international vocational/professional standards.
- Define the current tendencies observed within the relevant discipline.
- List the training objectives of the programme and display how they comply with the mission and vision of the programme. The objectives should be measurable and clearly expressed.
- Indicate the most important stakeholders of the programme.
- Indicate how the objectives of the training programme are determined, the methods employed and the opportunities drawn upon to reach the objectives; explain the views of the stakeholders and the approaches employed in re-examining the programme objectives. Please provide evidence to prove that the process is working.

While re-examining the extent to which the programme objectives are met, the below mentioned issues must be taken into consideration:

- The path followed for achieving the training objectives of the programme.
- Updating the objectives of the training programme in accordance with the changes occur in the mission and objectives of the institution.
- The challenges faced in fulfilling the determined objectives of the programme.
- How the training objectives of the programme are updated in accordance with the changing career requirements.
- Indicate specifically how the training objectives of the programme are updated in relation with the social needs.
- Explain how you manage to fulfill the training objectives of the programme, indicate how the level of fulfillment of the objectives are continuously measured and assessed and give the results obtained from periodical evaluations. Present documents which prove that these results are used for the purpose of increasing the efficiency of the programme.

3.2.3 Evaluation of the Learning Outcomes of the Programme

Program should include measurable programme outputs to ensure the accomplishment of the missions and the training objectives of the programme. Learning outcomes that are determined for the programme must be published. By means of regular and continuous evaluation, monitoring should be employed to make sure that students who have completed the programme acquired the learning outcomes. It is necessary to display through provided evidence that the evaluation results are used to improve teaching and learning. Within the context of quality assurance, the below mentioned issues should be taken into consideration and must be included in the self-evaluation report:.

- List the learning outcomes determined in respect of the training objectives of the programme and explain the relation of the learning outcomes with the training objectives of the programme (the learning outcomes should be in accordance with the basic criteria determined by independent evaluators).
- Indicate clearly how the learning outcomes of the programme are determined and announced.
- Explain the approaches and processes employed to access, measure and evaluate each and every programme output.
- Explain the approaches employed in regular revisions of learning outcomes, tell about the evaluation results obtained from these approaches and indicate the new arrangements made in accordance with the results obtained.
- Indicate the quantitative and qualitative data acquired to measure and evaluate the access of the programme outputs and through analysis, specify the evaluation results of the data.
- Explain how students' improvement and success are monitored throughout the programme and indicate whether the learning outcomes have been fulfilled.
- Explain the learning, measuring and evaluation techniques employed.
- Display the relation between the objectives of the course and the learning experiences gained during the course.
- For this purpose, explain briefly the method of evaluation you employ during and at the end of the term.
- Write down the success rate the evaluation revealed (by indicating the absolute system, the credit system and the regulation principles).

3.2.4. The Content, Planning and Efficiency of the Training Programme

In this section, information regarding the courses included in the training programme, the planning of these courses and their efficiencies should be presented by taking into consideration the context fields (sub-fields) of the programme. Arrangements made for the achievement of the objectives of the programme and the method designed to ensure the fulfillment of the objectives of the course training programmes should be explained. Examples regarding the evaluations should be presented with detailed course contents or plans. The training programme should be well-designed and should be planned specifically to ensure the achievement of expected learning outcomes. The evaluation process of the training programme should be clearly defined; the processes should include the entire training activities and should be involved in planning and evaluation processes on regular basis.

a) The Content of the Degree Programme (Curriculum)

- Please indicate the curriculum of the programme. Please indicate, if any, the latest modifications related to the training objectives of the programme. Please give reasons to justify the modifications in the curriculum.

- Please classify the courses available in the degree programme in accordance with the given order and content fields (initial vocational and general education fields) as indicated in Table 2.
- For all courses in the curriculum, please fill in Table 3 and give standard course descriptions of each course.

b) The Efficiency of the Degree Programme

- Explain weather the content of the programme is sufficient to comply with the entire programme outputs expected in the pre-graduate period.
- Please assess whether there is the need for different learning paths such as distance learning, e-learning etc.)
- Please explain how the programme curriculum overlaps with and improves students' basic skills such as critical thinking and decision taking, oral and written communication and access to knowledge. Please explain the problems faced in conducting the programme and the efforts to overcome these problems.
- Please explain to what extent the programme is interdisciplinary. If you think that the programme is interdisciplinary, please indicate how the curriculum reflects the interdisciplinary philosophy by explaining the interdisciplinary philosophy.
- Please explain in what way the degree programme including the areas that constitute the content of education attach sufficient importance and spare sufficient time to vocational education.
- By assessing the general education courses available in the curriculum in terms of the training objectives of the programme, please explain the reasons for delivering these courses. Please explain to what extent those courses meet the needs.
- Please explain how the content of the degree programme manages to reach the programme goals and to what extent and how it succeeds in fulfilling the objectives set for furnishing students with required skills.
- Discuss whether there exist appropriate learning sources to conduct the programme.

c) Composing and Evaluating the Degree Programme

- Please indicate the approaches employed in regular revisions of the content and the curriculum of the degree programme.
- Please explain the periodic review process of the degree programme.
- Please explain in what way feedback is provided from employers, representatives from business world and other relevant organizations in relation with the review of the programme.
- Explain how students participate in quality development activities.

3.2.5 Life Long Learning and Special Learning Activities

During the pre-graduate programme, it is necessary to impose students the idea that life long learning and continuous professional development are important for them to succeed in their prospective career. Providing life long learning opportunities as a core task is included in many programmes. Please explain through documents which of the following items indicated below are addressed by the services provided by the programme in order to ensure life long learning:

- Out-course and off-campus training programmes (including unit campuses, mass education centers, distance learning sites, external enrollment programmes etc.) and their creditation.
- Whether it exists in the education programme.
- Distance learning courses, in-campus and off-campus courses given with special methods (computer based learning, television, video, courses accessed through audial or other electronic sources, etc.)
- Annually held life long learning activities annually (workshops, seminars, conferences, summer programmes and night programmes, etc.)
- In-service training for continuous professional development
- Community Service Programmes and courses including programmes and courses provided by continuous education units (non-credited)
- Overseas education programmes, courses, service programmes etc. for academic staff and students.

