

AKDENIZ UNIVERSITY
EUA EVALUATION REPORT

November 2007

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FOREWORD AND INTRODUCTION

1. In 1993, the antecedent organisation of EUA, the European Rectors' Conference (CRE) determined to offer its 500 or so member institutions the facility of a strategic international quality review, as an instrument to help the institution evaluate its strengths and weaknesses in the light of external opportunities and threats, and to prepare for the next phase of its strategic development. The aim is to provide a dispassionate external supportive review, which will assist the university
 - 1.1 examine its medium and long term aims, both in respect of content and process.
 - 1.2 analyse the internal and external constraints, and how they can be overcome, or at least, coped with.
 - 1.3 formulate strategies to enhance the quality of its operations and effectiveness of implementation.
 - 1.4 by reviewing institutions in different countries, EUA disseminates examples of good practice, validates common concepts of strategic planning and elaborates shared perceptions of quality.

2. The review team for the evaluation of the Akdeniz University consisted of
 - Professor Virgilio Meiro Soares (Chair)
Former Rector, University of Lisbon, Portugal
 - Professor Jacques Lanares
Vice Rector, University Lausanne, Switzerland
 - Professor Sokratis Katsikas
Former Rector, University of the Aegean, Greece
 - Emeritus Professor John Davies (Team Member and Secretary)
Former Pro Vice Chancellor, Anglia Ruskin University and Professor of Higher Education Policy and Management, University of Bath, UK

3. The review of Akdeniz University in Turkey adopted the normal four stage structure for such evaluations, namely :
 - 3.1 the university undertook a self-evaluation process, leading to a Self-Evaluation Report.
 - 3.2 the first visit of the Review Team to the University ('preliminary visit') during which the Review Team became acquainted with the university and its context. The preliminary visit took place in March 2007 and identified the principal strategic questions which needed especial emphasis; and obtained additional information.
 - 3.3 the main visit aimed to come to judgements about the university's strategic and quality management capacity, validating the self-evaluation reports by probing them in interviews with many groups of internal and external stakeholders. The main visit ended with an oral report by the Review Team,

sketching the main lines of its findings, conclusions and recommendations. The main visit took place in June 2007.

- 3.4 this written Report gives a more detailed and thorough version of the Review Team's findings, conclusions and recommendations to the University. Recommendations are emboldened in the text.
4. Whilst this was essentially a general strategic review, the University indicated its particular interest in the EUA team's observations on
 - 4.1 the next stage in the evolution of the University.
 - 4.2 the role of the University in its region, with specific reference to its regional business.
 - 4.3 the adequacy of the current organisational structure to meet future challenges.
 - 4.4 the international dimension.

The team has done its best to address these issues in the chapters which follow.

5. The team is pleased to commend the University on its preparations for the Visits. These encompassed, *inter alia*,
 - 5.1 the institution of a Self Evaluation Committee, well supported by staff members of the Office of Research, Planning and Coordination.
 - 5.2 an extensive self evaluation reporting process by academic and administrative units supplemented by significant underpinning data.
 - 5.3 a further consultation process which included a Website for comments, and briefing meetings across the University culminating in Senate approval in January 2007.
 - 5.4 an impressive consolidated Self Evaluation Report, with excellent supporting statistics and appendices, and incorporating a very thorough Strategic Plan 2007 – 12.

The above process resulted in consistent perspectives across the University, and via a sound indication of a thorough process. The Self Evaluation Report itself was genuinely self-critical and analytical and this characteristic pervaded the discussions across the University. If the momentum for self-criticality and engagement of staff at all levels in strategic review generated by this process can be sustained as a normal characteristic of university functioning, this will serve the university very well. There is every indication that the strategic Planning Committee with the Associated Performance Field Study Groups (6) will sustain this momentum.

6. We wish to thank the Akdeniz University for the open atmosphere in which the meetings took place; for the systematic and thorough documentation; as well as for the excellent arrangement of the visits. Special thanks are due, in this regard to the self-evaluation team led by Professor Oguz Baskurt who was also the contact person; and, of course, Professor Mustafa Akaydin for a very stimulating professional experience.

CONSTRAINTS AND INSTITUTIONAL NORMS

MISSION, SCOPE AND POSITIONING

7. Appendix 6 of the Self-Evaluation Report articulates the statements of the University's Mission, Vision and Values, which taken together form a comprehensive and coherent statement of what the University stands for. Each of the elements in the Mission can readily be converted into strategic objectives – and indeed, there is an explicit engagement with those in the Strategic Plan, which demonstrates a conceptual integration of thought and of practice we discuss elsewhere.
8. However, the team would recommend further consideration of the following
 - 8.1 **it is understood there are 99 HEI in Turkey, 68 state and the rest private. It is not clear how Akdeniz is positioning itself with regard to these, regionally and nationally, in terms of mission and profile.**
 - 8.2 **whether the university is wishing to become more comprehensive in disciplinary scope than is the case at present (i.e. adding to, and to a certain extent, counterbalancing the historically dominant position of Medicine). Newer areas are certainly emerging well (Tourism, Business, Agriculture, Archaeological Sciences and Materials Sciences). A broadening of the University's scope has, of course, significant external and internal implications.**
 - 8.3 **the term "world class" is used, and this needs further unpicking in terms of the practical implications. It has resonances in**
 - **recognised high quality of programmes and research – but by whom, and what criteria?**
 - **possibly being a significant international player in programmes and research with offshore activities, e-learning internationally, i.e. a creature of globalisation**
 - **an international faculty and student body**
 - **robust and productive international strategic alliances to deliver strategic objectives.**
 - 8.4 **the word "entrepreneurship" is also used, and the critical success factors to realise this are probably not (all) in place.**
 - 8.5 **since Akdeniz University is externally oriented – and rightly so – it is important that the elements in the Values Statement (which are appropriate and challenging) are similar perceived in terms of external identity. This has clear ramifications for the Marketing function. It was not altogether clear to us what the "Institutional Identity Assay" revealed. Institutional "Brand" is the issue here, and is closely connected to para. 8.1 (Institutional Positioning). One of the nine major planning domains is the "Development of Recognition", which is related to the identity question. This implies a case for articulation of the two sections of the Plan.**

9. The team notes that Akdeniz in the past has acted as an incubator for new, now independent HEI. **We would merely enquire whether this is likely to be part of future mission. Again, there are implication both ways.**
10. **Finally, given the turbulent world of Turkish and international HE, it is worth the University questioning its mission again during and at the end of the new strategic plan period (2007 – 12). Missions and even fundamental values may need to evolve over time and a new trajectory may well be relevant in 2012.**

ORGANISATION AND GOVERNANCE

11. The EUA team quite appreciates that the current organisational framework of the University is a product of national legal directions on universities; the legal status as a “civil” service organisation; and responses to the challenges of its own evolution over a relative short institutional history. Inevitably, at a particular point in time, the question has to be asked, “is the current organisation the optimum one for the future development of the University?” This implies, of course, that

11.1 there is a coherent vision for future development ... which there is, in the Strategic Plan.

11.2 there is a clear picture of what external challenges need responding to ... which there is (see paras. 37 – 46) on Agendas for Change).

11.3 there is an emerging understanding of the existing limitations on the University, in terms of operational autonomy (see paras. 25 – 27 on Resources and paras. 31 – 32 on Human Resources, especially) and internal practices (see Self Evaluation Report).

Given this set of assumptions, it is thus possible to outline the constraints posed by current organisational patterns, and to propose possible reforms.

12. Since the Mission and Vision are the philosophical driving forces, the following emerge as conditioning factors in any organisational development

12.1 the necessity for more institutional autonomy, and thus the availability of internal organs to manage this creatively and responsibly – government would legitimately expect this.

12.2 the desire to achieve a shift in the institution’s cultural norms towards

- an entrepreneurial culture
- a quality culture
- a “learning organisation”
- a non-dependence culture

set within a strategic planning context.

In the sections in this Report on Resources, Quality, Human Resources, and in the sections on the various domains of activity, the team attempts to take the above to their logical conclusions.

13. In terms of governance, the following sections of the Report make a case for more institutional autonomy and a change of legal status (paras. 27 and 36). Apart from this, the EUA team suggests **the University consider the establishment of a Board of Governors or Trustees, which would be likely to be needed in any case, given more autonomy as an instrument of**

13.1 **public accountability.**

13.2 **involving major external stakeholders in the strategic direction of the University on a structured basis.**

13.3 **ensuring high level strategic thinking and outward looking perspectives.**

13.4 **facilitating income generation.**

The representation would be entirely external, and options are open regarding method of appointment. Other systems have practised this arrangement for many decades, and have found it significantly strengthens the university and complements the rector's role as chief executive, without weakening it. Its role is in broad strategy and resource policy, and not in academic matters. This arrangement would be entirely compatible with an entrepreneurial orientation.

14. It is clear that successive rectors have made massive contributions to the development of the University, and, if anything, the capacity of the Rectorate as a team could be strengthened. It seems that, on examination of the roles and portfolios of vice-rectors (at present 3), they each operate as controllers of various bureaucratic units and as "pastor" for a group of faculties, centres, schools. Related to this is the perception that there are considerable variations in approaches to common problems across the University, which could benefit from some harmonisation. Whilst things may have worked well in the past, our recommendations are

14.1 **their roles should be redefined as functional strategy roles in different portfolios such as**

- **Academic**
- **Research and R&D**
- **External Relations, including Regional/International**
- **Strategic Planning and Resources**
- **HR and Student Welfare**

(the permutations are endless). In this way the main strands of the Strategic Plan have a champion to develop and implement strategy across the institution.

14.2 **they could assume responsibility for the specific administrative units which support the particular portfolio – but in oversight, not detailed control.**

- 14.3 **they chair the Senate Committees and other committees/board relevant to their portfolio.**
- 14.4 **to sustain the vertical and lateral co-ordination needed, the Co-ordination Board could certainly continue, but a Council of Deans and Rectorate should be established.**
- 14.5 **it may be that 1/2 additional vice-rectorships might be useful.**

In this way, Vice Rectors would add significant strategic value to the institution.

- 15. At the level of central administrative units, the EUA team would ask the University to consider, in the context of the regrouping indicated above,
 - 15.1 **possible amalgamation of units in related areas, which would simplify the structure and reporting line considerable, e.g.**
 - **Research Planning and co-ordination with Research Projects Administration**
 - **Strategy Development with Financial and Administration Affairs/Revolving Budget**
 - **International Office/Project Office.**
 - 15.2 **development of a service culture vis a vis academic units. This is, in any case, compatible with the principles of TQM and could well encompass service agreements.**
- 16. The “world class” agenda outlined in the Vision is likely to be facilitated by the existence of excellent high quality critical masses in high profile academic areas, which are likely to provide interdisciplinary clusters, and significant “clout” in the international arena. With this in mind, **there may be scope for some re-alignment or combination of existing faculties, e.g. Arts and Fine Arts, Economics and Antalya Faculty of Business.**
- 17. The above, together with the entrepreneurial movement would call, over time, for a continuation of the existing trend of devolution to faculties, especially if the Law on Higher Education provided greater autonomy for universities. In this eventuality, the University might wish to consider
 - 17.1 **classifying faculties as full profit/budget centres.**
 - 17.2 **the appointment of executive deans.**
 - 17.3 **planning agreements between the Rector and faculties.**
- 18. The section on Research (paras. 64 – 65) discuss the EUA team’s slight unease on the respective roles and operations of Research and Application Centres and Institutes, and has suggested avenues to resolve the perceived ambiguities and tensions, which are not repeated here.
- 19. The EUA team were interested to note the development of both four year and two year Schools (Vocational Schools), which are quite widely distributed in population

centres across the region. They obviously play a very important role at the technician levels of education especially in relation to local markets. Although there are links with faculties, it does not seem there is any significant academic synergy. In so far as the Schools play a valuable existing role, there would be no case for any change. However, in other regions and systems, such institutions play a much more integrated role with the regional university e.g.

19.1 as feeder colleges to the university for bright students, on a preferred status basis.

19.2 as colleges which might conduct the equivalent of the first year of a degree programme – or a preparatory, bridging year – before student move into the university on a credit transfer basis. This is often vital in an HE system which is in the throes of massification, since it enables the university to escape submergence as a degree factory to the detriment of research.

This is only possible, of course, if there is a well articulated credit system, and if there are appropriate QA arrangements with these other institutions.

20. This is not unrelated to the question of the University acquiring units in other locations : a multi-campus outreach provision, which is certainly compatible with the University's deemed regional role. There are clearly organisational ramifications for the University in both the above in terms of

20.1 faculty responsibilities.