3.3 Students

3.3.1 Admission of the students

a) Information of Registration and Graduation of the Students

- Indicate the numbers of enrolled and graduate students in a programme/academic unit within the last three years on Table 4.
- Indicate OSS minimum and maximum points, percentile ranks and average of ranking preferences of the programmes of which students are registered within the last three years on Table 5.
- Indicate the place and the progress in the scale of Turkiye by comparing OSS minimum and maximum points and average of ranking preferences of the programmes of which students are enrolled within the last three years with the equivalent programmes of similar higher education institutions.

b) Acceptance of the students

- Indicate the criteria of acceptance of the students of the programme through OSS and if any, Special Skills Examination for the students who are Turkish citizens.
- Indicate the criteria of acceptance of the students of the programme applied for non-Turkish citizens.
- Indicate the criteria of acceptance applied for horizontal transposition to your programme from other universities.
- Fill in Table 6 which is about the students accepted through horizontal transposition.
- Indicate the criteria applied for the horizontal transposition from one programme to another programme within your any academic unit.

- Fill in Table 7 which is about the students accepted throogh vertical transposition to the programme.
- Indicate the necessary criteria for the implementation of minor/double major programme.
- Explain the following points by considering the evaluation of the students' desire to choose the minor/double major programmes. The programme is to implement a questionnaire including the questions about the anxiety to fing a job, request to study in another department and request to be more equipped in the process of the application of lateral/double programme.
- Fill in Table 8 which is about the implementions of minor/double major programmes.
- Fill in Tablo 9 which is about the necessary criteria for the summer school (if any).
- Fill in Table 10 which is about the students who are first registered then cancelled the registration.
- Fill in Table 12-A and Table 12-B which is about the post-graduate students, including the data of LES/TUS.

c) Requirements for the graduation

- Indicate the necessary requirements (minimum credit numbers, grade point average etc.) to graduate from the programme.

3.3.2 Student Counseling Services

- Indicate the arrangements carried out for the first year of the students newly enrolled to the programme and their cohesion to the programme.
- Indicate existing individual guidance and(or academic counseling systems for the students in the programme. Indicate the number of the counselors per the academic staff.
- Indicate what kind of accompanying measures are taken for the students who are not very successful in the programme.

3.3.3 Monitoring Students and Evaluation of Student Success

- Indicate the arrangements and the measures of value applied consistently for the evaluation of the student success. Briefly state how in-term and final of the term evaluations (such as mid-terms, homeworks, projects, practices etc.) are done.
- Indicate the measures of value used in the evaluation of the students success for the learning outcomes of the programme.
- Comment on the status of success as the result of the evaluation.
- Indicate the procedures and policies in the monitoring and evaluating the students by considering the objectives of the programme.
- Explain what kind of cooperation has been done with state and private sectors to help graduates to find jobs.
- State whether there is a unit to keep in touch with the graduates.
- Indicate when the graduates find jobs and work about their disciplines in Table 13.
- Indicate the procedures and policies to have feedbacks and to monitor the graduates.

3.4 Academic Staff

- Indicate the allocation of academic staff in the academic unit in the existing academic year in Table 14.
- Fill in Table 15 which is about the analysis of the permanent teaching staff in the programme.
- Indicate in Table 16 and Table 17 which are about the course loads and other loads for each teaching staff and permanent teaching staff in the programme within the last three years.
- Prepare the curriculum vitae of each academic staff in accordance with Table 18 /CV Form). In addition, make the same form fill in for part-time and additional assignment academic staff.
- Indicate national and international publications, numbers of patents and projects per each academic staff in the academic unit within the last three years, in Table 19 and 20.
- Indicate the procedures and policies followed for the development and betterment of the academic staff within the framework of Quality Assurance System.

3.5 Teaching Substructure and Support to the Students

3.5.1 Physical Sources

1. Indicate the policies, rules and procedures to develop library and learning sources and manage these.
2. Indicate the appropriate places to support of the education programmes out of your institution and the measures of value to determine the services taken from the outside.

a) Places of Learning

In this section places of learning means places such as classrooms, laboratories, workshops. The following items are to be evaluated for each place of learning.

1. Indicate the name of each place, the number and size of the places, student capacity, weekly service hours and how many students use it weekly in accordance with Table 21.
2. Indicate the numbers of terminals and/or computers open for use of the students and the period open for the usage (week, day, hour) of these.
3. For each place of learning,
- The list of the equipments in the place (fixtures and materials) (Table 22),
- The usage of the place for which courses in the frequency (Table 23),
- The sufficiency of the place fort he objectives and purposes of the course,
- The security precautions and working rules in the place,
- Indicate the short and long-term requirements of the place and how they are to be fulfilled.
4. State the vocational development supports in accordance with the technology used by the academic staff in their offices and classrooms.

b) Library Facilities (If there is a library in your unit, answer the following)

1. State the number, duties and qualifications of the library staff.

2. Give the organizational scheme showing the plan and management of printed and other information sources.
3. Indicate official agreements done with other libraries and information-source institutions.
4. State the statistics of computer usage to access library sources.
5. State the number and the size of the library.
6. State the number of the boks used in the library in accordance with the classifying system (science, engineering, social, health etc.)
7. State if there is any database open for the usage of the academic staff and the students. If any, state briefly.
8. Give information about the books and databases accessible on-line.
9. Give information about receiving of a book or periodical relevant to teaching.
10. Give information about the other learning sources (map, video, tapes, movies, microfilms, VCD, DVD) in the library.
11. Give the number of learning sources (map, video, tapes, movies, micrfilms, VCD, DVD) purchased within the last three years.
12. State how the efficiency of the library is documented and what kind of a process is followed to increase the efficiency of the library usage.
13. Explain and comment on explicit data about how library sources affect learning.

c) Dormitory Facilities (to be filled by the University)

State if there are dormitories or guest houses; if any, their capacity, service facilities (the size of the room, the number of the rooms, bath-kitchen, laundry, internet facilities, etc., Table 24) and explain the payments and requirements of admission of the students to the dormitory.

In addition state accommodation facilities except the institution.

3.5.2 Other Supporting Services

a) Maintenance support services;

1. Give information about the services that may help students and academic staff in case of possible problems that can occur during the computer and computer networks usage in computer labs and workshops.
2. State who does the maintenance and service of the equipment and the frequency of the maintenance, if there are any shortcomings state how these shortcomings are planned to overcome.
3. State the number and the qualification of the technical staff helping academic staff in technological issues.

b) Health Sport and Culture Support Services

State whether there is any infirmary, if any, the facilities of the infirmary (medical equipment and numbers of the nurses, total space, the number of room and bed etc.), whether the students pay for the cure.

State other supportive services of medical social center. If there are spaces to carry out these purposes, state the capacities.

c) Scholarship

State whether there is any unit dealing with the scholarhips of your institution and other instutions for the students, the application and follow-up procedures and the measures of value for the scholarhips.

d) Student Culture and Art Communities

State how they are constructed, number of the members, their purposes and activities.

e) Sport, Culture and Art Facilities

State sportive, cultural and art activities done within the last three years.

f) Career Planning and Vocational Placement Unit

State whether there is any career planning and vocational placement unit in the institution, if any, state the facilities of this unit done within the last three years.

3.5.3 Financial Issues

State the income and expense items of the institution in accordance with Table 25 and 26 and state the outgoings of three-year in accordance with Table 27.

3.5.4 Research Facilities

1. State whether there are any laboratories and special places for research and development, if any, explain their features briefly.
2. State the proportion of the number of the computers in the rooms of academic staff to the number of the academic staff. State whether there are any additional equipments such as scanners and printers. State if the support of software is sufficient or not.
3. State the support for the access to information technologies, participation to departmental seminars, national and international conferences and other scientific activities. Give information about award and encouragement systems of these.
4. State the main measures of value in evaluation of the research performance of instituion/programme and identify the evaluation means.
5. State the support taken outside the university for the research, project and similar studies during the evaluation term of the institution/programme. State the names of the article, book, declaration, patent etc. outcomes of these studies for each year one by one.

3.5.5 Administrative Support Services

State the number and the qualification of administrative supportive staff of your institution/programme.

3.6 Collection of Information and Evaluation Systems

Explain the following items with a calendar about the collection of information systems you have to collect, analyze and use these information for the efficient management of degree programmes and other facilities, the frequency of the usage of these systems and how to evaluate the results.

- The proportion of success and going up the spout of the students,
- Communication with the graduates and the status of their employability,
- Satisfaction of the students with the training,
- Efficiency of the academic staff,
- Existing learning sources and their cost,
- Profile of the student,
- Basic performance indications, measuring and evaluation of the institution.

3.7 Information

State how and how often the public is informed about the whole activities (programmes, diplomas, policies, innovations etc.) of the institution.

3.8. The Process of Report Preparation and the Calendar

Business owner	Action	Calendar
Programme Commissions	Preparation of the self-evaluation report and presentation them to the coordination board of the academic unit.	In August 2006. Since then, each December.
Coordination Board of Academic Unit	Arranging self-evaluation reports of the programme, preparing self-evaluation reports of academic unit and presentation them to GUADEK	In September 2006. Since then, each January.
GÜADEK	Arranging self-evaluation reports of academic unit, preparing the self-evaluation of Gazi University and presenting to Commission of Higher Education Academic Evaluation and Quality Development and European University Association.	In October 2006. Since then, each February.

TABLES

TABLE 1: PROGRAMMES OF ACADEMIC UNITS AND DEGREES OFFERED
(to be filled by Academical Unit)

Name of the Program[1]	Type[2]		Duration of Program (Year)	Degrees Offered[3]					
	FE[4]	TE[5]		Associate's Degree	Bachelor	Graduate[6]			
						Master	Doctorate	Specialization in Medicine	Competency in Art

[1] Write the name of the university or faculty as it is mentioned in the catalog.
[2] Indicate every driven type of the program by singing (X) at the related column. If a program is related both in the first and second type of education. indicate them one by one.
[3] Indicate each offered degree. If different degrees has been offered show them in separated lines.
[4] Formal Education
[5] Two-Shifted Education
[6] Master and Doctorate programs which is driven in cooperation with the Institutes will be filled under the graduate column in.

TABLE 2: COURSES IN THE CURRICULUM

Year / Term	Code of Lecture	Name of the Lecture	Category (credit hour)			
			Basic Science	Profession Lectures	General Training	Other

TABLE 3: STANDARD COURSE DEFINING FORMAT

Course Name-Code: ETE 411 MECHANICS OF FLUID									Program Name: INDUSTRIAL TECHNOLOGY EDUCATION		

Semester	Education and Teaching Methods								Credits		
	Theory	App.	Lab.	Project/Area Work			Other	Sum	Credit	ECTS Credits	
7	28	-	-	22			-	50	2	2	

Course Language	Turkish
Compulsory / Selective	Compulsory
Prerequisitions	-
Course Content	• Physical features of fluids, viscosity, elasticity module, reology, vapour pressure , ideal gas law. • Static of Fluid, types of pressure, measurement of pressure, piyezometre pipe, calculations U manometre. • Dynamics of Fluid, Fluidity in the pipes, continuity equations, Bernoulli equations and applications, siphon oriphis etc. applications. • Laminar and turbilant fluids, dimension analysis of the interior pipe with turbulence fluid.
Aim of the Course	Presentation of calculation methods of static and dynamic variables and basic features of fluids
Learning Outcomes and Competencies	• Capability of basic engineering feature usage of fluids • Gaining the skill of defining problem, formulation and solving of fluid mechanism. • Gaining the skill of doing necessary analysis to provide efficient usage of data and sources
Course Book And/or Resources	1. Yüksel, Y. 2000. Akışkanlar Mekaniği ve Hidrolik. Beta Basım, Yayım Dağıtım Yayın no: 1020, İstanbul. 2. Ilgaz,C., Karahan, M.E., Bulu, A. 2000. Akışkanlar Mekaniği ve Hidrolik Problemleri. Çağlayan Kitabevi, Beyoğlu, İstanbul.

Evaluation Criteria		Sign (X) If Present	Percentage (%)
	Intermediate Examinations	x	20
	Short Examinations		
	Homework		
	Project	x	30

	Term Project		
	Laboratory		
	Other		
	Last Examination of the Semester	x	50

Instructer	Prof. Dr. H. Güçlü Yavuzcan

Week	**Topics**
1	Basic features, dimensions and units of Fluids
2	Mass – weight connections, ideal gas law.
3	Absolute viscosity.
4	Kinematic viscosity.
5	Reology, elasticity module.
6	Applications related with basic features of Fluids.
7	Static of fluids – Find out the pressure of one point.
8	Pressure Change.
9	Pressure Measurement.
10	Plane ve inclined surface effected by hydrostatic power.
11	Lifting Power– Samples of fluid static related applications
12	Newton's second low – stream line.
13	Bernoulli equation and continuity law.
14	Static, dynamic, dead point and total pressure.