20.2 vice-rector steerage.

20.3 quality and financial consideration.

20.4 representational issues.

21. Given all the above, and the implications of enhanced quality arrangements (paras. 35 – 36) and strategic planning (paras. 49 – 50), it is evident that Senate would need to adjust its own role and operations accordingly. The statutes indicate the duties and functions in conventional terms, but given the contents of the University's own Strategic Plan and Self Evaluation, and this EUA Report, these duties and functions now should be revisited in terms of

21.1 a specific role in strategic planning generally and academic planning particularly.

21.2 a focal responsibility for guaranteeing the quality of the University's programmes and research.

21.3 the broader functions of the University : continuing education, knowledge transfer etc.

This would certainly imply a different set of Senate subcommittees e.g. Teaching and Learning, Research, Quality, International, for instance.

22. In organisational terms, there is the question of the adequacy and relevance of current institutional strategic alliances, both nationally and internationally. These are discussed in more detail in paras. 71, 78 and 79.3 but here, we might usefully indicate some overriding factors. Alliances should, *inter alia*

- 22.1 extend the capacity and quality of the university by adding available high quality resources.
- 22.2 enable the university to generate critical mass in key strategic academic areas which may be especially important in international standing; acquiring contract funding etc.
- 22.3 complement the university's expertise (i.e. a partner need not necessarily be a university).
- 22.4 provide enriching experience for staff and students.

In short, they should add value. The University may thus find it important to conduct a review of existing alliances, and determine its future needs in relation to the strategic goals.

- 23. Finally, the issues discussed here are developed further in subsequent chapters. What is apparent is that the existing organisational framework is unlikely to be able to deliver the intent of the Strategic Plan. The Development Goals, Objectives and Strategies for Organisation, whilst they are excellent on QA issues, do not adequately deal with the above. In short, once the University rightly decides on a series of multiple objectives and domains of activity, there are consequences.

RESOURCES

- 24. As the Self Evaluation Report indicates, the University is heavily dependent on government funding. Of its \$157m. budget, a steady proportion of 61% comes from so-called Revolving Funds (mostly derived from income generated from the Hospital and other enterprises) and 36% from the so-called Special Budget (principally state support). Fees contribute only 3% of income.
- 25. Within this picture however, the constraints posed by public sector funding are clearly evident
 - 25.1 universities are subject to rigid procedural controls which involve four restricted spending periods within the year, thus reducing flexibility – in relation to the Special Budget.
 - 25.2 the budget formulation is based on a line item principle rather than lump sum budgeting, thus limiting operational flexibility.
 - 25.3 no state funding for research is directly provided to universities, as part of the budget.
- 26. There are clearly substantial consequences of this for the University
 - 26.1 lack of guaranteed on-going funding to sustain research, which is problematical given “world class” aspirations.
 - 26.2 shortages in key areas such as laboratories and IT.

- 26.3 general shortages of disposable income.
- 26.4 the need to generate diversified source of income from sources which should be both buoyant and durable, which, in turn, leads to
- 26.5 an affirmation of the aim of the University to brand itself as an entrepreneurial institution, the implications of which will be explored later.

The University is to be commended on its coping mechanisms within this unfavourable context, especially in relation to its nourishment and utilisation of the Revolving Fund, especially for research support.

- 27. The above call for the need for more institutional autonomy in financial matters from government. The Turkish government is presently considering reforms in this area which are expected to encompass, *inter alia*

- 27.1 performance-based budgeting ... of which there are several variants internationally.

- 27.2 continuing the two separate budgets (Special Budget and Revolving Fund)

It would also be helpful if government also introduced

- 27.3 more entrepreneurial freedom.

- 27.4 transparent cost calculations for teaching and research.

- 27.5 funding on the basis of an agreed strategic plan which delivered national and regional priorities.

- 28. If these proposals are actually implemented, it is clearly vital for the University to be prepared to maximise the potential which is implied, in terms of policies, processes and culture and it is encouraging that some of these elements already exist or in embryonic form. The EUA team would recommend, in addition

- 28.1 assembly of a whole profile of potential income sources, including e.g.

- fully costed contract research
- international student fees
- fully costed continuing education and consultancy
- hire out of facilities and equipment
- co-operative education
- European funding.

- 28.2 cultivation/marketing of likely clients/customers in the above areas.

- 28.3 review of the robustness of intellectual property policy.

- 28.4 assessing faculty/unit/department external income generation potential. This involves comparing it with actual performance; and setting precise income generating targets for these units as part of their budgets, and ...
 - 28.5 introducing internal performance based budgeting.
 - 28.6 assessing the effectiveness of existing incentive structures (promotion criteria; share-out of overheads, surpluses) to stimulate entrepreneurial activity.
29. The resource shortage question can be approached through a combination of
- 29.1 cost savings.
 - 29.2 income generation.

which should be addressed through faculty and other units' budgets and plans, but also through the various domains discussed in the second part of this Report, namely the educational programme; research and R&D; regional contributions; and international profile.

HUMAN RESOURCES

30. This element will be discussed in two contexts. In this section, in terms of the relative balance of autonomy and stake control; in paras. 51 – 54 in terms of the role of human resource management as an instrument of institutional change and development. The two are, of course, closely related, in relation to what is managerially possible at university level.
31. It is evident that there are significant constraints on institutional management, owing to the status of universities as “civil service” organisations, which imply that staff have “civil servant” status. The manifestations of this include the following
- 31.1 whilst the University has the autonomy to appoint academic staff, there is substantial control by HEC of the number and type of positions; and of the prescribed minimum requirements. This limits
 - institutional flexibility and response to changing needs
 - the development of a coherent career structure and succession planning.
 - 31.2 administrative personnel arrangements pose similar problems of
 - inflexibility because of state personnel regulations
 - job rotation and flexibility
 - shortage of administrative positions.
 - 31.3 the impossibility of shedding personnel because of permanent job security, creating issues of