TABLE 4: NUMBER OF STUDENTS ENROLLED IN AND GRADUATED FROM THE PROGRAMMES/ACADEMIC UNITS

Academic Year	Enrolled Student Number				Total Number of Graduates			
	Bachelor		Graduate		Bachelor		Graduate	
	FE[7]	TE[8]	Master	Doctorate	FE	TE	Master	Doctorate
2005-2006								
2004-2005								
2003-2004								

TABLE 5: INFORMATION ABOUT ÖSS DEGREE OF BACHELOR STUDENTS

Academic Year	ÖSS Scores		ÖSS Percentage Segment	Average of The Preference Sequence	Score Type
	Lowest	Highest			
2005-2006					
2004-2005					
2003-2004					

TABLE 6: NUMBER OF STUDENTS IN HORIZONTAL TRANSPOSITION

	Academic Year		
	2005-2006	2004-2005	2003-2004
From Foreign Universities			
From Turkish Universities			
TOTAL			

[7] FE: Formal Education
[8] TE: Two Shifted Education

TABLE 7: NUMBER OF STUDENTS IN VERTICAL TRANSPOSITION

	Academic Year		
	2005-2006	**2004-2005**	**2003-2004**
From Foreign Universities			
From Turkish Universities			
TOTAL			

TABLE 8: NUMBER OF STUDENTS WHO CHOOSE MINOR /DOUBLE MAJORS PROGRAMME

	Academic Year		
	2005-2006	**2004-2005**	**2003-2004**
Number of Students who choose Minor Program			
Number of Students who choose Double Majors Program			

TABLE 9: NUMBER OF STUDENTS ATTENDING SUMMER SCHOOL

	Academic Year		
	2005-2006	**2004-2005**	**2003-2004**
Number of Students who take the course because of failure			
Number of students who take the course from the upper class			
Number of courses in the summer school			

TABLE 10: NUMBER OF STUDENTS DROPPED OUT OF THE PROGRAMME

Cause of Leaving	Academic Year		
	2005-2006	**2004-2005**	**2003-2004**
Academical Failure			
Horizantal Transposition to another University			
Health Reasons			
Family Reasons			
Other			
TOTAL			

TABLE 11: INFORMATION OF GRADUATE STUDENTS

Academic Year	Number of Student (n=total number)	Bachelor Program/University		Proportion of Student joining from your program to different programs
		Inside[9]	**Outside[10]**	
2005-2006				
2004-2005				
2003-2004				

[9] From your program.
[10] Other than your program or another Institution.

TABLE 12 A: LES INFORMATION OF MASTER STUDENTS

Academic Year	LES Scores		Bachelor		Number of Enrolled Students
	Lowest	Highest	Lowest	Highest	
2005-2006					
2004-2005					
2003-2004					

TABLE 12 B: LES/TUS INFORMATION OF DOCTORATE/COMPETENCY IN ART/SPECIALIZATION MEDICINE STUDENTS

Academic Year	LES/TUS Scores		Master Program Grade Point Average		Number of Enrolled Students
	Lowest	Highest	Lowest	Highest	
2005-2006					
2004-2005					
2003-2004					

TABLE 13: EMPLOYABILITY OF THE GRADUATES [11]

(to be filled by Academic Unit)

	Public		Private		Academic		Foreign Country		Unemployed		Unknown	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
	Branch[12]	Extra Branch	Branch	Extra Branch	Branch	Extra Branch	Branch	Extra Branch				
Associate's Degree												
Bachelor												
Master												
Doctorate												
Competency in Art												
Specialization in Medicine												

[11] Total Number and Percentage of Last 3 years.

[12] Area of Student Gratuations (branch) and connected business line conditions.

TABLE 14 ALLOCATION OF TEACHING FACULTY MEMBERS IN ACADEMIC UNITS

Teaching Faculty Member/ Academic Title	Age Groups																										
	<30			30-34			35-39			40-44			45-49			50-54			55-59			60-64			65>		
	Number		%	Number		%[15]	Number		%	Number		%	Number		%	Number		%	Number		%	Number		%	Number		%
	F[13]	M[14]		F	M		F	M		F	M		F	M		F	M		F	M		F	M		F	M	
Professor																											
Associate Professor																											
Assistant Professor																											
Instructor																											
Research Assistant																											
Lecturer/ Specialist																											

[13] Defines Female Teaching Faculty Member.
[14] Defines Male Teaching Faculty Member.
[15] Defines the horizontal percentage. For example, the percentage of Professor at the age of 30-34 to the total number of Professor will be written here.

TABLO 15: ANALYSIS OF TEACHING STAFF (2006 – 2007 Academic Year)
(Name of the Program)

Name	Title	FT[16] or PT[17]	Last Received Degree	Last Graduated Institute and Graduation Year	Year of Experience			Efficiency Level (High, Intermediate, Low, None)		
					Public/ Industrial Experience	Member of the University	In this Institution	At Professional Institutions	At Research	At Consultancy offered Industry

[16] FT: Full Time
[17]HT: Part Time

TABLE 15: THE ANALYSIS OF THE TEACHING STAFF (2006 – 2007 Academic Year)
(Name of the Programme)

Name	Title	FT[18] or PT[19]	Latest Degree Obtained	Industry	Year of Experience			Level of Efficiency (high, medium, low, none)		
					Public/ Industrial Experience	Teaching Staff Membership	Within the Institution	At Professional institutions	in Research	Consultancy to Industry

[18] FT: Full time
[19] HF: Part time

TABLE 16: COURSE LOAD OF TEACHING FACULTY MEMBER

Teaching Faculty Member's:
Name Surname   :
Academic Title   :
Administrative Position   :
Full/Part Time   :

Academic Year[20]   :

Course

Course		Institution	FALL		SPRING		SUMMER		CERTIFICATE	
Code	**Name**		**T[22]**	**A[23]**	**T**	**A**	**T**	**A**	**T**	**A**
TOTAL										

Seminars[21]   :

Number of graduate students :

---

[20] This table should be filled in separately for the past three years (2005-2006, 2004-2005, 2003-2004)
[21] Code and Subject, if any
[22] Theoretical
[23] Applied

TABLE 17: LOAD ALLOCATION OF THE TEACHING STAFF

Name of the Teaching Faculty Member	Courses s/he instructed (Course code/credit) Term and Year[24]	Total Activity Allocation[25]				
		Training			Research	Other[26]
		Associate's degree	Bachelor	Graduate		

[24] Indicate the year and term of the data.
[25] The allocation of activities should be indicated in percentage terms (the total activity of each teaching faculty member should be 100%)
[26] Long term vacations and entrustments should be indicated in 'other' column.