- low turnover
 - inbreeding
 - the absence of a performance culture, and a problem of motivation.
- 31.4 because of the above, and turnover problems, an escalation in the proportion of higher paid jobs,
- creating a “reversal of the pyramid”
 - creating a serious current problem of age profile which will inevitably lead to massive and dysfunctional turnover over a short period.
- 31.5 limitations on remuneration/reward flexibility.
32. The EUA team thus concludes
- 32.1 the limitations imposed, if continued, are likely to shift essential entrepreneurialism and responsiveness, not the least to other major parts of the HEC “Strategy for Higher Education” to 2025.
- 32.2 **institutional status needs urgent reconsideration for the entire Turkish HE system, to move it away from a civil service tradition – with all the positive consequences which would follow for staffing and other matters.**
- 32.3 **the university urgently needs to earn more non-government funding to provide more autonomy and flexibility.**

EVALUATION AND QUALITY PROCESSES

33. In general, the EUA team observed a very promising start to the development of a rigorous QA system and culture in the University. This, of course, is necessary owing to
- 33.1 the demands of the Bologna process (Goals of the Education-Training, Goals, Objectives and Strategies recognise this and the EUA team urges **early realisation of the strategies outlines together with other recommended below**).
- 33.2 the intentions of HEC, which promises initiatives in this field (the team recommends the University does not wait for pronouncements, but pushes its interesting directions and adapts later.
- 33.3 the imperatives of the consumer and professional stakeholders.
34. The development to date may be characterised by
- 34.1 a heavy initial focus on TQM and ISO 9001 covering most aspects of university life, and the nine strategic plan areas are part of this. Supporting organisational structures have been set up to realise TQM (Board/Council/ : Executive Board; Education Board; Evaluation Board; Quality Improvement

Team; and designated “responsables” within the units. ISO 9001 Certification will be shortly applied for. Thoroughness is evident.

- 34.2 an Operational Director of TQM.
- 34.3 a variety of different student oriented QI instruments across the faculties and participation in national subject QA networks. This variability in approaches raises questions of consistency, fragmentation, duplication of effort and problems of subsequent comparisons.
- 34.4 a Centre for Educational Excellence to stimulate QI initiatives across teaching units.
- 34.5 partial conceptualisation of the whole scope of QA in HEI which is likely to need “backfilling”.
- 34.6 a growing acceptance by staff of the QA imperative.

Much of the initiative has been generated by purposive and systematic development of good QA practice in the Medical Faculty and Hospital, so the Q culture is but partially developed across the University, as yet. Nonetheless, there is every prospect of considerable achievement in this domain, linked to the Strategic Plan, and institutional norms are certainly being evolved in this respect.

35. Whilst commending progress thus far, the EUA team would request the University to consider the following

- 35.1 **ensuring the scope of QA is comprehensive, encompassing mainstream teaching; knowledge transfer; research; continuing education; administration and support; top management effectiveness; academic units as whole organisations. The last two are missing at present and these would do much to add to organisational integration (as in other countries).**
- 35.2 **policy themes/thematic review is likely to be important, given the attention to strategic planning.**
- 35.3 **the juxtaposition of TQM with other conventional QA frameworks used in HE should be explored : is there a tension in philosophy and practice? Can they co-exist? Can TQM adequately cover academic domains, and is it compatible with Bologna principles and practice?**
- 35.4 **ensuring the feedback/action loops following quality investigations is strong and explicit. It seems to be thus in the ISO 9001/TQM arrangements in the Hospital/Medical area, but is not all that clear in more conventional academic domains, as discussions with faculties and students demonstrated. Certainly there is a feeling among students that the action loop/transparency dimension is rather weak. The particular organs needing to be engaged in the action loops from the evidence considered would be**
 - **senior management**
 - **deans**

- **support units**
- **Senate.**

35.5 **as far as Senate is concerned, in most western universities, it would be the custodian of academic quality, but does not appear in any of the TQM documentation. There are precedents elsewhere indicating precisely how Senate figures in the action/reporting loops, which we strongly recommend.**

35.6 **ensuring QA outcomes are converted to processes for staff development**

- **strategic planning at various levels**
- **course development**
- **organisational renewal**
- **Centre for Excellence in Education.**

We observe in passing that QA reviews have, in the recent past, numerated issues of inadequate physical infrastructure/laboratories for praxis; examination and assessment loads; failures in credit recognition; and wonder how these have been followed through, and to what effect.

35.7 **Various of the processes we considered are functioning adequately or will, but are essentially carried out by people internal to the University, though they certainly pick up questions of client satisfaction (patients). There are external dimensions which might be pursued, e.g.**

- **by external stakeholders/employers**
- **by international peer groups (research, subject development)**

which would be consistent with other university priorities.

35.8 the Board for Quality could profitably exercise greater co-ordination with a view to

- standardising/harmonising instruments across the University
- monitoring follow-up action
- cross-fertilising good practice
- training in QA
- reporting to Senate.

36. Finally, the University rightly places great priority on the development of a robust quality culture, and there is evidence that this is being realised. Perusal of recent EUA publications will certainly assist further.

CAPACITY FOR INSTITUTIONAL CHANGE

AGENDAS FOR CHANGE

National Level Challenges

37. The Higher Education Council's draft document "Turkey's Higher Education Strategy to 2025" indicates in substantial detail, the expected directions of the system, and thus, for Turkish HEI also within this broad framework. The agendas posed may be classified into matters of academic provision (education and research) and matters of institutional capacity.
38. As far as academic provision is concerned, the following are especially noteworthy
 - 38.1 mass higher education, implying access and equal opportunity; flexible and open programmes; lifelong learning; leading to advanced specialisation and world class quality; transition from secondary to higher education.
 - 38.2 enhanced international class knowledge production (research), implying centres of excellence and recognition; doctoral expansion.
 - 38.3 enhanced IT and language provision and ethical standards.
 - 38.4 revised role for vocational high schools.
39. As far as institutional capacity is concerned,
 - 39.1 increased and diversified funding.
 - 39.2 delegation of authority to institutional level.
 - 39.3 strengthening of senate and administrative boards.
 - 39.4 engagement with society.
 - 39.5 election of rectors and deans.
 - 39.6 more democratic institutional culture.
 - 39.7 improving staff morale and competence.
40. There is a further dimension not recognised in the HEC paper, but which is none the less present namely, the development of reasonably well funded private universities, which have secured US or European accreditation and have the potential to be formidable rivals to state universities. To date, this has not figured as an issue on the Akdeniz strategic radar, but would certainly call for vigilance in terms of quality issues, relevance and accessibility, items of which the university is well aware.
41. The EUA team is overall content that the Strategic Plan and Internal Goals pick up and address these issues comprehensively and purposively, which demonstrates a competent strategic planning function.