TABLE 18: CURRICULUM VITAE

Personal Information

Name-Surname		
Address		
Telephone		
Fax		
E-mail		

Date of Birth		[day, month, year]

Professional Background

• Dates		
• Name and address of the employer		
• Type/Sector		
• Position/Role		
• Basic Activities/Responsibilities		

Educational Background

• Dates		
• Name and Type of the Institution		
• Basic subjects/vocational skills		
• Diploma/Title Acquired		

Foreign Languages

	[indicate language]
• Reading	[indicate level: perfect, good, basic]
• Writing	[indicate level: perfect, good, basic]
• Speaking	[indicate level: perfect, good, basic]

Projects Undertaken	

	[From latest to the oldest, list the titles of national/international projects conducted, give information about the task undertaken and indicate the funding body.

Administrative Background	

Publications (last three years)	

Grants/ Awards	

Membership to Scientific Institutions	

Additional Information	

	[Indicate any relevant information]

Attachments	

	[Indicate attached information]

TABLE 19: NUMBER OF NATIONAL AND INTERNATIONAL PUBLICATIONS OF TEACHING FACULTY MEMBERS IN THE PROGRAMME

Type	Total Number of Publication			Number of Publication per Teaching Faculty Member		
	2006	2005	2004	2006	2005	2004
Journals in the extent of SCI/SCI-Expanded / SSCI/ AHCI						
Journals in the extent of other indexes						
Refereed (National) Journals						
Papers presented in International						
Poster Presentations in International Congresses						
Papers Presented in National						
Poster Presentations in National Congresses						
Scientific/Art Books						
Sections in Scientific/Art Books						
Exhibition						
Concert						
Fashion Parade						

TABLE 20: NUMBER OF PROJECTS AND PATENTS

Quality	Type	Number		
		2004	**2005**	**2006**
National	Scientific Research Projects			
	TÜBİTAK Projects			
	DPT Projects			
	Industry Projects			
	Other			
International	EU Mobility/Exchange			
	EU Centralized Education Projects			
	EUFramework Programme Projects			
	Other EU Projects			
	NATO Projects			
	Other			
Patents	Patent Applications			
	Patents Granted			

TABLE 21: PLEACES OF LEARNING AND SERVICE HOURS

Name of Classrooms	Size (m²)	Capacity	Service hours (weekly)	Number of the students who benefits from classrooms (weekly)

TABLE 22: HARDWARE LIST OF PLACES OF LEARNING

Name of The classrooms	Landlord's fixtures	Others

TABLE 23: PLACES OF LEARNING AND THE AIM OF USE

The name of the classrooms	Aim of Usage	Usage Hours (Weekly)

TABLE 24: DORMITORIES/ GUEST HOUSE FACILITIES

The name of the Dormitory/guest House	Size (m^2)	Number of rooms	Size of Room	Capacity of Room	Total capacity

TABLE 25: SOURCES OF INCOMES

Years	Sources of incomes				TOTAL
	Registration fee of students	Supplementary budget	Circulating capital	Others	
2006					
2005					
2004					

TABLE 26: ITEMS OF EXPENSES

Item/Year	Quantity (YTL/)		
	2006	2005	2004
Education- Training			
Research			
Data processing /library			
Students Services (Health, sport ect.)			
Scholarships			
Building			
Building furnishings			
Reparation / arrangement of environment			
Stationery			
Electricity /Water/ fuel /phone etc.			
others [27]			
GENERAL TOTAL			

TABLE 27: ALLOCATION OF ANNUAL EXPENSE AMOUNT OF THE INSTITUTION PER EXPENSE ITEMS

Expense Item	Quantity of Expenses (YTL)		
	2006	2005	2004
Staff Expenses			
State Premium Costs for Social Security Organizations			
Quantum Merits			
Other Expenses			
TOTAL			

[27] Please specify reasons.

TABLE 28: ADMINISTRATIVE SUPPORT STAFF

Job Title	Number	Academic Background			
		Bachelor	Associate's Degree	High School	Elementary Education
Specialist / Technician					
Administrative Staff					
Other Services					

8.b

Seminars and Workshops organised by GÜADEK

Presentations Performed by GÜADEK members for Academic Unit Coordinators of GÜADEK

- Prof.Dr.Esin Şenol : **"European University Association" /** December 1, 2005
- Prof.Dr.Cansu ALPASLAN **"Standards and Outlines for Quality Assurance in Higher Education Area**" / December 16, 2005
- Prof.Dr.İskender ÖKSÜZ: **"Total Quality Management**"/ February 2, 2006
- Prof.Dr.Çiğdem GÜLDÜR : "**Quality Assurance and ECTS**" / February 2, 2006
- Prof.Dr.Çiğdem GÜLDÜR: "**Strategic Planning in Quality Management**" / February 16, 2006

Self-Evaluation Presentation Programs for the Academic Units

Time	October 9 Monday	October 10 Tuesday	October 11 Wednesday	October 12 Thursday	October 16 Monday	October 17 Tuesday
10.00	Faculty of Dentistry	Faculty of Vocational Education	Faculty of Pharmacy	Faculty of Engineering and Architecture	Social Sciences Institute	Faculty of Medicine
11.00	Faculty of Communication	Industrial Arts and Education Faculty	Faculty of Science and Arts		Science and Technology Institute	
14.00	Faculty of Law	Faculty of Economics and Administrative Sciences	Faculty of Education	Faculty of Technical Education	Health Sciences Institute	
15.00					Educational Sciences Institute	
15.30	Faculty of Commerce and Tourism					
16.00		Faculty of Fine Arts				

Presentation Dates for EUA and Bologna Process

	Faculty	Date
1	Industrial Arts and Education Faculty	December 11, 2006 Monday
2	Faculty of Pharmacy	December 11, 2006 Thursday
3	Faculty of Engineering and Architecture	December 18, 2006 Monday
4	Faculty of Dentistry	December 21, 2006 Thursday
5	Faculty of Education	December 25, 2006 Monday
6	Faculty of Medicine	December 28, 2006 Thursday
7	Faculty of Vocational Education	January 8, 2007 Monday
8	Faculty of Economics and Administrative Sciences	January 11, 2007 Thursday
9	Faculty of Technical Education	January 15, 2007 Monday
10	Faculty of Communication	January 18, 2007 Thursday
11	Faculty of Commerce and Tourism Education	January 22, 2007 Monday
12	Faculty of Science and Arts	January 25, 2007 Thursday
13	Faculty of Law	January 29, 2007 Monday
14	Faculty of Fine Arts	February 1, 2007 Thursday

8.c

Questionnaire samples prepared in the scope of quality assurance

i)   Questionnaire for employers
ii)   Questionnaire for recent graduates
iii)   Questionnaire for graduates
iv)   Questionnaire for course and teaching staff

Dear Sirs,

For the purpose of meeting the expectations of business life with our education process, your comments and evaluations about your employees graduated from Gazi University are very valuable for us. Thanks in advance for your contribution.