Regional Level Challenges

42. The University derives much of its energy from the fact that it is the only significant public HEI in the region of Antalya. It is thus important to analyse briefly the nature of the region and its trends, and consequently what fall out as being the strategic challenges for Akdeniz University.
43. The region itself is characterised by
 - 43.1 a strategic location at an international cultural and geographical crossroads and with an extraordinarily rich history.
 - 43.2 a fast growing population (150k. in 1973; c. 1.7 million in 2007; and a likely projected increase to c. 2.2 million in 2015) fuelled by both internal growth and inward migration. The population of the city itself is about c. 1 million.
 - 43.3 a reasonably prosperous coastal zone and a poorer interior.
 - 43.4 a strong desire to articulate with European initiatives, especially with regard to regional funding and development.
 - 43.5 an employment pattern with substantial future concentration on
 - agriculture : greenhouse and horticultural provision
 - tourism, including hotels, hospitality, craft products
 - culture, sport and leisure, films, archaeology
 - software and IT development
 - public administration and services.
44. It follows that, if the university is to serve the needs of the region, it would have to
 - 44.1 be active in cooperating with the relevant agencies in articulating these needs precisely in the way of policy research and surveys.
 - 44.2 examine analytically, the relevance and readiness of its own profile and practices in relation to the above – which would then generate its own agendas for strategic action.

Both of the above are established elements in the university's behaviour and the **EUA team urges a continuation of the systematisation of processes in this regard and a continuing review of its responsiveness as an institution.**
45. Regarding the precise policy agendas for the University, the following thus emerge
 - 45.1 the need to align the faculty and academic profile of the University to market consideration, which would imply, *inter alia*
 - greater focus on software and IT provision
 - enhanced provision for tourism related developments, construction, hotel and hospitality management, gastronomy

- expansion in provision for film, sports, leisure management
 - ecology and the environment.
- 45.2 relating educational provision/delivery to the changing population of adult and corporate learners. This would call for appropriateness in terms of
- access and participation
 - outreach/off campus education
 - lifelong learning
 - flexible learning : credits etc.
 - e-learning
 - cooperative education with industry and public services
 - structured interdisciplinary (Mode 2) study
 - entrepreneurship.
- 45.3 attention to issues of expansion, massification over time, and the need to sustain a strong research/R&D profile
- setting limits on growth
 - avoiding becoming a teaching factory
 - setting up institutional partnerships
 - reconceptualisation of the role of Vocational Schools to pick up some of the “mass market”
 - distance learning
 - enhanced QA practices
 - alternative pedagogies.
- 45.4 new research agendas focussing on emerging urbanisation and social issues.
- 45.5 assisting the region to become more heavily involved in European funding possibilities.
- 45.6 enhanced R&D and knowledge transfer to facilitate the above.
46. Taking both sets of challenges together, they constitute a formidable set of agendas for the University. The subsequent chapters will consider the ramifications in various domains of activity and suggest appropriate avenues of development.

STRATEGIC CHANGE : PROCESSES AND FOCUS

47. The discussions in earlier Chapters have identified the limits of institutional autonomy and the elements of public accountability in relation to the University's planning and management of its own affairs. The EUA team has indicated its analysis regarding how this balance could usefully shift to enable the university to perform more effectively to meet national and regional priorities as outlined above. Nonetheless, the Self Evaluation Report does indicate that successive rectors have sought to establish various instruments of strategic management coupled with a relatively devolved internal system and very significant involvement of stakeholders in the strategic planning process. In cultural terms, this is an investment, since these excellent elements will certainly facilitate the development of an entrepreneurial and relatively swift moving institution.
48. Strategic planning is clearly at the heart of any serious process of institutional change. In this respect, strategic planning at Akdeniz is relatively new and, after two years' climatic, process, data and policy preparation, the first Strategic Plan (2007 – 12) was approved by Senate in January 2007. Whilst experience is still to be gained, the EUA team would commend the University on
- 48.1 the conceptualisation of the process adopted thus far.
 - 48.2 the establishment of nine Performance Field Study Groups to conduct analysis and planning in specific strategic domains, which appear to have acquired a semi-permanent and ongoing status (see Self Evaluation Report Appendix 6).
 - 48.3 a formidable catalogue of strategic goals in these nine domains, and an imposing set of major over-arching reforms.
 - 48.4 the work of the Strategic Planning Committee and the supporting expertise of the Strategic Planning and Research Office.
 - 48.5 the monitoring of external developments and market intelligence provided by Stakeholder involvement.

All this is excellent investment in the capacity of the University to sustain a creative equilibrium with its environment and to sustain and enrich its mission.

49. However, the EUA team would suggest that the planning process could be strengthened in terms of instruments of implementation viz
- 49.1 **the nine domains (see para. 48.2 above) are each consistently laid out in terms of Goal, Objectives, Strategies. What is missing – and what we did not pick up in discussions – is a mechanism to convert these aspirations into annual operating plans. At present, all the strategies/actions are unconnected to particular years of the planning period, and this practice could well lead to ineffective phasing and sequencing. Figure 1 is an example of how this might be done.**
 - 49.2 **assuming this is done, the next missing dimension would seem to be establishing responsibility and accountability for specific strategies/actions. Figure 2 illustrates how this might be done.**

49.3 **it was unclear to the team how faculty activities precisely articulate with institutional priorities. Discussions with faculties seemed to indicate differences of opinion on how this works in practice, and the impression gained was**

- **outdated faculty plans**
- **supporting performance statistic of debatable accuracy**
- **unclear performance accountability**
- **unclear incentives aligned to institutional priorities.**

It is recommended that a robust system of Faculty strategic planning be quickly developed and formulated within an annual cycle, which engages explicitly with the annual budget cycle and timetable (as in Figure 3).

49.4 **consistent with the entrepreneurial aim of the University, it would be appropriate to consider the financial status of faculties and departments, i.e. they should probably be recast as profit centres (with an expectation to show a financial surplus, and with explicit income and expenditure budgets : also see para. 28), rather than as budget or cost centres.**

49.5 **it would be a natural evolution of the current position, to set up a system of Key Performance Indicators for each of the principal nine domains of the Strategic Plan. This would be helpful in enhancing the reviews process. Clearly, there would be consequences for management information.**

50. The purpose of this discussion has been to reaffirm the importance of the Strategic Plan in institutional steerage. This, of course, relates to

50.1 strategic steerage in functional areas like HRM.