GENERAL INFORMATION
1. Name of the organization:
2. Position of the respondent:
3. Organization's contact information
   a. Address :
   b. Telephone/fax:
   c. E-mail:
   d. Web address:
4. Organization's field of activity:
5. Total number of organization's employees:
6. Total number of organization's employees graduated from Gazi University:

The number of organization's employees graduated from Gazi University and academic units they have graduated from:

Academic Unit	Number	Academic Unit	Number
Faculty of Dentistry		*Foreign Languages Collages*	
Faculty of Pharmacy		*Beypazarı Technical Sciences Vocational Higher School*	
Industrial Arts Education Faculty		*Hacıbektaş-ı Veli Vocational Higher School*	
Faculty of Science and Arts		*Polatlı Technical Sciences Vocational Higher School*	
Faculty of Education		*Finance Vocational Higher School*	
Faculty of Fine Arts		*Vocational Higher School of Health Services*	
Faculty of Law		*Vocational Higher School of Land Register and Survey*	
Faculty of Economics and Administrative Sciences		*Atatürk Vocational Higher School*	
Faculty of Communication		*Ankara Vocational Higher School*	
Faculty of Vocational Education		*Gazi Vocational Higher School*	
Faculty of Engineering and Architecture		*Kecioren Health Services Vocational Higher School*	
Faculty of Technical Education		*Graduate School of Educational Sciences*	
Faculty of Medicine		*Graduate School of Sciences and Technology*	
Faculty of Commerce and Tourism Education		*Graduate School of Health Sciences*	
Physical Education and Sports Higher Education		*Graduate School of Social Sciences*	
Higher School of Nursing		*Other*	
Ankara Dr.Refik Saydam Health Higher School		***Total***	

Departments of your organization at which Gazi University's graduates work:

Department	Number	Department	Number
Management		Administrative Services	
Production		Educational Services	
Sales/Marketing		Health Services	
Fiscal Services		Financial Services	
Research-Development		Technical Services	
Public Relations-Advertising		Social Services	
Human Resources -Personnel		Support Services	
Law		Logistics	
Informatics		Media/Press	
Engineering		Tourism-Hotel Business	
Foreign Trade		Entertainment	
Real-Estate/Construction Business		Other	
Auditing		**Total**	

Positions of Gazi University's graduates at your organization:

Position	Number
Top executive	
Executive	
Director	
Head	
Specialist	
Academics/teacher/instructor	
Vice Specialist	
Representative	
Assistant	
Staff/clerk	
Secretary	
Worker	
Other (Add as you wish)	
Total	

AÇIKLAMA: The skills and competences listed below will be evaluated according to two aspects. First, the importance of the skill or competence, in your opinion, for work in your organization; second, the level of skill or competence of graduates of Gazi University.

Read the following items carefully, first circle the level to which is necessary for your organization and then the level of skill or competence of graduates of Gazi University.

Please use the following scale:

5: Very much   4: Much   3: Some   2: Little   1: None

Note: The blank spaces may be used to indicate any other skills that you consider important but which don't appear on the list.

Skill/Competence	Level to which is necessary for your organization	Level of skill or competence of graduates of Gazi University
1. Capacity for analysis and synthesis	1 2 3 4 5	1 2 3 4 5
2. Capacity for applying knowledge in practice	1 2 3 4 5	1 2 3 4 5
3. Planning and time management	1 2 3 4 5	1 2 3 4 5
4. Basic general knowledge in the field of study	1 2 3 4 5	1 2 3 4 5
5. Basic general knowledge in the field of employment	1 2 3 4 5	1 2 3 4 5
6. Oral and written communication in your native language	1 2 3 4 5	1 2 3 4 5
7. Knowledge of a second language	1 2 3 4 5	1 2 3 4 5
8. Elementary computing skills	1 2 3 4 5	1 2 3 4 5
9. Research skills	1 2 3 4 5	1 2 3 4 5
10. Capacity to learn	1 2 3 4 5	1 2 3 4 5
11. Information management skills (ability to retrieve and analyze information from different sources)	1 2 3 4 5	1 2 3 4 5
12. Critical and self-critical abilities	1 2 3 4 5	1 2 3 4 5
13. Capacity to adapt to new situations	1 2 3 4 5	1 2 3 4 5
14. Capacity for generating new ideas (creativity)	1 2 3 4 5	1 2 3 4 5
15. Problem solving	1 2 3 4 5	1 2 3 4 5
16. Decision-making	1 2 3 4 5	1 2 3 4 5
17. Teamwork	1 2 3 4 5	1 2 3 4 5
18. Interpersonal skills (communication, harmony etc.)	1 2 3 4 5	1 2 3 4 5
19. Leadership	1 2 3 4 5	1 2 3 4 5
20. Ability to work in an interdisciplinary team	1 2 3 4 5	1 2 3 4 5
21. Ability to communicate with non-experts (in the field)	1 2 3 4 5	1 2 3 4 5
22. Ability to work in an international context	1 2 3 4 5	1 2 3 4 5
23. Ability to work autonomously	1 2 3 4 5	1 2 3 4 5
24. Project design and management	1 2 3 4 5	1 2 3 4 5
25. Initiative and entrepreneurial spirit	1 2 3 4 5	1 2 3 4 5
26. Professional ethical commitment	1 2 3 4 5	1 2 3 4 5
27. Concern for quality	1 2 3 4 5	1 2 3 4 5
28. Will to succeed	1 2 3 4 5	1 2 3 4 5
29. Stay up to date with public agenda	1 2 3 4 5	1 2 3 4 5
30. Technical equipment handling skills	1 2 3 4 5	1 2 3 4 5
31. Will to education and life long learning	1 2 3 4 5	1 2 3 4 5
32. ………………………………	1 2 3 4 5	1 2 3 4 5
33. ………………………………	1 2 3 4 5	1 2 3 4 5
34. ………………………………	1 2 3 4 5	1 2 3 4 5

Please rank below the five most important competences according to your opinion.

1. Item number ☐

2. Item number ☐

3. Item number ☐

4. Item number ☐

5. Item number ☐

While answering the questions below, please compare the graduates of Gazi University with the graduates of other universities.

What are the strengths of graduates of Gazi University?
What are the weaknesses of graduates of Gazi University?
What are the opportunities for future for graduates of Gazi University?
What are the threads for future for graduates of Gazi University?
List if you want to add anything:
1.
2.
3.
4.
5.

Thank you.

Dear Graduate,

Academic Evaluation and Quality Improvement Board of Gazi University (GUADEK) is gathering information in order to increase our graduates' lifelong success. For this purpose as well as to ensure an efficacious education and training for our future students, we need your comments. Please read the following questions carefully and choose the best answer. Thanks in advance for your contribution.

PERSONAL INFORMATION

Graduated from (faculty and department):
E-mail:
(Skip if you don't want to state.)
If you wish to pursue graduate educations, your reasons: (Multiple choices are available)

Academic career	O
Interest for another area	O
Personal improvement	O
To find a better job	O
Other ………………..............	

EXPLANATION: Read carefully the statements below and fill the circle at related line to show your level of agreement.

Questions	I definitely don't agree	I don't agree	I somewhat agree	I agree	I definitely agree
I have chosen Gazi University willingly.	O	O	O	O	O
I have chosen my department willingly.	O	O	O	O	O
Education given at my department has met my expectations.	O	O	O	O	O
I feel ready for business life.	O	O	O	O	O
I feel ready for further study.	O	O	O	O	O
Education given at my department has positively contributed my personal improvement.	O	O	O	O	O
Content of the department's program is adequate.	O	O	O	O	O
Content of the department's program is up-to-date.	O	O	O	O	O
It's easy to find source material in Turkish for program's content.	O	O	O	O	O
Competency of department's academic staff is high.	O	O	O	O	O
Department's technical infrastructure (labs. etc.) is adequate.	O	O	O	O	O
Department's informatics infrastructure (computer, Internet etc.) is adequate.	O	O	O	O	O
University's Central Library is adequate.	O	O	O	O	O
Faculty's/Department's library is adequate.	O	O	O	O	O
Psychological counseling and guidance services are adequate	O	O	O	O	O
Academic counseling services are adequate.	O	O	O	O	O
Career counseling services are adequate.	O	O	O	O	O
Social activities are adequate.	O	O	O	O	O
Health services are adequate.	O	O	O	O	O
Sanitation services are adequate.	O	O	O	O	O
Refectory, canteen etc. services are adequate.	O	O	O	O	O
Adequate internship facilities are provided.	O	O	O	O	O
I'd prefer Gazi University for further study.	O	O	O	O	O
Being a graduate of Gazi University will make me privileged in business life.	O	O	O	O	O
I'd advice my acquaintances Gazi University.	O	O	O	O	O
My department's prestige is high in community.	O	O	O	O	O
My University's prestige is high in community.	O	O	O	O	O

What are the strengths of graduates of your department?
What are the weaknesses of graduates of your department?
What are the opportunities for future for graduates of your department?
What are the threads for future for graduates of your department?
List if you want to add anything:
1. 2. 3. 4. 5.

Thank you.

Gazi University
Questionnaire for Graduates

GUADEK

Dear Graduate,

Academic Evaluation and Quality Improvement Board of Gazi University (GUADEK) is gathering information in order to increase our graduates' lifelong success. For this purpose as well as to ensure an efficacious education and training for our future students, we need your comments. Please read the following questions carefully and choose the best answer. Thanks in advance for your contribution.

KİŞİSEL BİLGİLER
Age:
Gender   Male O   Female O
Graduated from (faculty and department):
Years in which you start school and graduate:
E-mail:
(Skip if you don't want to state.)
If you have pursued graduate education;
       Second university, faculty, and department for bachelor's degree:
       University, graduate school, and program for master's degree:
       University, graduate school, and program for doctorate degree:
       Private courses and seminars:
       Other:
If you have pursued graduate educations, your reasons: (Multiple choices are available)
       Academic career   O
       Interest for another area   O
       Personal improvement   O
       Couldn't find a job/To find a better job O
       Other …………………...........
Present employment situation:
       Working in a position related to my degree   O
       Working in a position not related to my degree   O
       Further study   O
       Looking for my first job   O
       Unemployed, but have previously been employed   O
       Neither employed nor looking for employment   O
       Other (please state)
If you are employed;
       Date of first employment:
       Your current job is at the …….. ………………….(1st/2nd etc.) organization you work for.
       The name of the organization you currently work for:
       Your profession area:
       Your assignment/business position:
       How long have you been working at your current job:
       Your level of education at the application date for your current job:
             Graduated from related faculty of Gazi University   O
             Bachelor's degree from another university   O
             Masters degree from Gazi University   O
             Masters degree from another university   O
             Doctorate degree from Gazi University   O
             Doctorate degree from another university   O
             Other (please state)
Do you feel that the education you have received at the university has been adequate?
Very much O   Much O   Some O   Little O   None O
How would you rate the employment potential of your degree?
Very good O   Good O   Fair O   Poor O   Very poor O

Continues on next page >>

EXPLANATION: The skills and competences listed below will be evaluated according to two aspects. First, the importance of the skill or competence, in your opinion, for work in your profession; second, the level to which each skill or competence is developed by degree program at Gazi University.

Read the following items carefully, first circle the level to which is necessary for your current job and then the level to which developed by your education at Gazi University for the skills and competences.
Please use the following scale:
5: Very much   4: Much   3: Some   2: Little   1: None

Note: The blank spaces may be used to indicate any other skills that you consider important but which don't appear on the list.