50.2 strategic steerage in academic domains.

50.3 organisational arrangements.

which are reviewed in other chapters.

HUMAN RESOURCE STRATEGY AS AN INSTRUMENT OF ORGANISATIONAL CHANGE

51. The initial discussion on Human Resources (paras. 30 – 32) indicated the substantial constraints which exist, and the EUA team strongly recommends their removal. Notwithstanding these constraints, there is still scope for useful internal reorientations of personnel practice, the point being that, in any labour-intensive organisation, strategic change can only be accomplished through people.

52. It is quite understandable in current circumstances that the Personnel function operates as it does, in a quasi-regulatory environment, and with this we have every sympathy. Nonetheless, the EUA team feels

52.1 the “Personnel” function should be reconceptualised as a “Human Resource Management” function

- attention to longer term manpower planning over the strategic plan period
- development of a staffing workload capacity model to be applied to all units
- synthesis of academic, finance and HR strategies
- enhanced attention to strategy implementation and timescales.

The Goals, Objectives, Strategic Plan for “Development of Human Resources” goes a long way in this direction, and the attention to institutional culture is warmly commended.

52.2 it is worth thinking through a strategic organisational framework for the management of HR

- dedicated Vice Rector role
- a broadly based university level HR Commission to determine strategy, possibly including external specialists
- Associate Dean role for HR in faculties
- the HR Department itself.

52.3 joined-up thinking on HR development encompassing

- linking course evaluation QA with personnel improvement
- linking staff appraisal with staff development
- emphasising the role of the dean in HR strategy
- consistency in approaches across the University to e.g. job descriptions, performance evaluation and sharing good practice.

53. There would consequently be a strong case for the re-orientation of e.g.

53.1 staff evaluation, not as a punitive exercise, but for improvement, remediation and enhancement.

53.2 incentive structures in relation to the range of strategic goals, e.g. promotion criteria are heavily weighted in favour of research, but what about excellence in R&D; teaching; continuing education etc.

53.3 the nature of the staff development programme which the University offers i.e. to help deliver strategic goals like internationalisation (languages, sabbaticals, international experience, androgogy (adult pedagogies); interdisciplinarity; knowledge transfer; research supervision).

54. The EUA team quite understands the limitations of national structures in terms of acquiring the necessary competencies to deliver the strategic plan. Clearly, this will tend ideally to be a mixture of

54.1 recruitment.

54.2 internal staff development.

54.3 outsourcing.

and it is the freedom to determine this mix which universities need to fight for and acquire. Nonetheless, much is still possible within existing constraints, and the realisation of the HR Goals and Objectives should move things along considerably.

ISSUES OF CHANGE ARISING IN VARIOUS INSTITUTIONAL DOMAINS

EDUCATION, TEACHING AND LEARNING

55. The Self Evaluation Report provides an honest, self critical analysis of where the University perceives itself to be in an area which is fast changing, both internally and externally; where a lot of new developments are being contemplated and applied; and where considerable autonomy is given to academic units to innovate and determine their own approaches. In general, we commend this vitality, and at the outset would wish to stress

55.1 **the importance of engaging with the national desiderata outlined in paras. 38 and 45, which implies a common understanding across the board, and vertically.**

55.2 **the imperative of harmonising approaches wherever possible ... which implies stronger central steering and review.**

55.3 **that clear projections of the shape of the student profile over the planning period are needed to ensure sound resource planning and to retain quality in the face of massification, i.e. balance between students at various levels; full-time/part-time and domestic/international.**

55.4 **the need for consolidation and systematisation of good practice to allow innovations to bed down.**

55.5 **our appreciation of a coherent Goals, Objectives and Strategy Statement for Education – Training Development – which, however, needs to be prioritised in terms of sequencing.**

55.6 **the importance of an expansion of Masters degrees in the “world class” and regional context.**

56. The University has espoused the Bologna process and its various manifestations with foresight, and one of its Education – Training Goals (5) relates to Bologna QA imperatives. The Diploma Supplement appears established. We do appreciate at the outset that there are many other pressing HE policy issues confronting Turkey and

Akdeniz which have nothing to do with Bologna, so agree this needs to be kept in perspective. Nonetheless, the following probably need to be addressed fairly soon

- 56.1 **we note that the bachelors' length norm is four years, and the masters' vary (compared with the Bologna norms of 3 + 2). We were not clear what this means in credit value, but there is scope for debate here. It may be that year 1 is essentially an access year, in which case there may be no issue. We would merely invite the University to cross-check on the consistency of a four year Bachelors degree with Bologna credit norms.**
- 56.2 **there does not seem to be consistency across the faculties as to what are the essential common differences between bachelors and masters in terms of exit competencies, learning outcomes etc. – and little discussion of the issues as far as we could discern.**
- 56.3 **the same applies to issues of student workload.**
- 56.4 **inevitably in a credit based system, there will be a different rubric for assessment and credit accumulation, rather than just end of session examinations, but we did not detect a common approach to this.**
- 56.5 **double degrees seem a desirable consequence of Bologna, but understanding varied widely.**
- 56.6 **it would be helpful to determine whether there are any common core/generic transferable competencies which all students should develop (e.g. leadership, project management, entrepreneurship etc.) – not unusual in credit systems.**
- 56.7 **the above seems to be a reflection of the absence/weakness in terms of a central focal point for the steerage and implementation of Bologna; an essentially devolved process to faculties; and the absence of a clear action plan with deadlines to complete the transformation comprehensively.**

We would strongly recommend attention to all the above.

- 57. The adoption of an ECTS calibration of the academic programme is, of course, a prerequisite of Bologna and especially of student mobility. This is well understood at the University. However, there are other uses of creditisation, modularisation and semesterisation (the three need taking together) which are as yet undeveloped, and which the EUA tem would recommend for exploitation over the strategic planning period :
 - 57.1 **the use of credit accumulation for lifelong learning, adult and part-time study.**
 - 57.2 **the use of credits as a tool of interdisciplinarity and cross-faculty programmes, which students perceive to be virtually impossible at present. This could either operate in a structured way or as a free study choice (e.g. Tourism and Management).**
 - 57.3 **the use of credits to eliminate course duplication – shared modules across degrees; rationalisation.**

The above again needs a consistent approach across faculties, and therefore central steerage.