Skill/Competence	Level to which is necessary for your current job	Level to which developed by your education at Gazi University
1. Capacity for analysis and synthesis	1 2 3 4 5	1 2 3 4 5
2. Capacity for applying knowledge in practice	1 2 3 4 5	1 2 3 4 5
3. Planning and time management	1 2 3 4 5	1 2 3 4 5
4. Basic general knowledge in the field of study	1 2 3 4 5	1 2 3 4 5
5. Basic general knowledge in the field of employment	1 2 3 4 5	1 2 3 4 5
6. Oral and written communication in your native language	1 2 3 4 5	1 2 3 4 5
7. Knowledge of a second language	1 2 3 4 5	1 2 3 4 5
8. Elementary computing skills	1 2 3 4 5	1 2 3 4 5
9. Research skills	1 2 3 4 5	1 2 3 4 5
10. Capacity to learn	1 2 3 4 5	1 2 3 4 5
11. Information management skills (ability to retrieve and analyze information from different sources)	1 2 3 4 5	1 2 3 4 5
12. Critical and self-critical abilities	1 2 3 4 5	1 2 3 4 5
13. Capacity to adapt to new situations	1 2 3 4 5	1 2 3 4 5
14. Capacity for generating new ideas (creativity)	1 2 3 4 5	1 2 3 4 5
15. Problem solving	1 2 3 4 5	1 2 3 4 5
16. Decision-making	1 2 3 4 5	1 2 3 4 5
17. Teamwork	1 2 3 4 5	1 2 3 4 5
18. Interpersonal skills (communication, harmony etc.)	1 2 3 4 5	1 2 3 4 5
19. Leadership	1 2 3 4 5	1 2 3 4 5
20. Ability to work in an interdisciplinary team	1 2 3 4 5	1 2 3 4 5
21. Ability to communicate with non-experts (in the field)	1 2 3 4 5	1 2 3 4 5
22. Ability to work in an international context	1 2 3 4 5	1 2 3 4 5
23. Ability to work autonomously	1 2 3 4 5	1 2 3 4 5
24. Project design and management	1 2 3 4 5	1 2 3 4 5
25. Initiative and entrepreneurial spirit	1 2 3 4 5	1 2 3 4 5
26. Professional ethical commitment	1 2 3 4 5	1 2 3 4 5
27. Concern for quality	1 2 3 4 5	1 2 3 4 5
28. Will to succeed	1 2 3 4 5	1 2 3 4 5
29. Stay up to date with public agenda	1 2 3 4 5	1 2 3 4 5
30. Technical equipment handling skills	1 2 3 4 5	1 2 3 4 5
31. Will to education and life long learning	1 2 3 4 5	1 2 3 4 5
32. ………………………………	1 2 3 4 5	1 2 3 4 5
33. ………………………………	1 2 3 4 5	1 2 3 4 5
34. ………………………………	1 2 3 4 5	1 2 3 4 5

Please rank below the five most important competences according to your opinion.

1. Item number   ☐

2. Item number   ☐

3. Item number   ☐

4. Item number   ☐

5. Item number   ☐

While answering the questions below, please compare your department with other universities and similar departments.

What are the strengths of graduates of your department?

What are the weaknesses of graduates of your department?

What are the opportunities for future for graduates of your department?

What are the threads for future for graduates of your department?

List if you want to add anything:
1.
2.
3.
4.
5.

Thank you.

Questionnaire for
Courses and Teaching Staff

GUADEK

Dear Students,

Academic Evaluation and Quality Improvement Board of Gazi University (GUADEK) is working intensively to implement a contemporary, success focused and evolutionary education and training process at every unit of Gazi University. Questionnaire for Courses and Teaching Staff developed for this purpose is prepared to improve the quality of education progressively with your precious opinions. Thanks in advance for your contribution.

Choose one answer for the questions below

Have taken the course for the: O 1st time   O 2nd time   O 3rd or more

Total number of teaching staff gave the lesson:

O1   O2   O3   O4   O5   O6   O7   O8   O9   O10

How regularly have you attended to the classes?

O Absentee   O %70   O %80   O%90   O%100

How hard do you think the course is? (Gets hard as the number gets bigger)

O 1   O 2   O 3   O 4   O 5

ASSESSING COURSE

Course name:	I definitely don't agree	I don't agree	I somewhat agree	I agree	I definitely agree
I have given a course introduction form that informs me about the content of the course, processing style, evaluation system, and source materials on the beginning of term/year.	O	O	O	O	O
The aim and benefits of the course have been explained on the beginning of term/year.	O	O	O	O	O
The credit of the course was appropriate for the effort required.	O	O	O	O	O
Course process was run according to the course introduction form.	O	O	O	O	O
Homeworks, practices and studies were doable.	O	O	O	O	O
Course books/source materials were adequate and up-to-date for the course.	O	O	O	O	O
Field works/practices/labs etc. of the course were adequate.	O	O	O	O	O
Quiz(zes)/homework(s)/project(s) was very helpful for me to learn this lessons.	O	O	O	O	O
I was eager to attend the classes actively.	O	O	O	O	O
My expectations were met at the end of the term/year.	O	O	O	O	O
I believe that the course helped my professional improvement.	O	O	O	O	O
The course helped me to view life and world in a different perspective.	O	O	O	O	O
Other opinions about the course:					

ASSESSING TEACHING STAFF(S):

Name and surname of the teaching staff:	I definitely don't agree	I don't agree	I somewhat agree	I agree	I definitely agree
Knowledge of the teaching staff(s) related to the subject was up-to-date.	O	O	O	O	O
Teaching staff(s) was prepared for the lessons.	O	O	O	O	O
Teaching staff(s) gave the lessons according to the syllabus.	O	O	O	O	O
Teaching staff(s) gave the lessons expressively.	O	O	O	O	O
Teaching staff(s) arrived in time for the lessons.	O	O	O	O	O
Mode of speaking of teaching staff(s) was fluent and clear.	O	O	O	O	O
Teaching staff(s) used the time for lessons effectively.	O	O	O	O	O
Teaching staff(s) was eager to lecture and be helpful to the students.	O	O	O	O	O
Teaching staff(s)'s approach to the students was positively.	O	O	O	O	O
Teaching staff(s) was open and respectful to the students' views.	O	O	O	O	O
Teaching staff(s) encouraged the students to research and attendance.	O	O	O	O	O
Teaching staff(s) helped and guided the students for homeworks, projects etc.	O	O	O	O	O
Teaching staff(s) answered the questions about the course at or out of the class time.	O	O	O	O	O
Teaching staff(s)'s evaluating system (mid-terms and finals, projects, homeworks etc.) was appropriate for evaluating the aim and content of the course.	O	O	O	O	O
The answers of the questions were discussed after the examinations and required explanations were made by the teaching staff(s).	O	O	O	O	O
I believe that the students were evaluated fair and objectively.	O	O	O	O	O
Other opinions about the teaching staff:					