58. Frequent concern was expressed in relation to the debatable quality of some students at the point of admission reflected in subsequent poor performance and drop-out or slow progression. It might be observed that this is often a consequence of massification, and that it is an issue which arises in the case of lifelong learning programmes for the bright unqualified adult. There thus may be good reasons for this phenomenon given the above. Internationally, the conventional approaches to deal with this would include

58.1 **eliminating the problem by imposing rigorous selection criteria/entry qualifications (which would be elitist in an academic sense, and mitigates against the realisation of an access policy).**

58.2 **institute a bridging/preparatory/conversion/pre-entry course of appropriate length (3 – 6 – 12 months) to fill in missing competencies and instil a sound learning technique.**

58.3 **use feeder institutions (e.g. Vocational Schools) to bridge the gap.**

58.4 **add remedial courses within the first year.**

58.5 **enhanced personal tutoring.**

The EUA team merely offers these as possibilities for exploration by the University, but would urge a planned conceived approach rather than a series of unmonitored ad hoc initiatives.

59. The EUA team was very interested in the attention devoted to pedagogical reform, placed, as it is in the context of evolving government policy (see para. 38), stakeholder concerns about practical skills allied to intellectual competence, student complaints on over-teaching and the Bologna developments. In this regard, the team recommends

59.1 **a continuation of the priority to develop praxis in forms appropriate to particular specialisms, but including internships, student projects in stakeholder organisations and enhanced laboratory/field experience.**

59.2 **a continuation and refinement of the hybrid structures of learning, but with a strong focus on evaluation of experience and the formulation of generic policy and good practice for adoption across the board.**

59.3 **facilitating access routes from Vocational High Schools to degrees for appropriate students.**

59.4 **reviewing the volume of taught lectures on programmes compared with self directed study, with a view to reduce the former. E-learning and library based learning should be alternatives.**

59.5 **freeing up the compulsory curriculum to permit students to choose modules from other specialisms.**

The above presumes, of course, adequate laboratories, imaginative and accessible IT provision etc. which students perceive as a limiting factor in some cases.

60. The EUA team was pleased to see the development of the Centre for Excellence in Education at the University, and would recommend it now moves to the next stage in its development by

60.1 **producing a development plan 2007 - 2012.**

60.2 **engaging it more explicitly in the thinking of faculties e.g.**

- **obtaining leads from faculty development plans and course reviews**
- **obtaining leads from a synthesis of development needs arising from staff appraisals**
- **enhancing faculty contributions to a CEE Steering Committee.**

60.3 **more explicit links to QA reviews.**

60.4 **ensuring its programmes/support are/is attuned to priority areas of university development e.g.**

- **coping with weaker students**
- **hybrid study arrangements**
- **exploitation of credit systems**
- **praxis**
- **expansion of Masters degrees.**

60.5 **adopting a more pro-active role in identifying and evaluating good practice across the University; disseminating it; and producing policy guidelines thereon.**

RESEARCH

61. The University Mission and Vision statements clearly place research and its exploitation at the hub of its activities, and it can be inferred from these statements that in terms of comparative positioning, the intention is that Akdeniz should be “research intensive” and “research led”. However, the term “world class” is also evident, and in assessing the research performance and operations, it is not unreasonable to derive and use criteria from the above. Thus, for example, one would expect to find

61.1 in the “research led/intensive” category

- a high percentage of research active staff

- under- and postgraduate programmes drawing heavily on staff research and deploying sophisticated research methods
- a strong and productive doctoral programme
- critical masses in major fields
- impressive production internationally refereed publications and IP outputs
- substantial external income
- strong research support infrastructure.

61.2 in the “world class” category,

- internationally recognised strategic niches, normally interdisciplinary
- global alliances to support research, and including consortia Ph.D.’s, collaborative projects, international funding
- an international research personnel – staff and students
- engagement with international stakeholders and funders.

62. The impression of the EUA team is that in relation to the above, the University has made significant progress quite quickly in a national setting which has only recently developed system wide overarching support mechanisms. However,

62.1 development as yet is quite uneven across the faculties in relation to the items in para. 61.1, and this needs redressing.

62.2 external funding is still fairly low especially from TUBITAK (only 5% of University’s research income) delivers from this source.

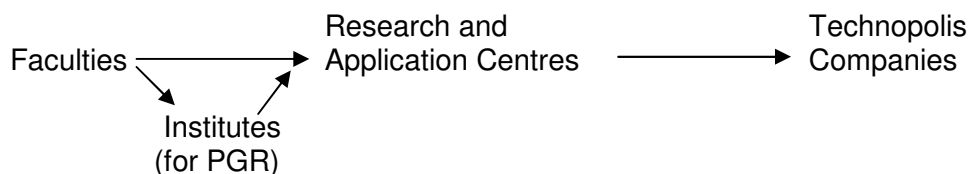
62.3 the section in Developmental Goals, Objectives and Strategies (Development of Research Products and Technology Production) is a comprehensive statement of priorities across the whole Research and R&D domain, and also addresses most of the issues in the HEC Higher Education Strategy to 2005, which is to be commended, and if effectively implemented, should show major outcomes by 2012.

62.4 the swift development of activity and the creation of new processes and organisations has almost inevitably left the need for some consolidation and “backfill” – which is not at all uncommon.

The EUA team would recommend the University keeps in mind the elements advanced in paras. 61.1 and 61.2 as it proceeds in its research endeavours.

Research Organisation

63. The University has evolved an explicit pattern of organisations to deliver R&D along the conventional knowledge development and transfer spectrum



which differentiates contributions up to a point with organisational forms set up with specific and differing functions, both academic and societal. However, various issues have arisen in their evolution, which we now address.

64. Regarding “centres”, the EUA team found the word is being used to cover a variety of different forms, situations and status positions; some tightly controlled by faculties, others rather detached; some with entrepreneurial expectations, some not; some essentially market oriented, some not; some multi-discipline, some not. Accordingly, this team would recommend

64.1 differentiated terminologies dependent on status, maturity, performance and promise e.g.

- **University Research Centres (normally inter-disciplinary)**
- **Faculty Research Units**
- **Research Groups (embryonic units or centres)**
- **Research Support Units : to provide internal assistance, but not conduct its own research (e.g. IT)**

with possibilities of changing status up or down.

64.2 University Research Centres would be appropriate for grooming to full international status, but would clearly need to be invested in.

64.3 when the specification as in 64.1 above are worked out, there ought to be clear processes and criteria for designation and de-designation, and also clear indications of performance expectations, year by year, including income generation, projects, international and regional engagement etc. (and income/surplus retention arrangements).

64.4 there needs to be clarity on accountability lines. If the status is one of University Research Centre, the Vice Rector (Research) should be responsible directly. In the other cases, if the dean is first responsible, the Vice Rector (Research) must have an ultimate overview.

64.5 there should be the possibility of inter-institutional Centres, especially internationally.

64.6 a standing liaison group of all research units should be established to

- **exchange good practice**
- **develop common approaches**
- **encourage cooperation.**

65. Regarding the Institutes, it is understood these were developed as a device for receiving support funding, which legally is not possible to be received by faculties. Whilst we can understand the rationale, it does seem to us that this has produced a series of ambivalences, in terms of clarity of responsibility for research degree students, between faculties, departments, centres and institutes in respect of supervision, training and non academic support, including finance and facilities. It might be argued that university colleagues understand these ambivalences and work around them, which we would respect. However, we would recommend consideration of

65.1 one university wide Institute or Graduate School responsible for

- **financing**
- **QA**
- **generic training : non discipline specific**
- **ethics clearance**
- **supervisory training and accreditation**

65.2 single or multi-faculty institutes for

- **direct student supervision**
- **discipline-specific training.**

This would be more compatible with best international practice.

66. Regarding central steerage of research, the role of the Vice Rector (Research) is clearly critical, and seems to be working effectively in relation to policy formation, steering the distribution of research funds, stimulating bids for research funding, meeting external research agendas, acting as a champion for research interests. The only matters we would recommend for the consideration of the University would be

66.1 ensuring all the research units are ultimately responsible to the Vice Rector, rather than distributed across the range of other Vice Rectors.

66.2 strengthening the consultation and communication mechanisms within the University via the Research Centres etc. Liaison Group; the proposed new Research Committee.

66.3 enhancing the mechanisms for evaluating the research performance of faculties, centres and institutes (see para. 64.1).

67. The EUA team was interested to note the operation of the Research Support Fund derived from contributions from the revolving budget (5% of total income). Administered by an executive multi-constituency. Committee of the Rector, this distributes funds on the basis of project bids to support infrastructure development, research degrees and publishing efforts. The annual subject priority areas are identified, and in addition weight is given to national/international relevance, the strength of the submitting area and the knowledge transfer potential. Three recommendations follow from this

- 67.1 in the context of organisation, this committee in effect carries out part of a formal University Research Committee role; we still have the Performance Field Study Group which produced the Research and Research Production strategic objectives. The EUA team wonders whether the two should be combined as a reinvigorated comprehensive University Research Committee.
- 67.2 it is not clear whether the effectiveness of the grants are reviewed in terms of outcomes, and especially whether they enhance critical mass.
- 67.3 interdisciplinarity could usefully be added to the criteria.

Other aspects of Research Strategy

68. Whilst the Development Goals, Objectives and Strategies for Research and Research Production form a sound basis for progress, there are other elements which should probably be added in the interests of a comprehensive strategy, namely

- 68.1 **the Development Goals contain aspects of personnel policy, but further attention is probably needed to**
- ensuring staff contracts contain the obligation to be research active, and this is carried further into staff appraisal of performance and personal development plans
 - creation of post doc. Positions
 - use of international agreements to import excellent foreign researchers on sabbaticals
 - supporting individuals in interdisciplinary research clusters, especially young researchers
 - research training for staff, especially in supervisory skills (projects and research degrees)

in addition to the promotional criteria

- 68.2 **the designation of stable long term university wide research themes, which are likely to be interdisciplinary and Mode 2 (problem-centred, user oriented, user sponsored, and cooperative). Those earmarked for the research grants for 2007 are likely candidates, but do not entirely encompass the regional needs, and are not especially precise.**
- 68.3 **the international strategy does not refer to research : it should and must. This seems to imply**
- well functioning international research alliances : has the University the right partners given its research themes?
 - a stream of international Ph.D. students, and consortium Ph.D's/consortium graduate schools

- **international peer review of research outputs on a cyclical basis, and including accreditations like AACSB and EQUIS.**
- 68.4 **enhanced performance review processes for research, which might encompass**
- **robust staff appraisal**
 - **a more systematic review process of centres (the Comparative criteria are a little woolly) and faculties**
 - **research degree quality**
 - **overarching institutional Key Performance Indicators (KPI for research to be tested as part of the annual planning cycle.**
69. Finally, we can reasonably consider research degree provision as part of this chapter, though it needs cross-referencing with the comments on the postgraduate programme (para. 56.1). In terms of “world class” aspirations, this is clearly critical.
- 69.1 the Ph.D. statistics reveal a total registration of 389 (1999 – 2007) : 67 in Institute of Health Sciences; 119 in Social Sciences; 203 in Sciences. Allowing for the relative youth of the University, this is relatively small, and given HEC policy, a significant expansion is needed. It is recommended that
- **a five year target be incorporated for the remainder of the Strategic Plan**
 - **given the fact that not all these are intended for subsequent academic careers, the University needs to consider if a differentiated doctorate is needed for employment in business, industry, the public services.**
- 69.2 the same statistics also reveal a disappointing completions record even assuming a five year norm, for completion. It is therefore recommended that
- **admissions processes be reviewed**
 - **monitoring processes be improved**
 - **supervisory and training arrangements be reviewed and recast, if necessary**
 - **respective responsibilities for supervision between faculties, institutes and centres be reviewed**
 - **supervisor training and accreditation be introduced**
 - **QA arrangements be benchmarked with international, and especially Western European good practice, in the case of Bologna requirements.**
- 69.3 given the international dimension, the University should

- **benchmark its doctoral programme against the Bologna framework**
- **examine the possibility of consortia Ph.D.'s with international partners (as in the promising case of the Law Faculty)**
- **examine the nature of the transition between Masters and Doctoral levels.**

70. Progress to date in research has been sound, and it is hoped that the above suggestions to complement the existing Development Goals for Research will prove helpful in conceptualising and realising the next stage of research development.

REGIONAL DEVELOPMENT AND COMMUNITY RELATIONS

71. This area is strongly highlighted in the University's Mission and Vision, which is hardly surprising since it owes its origins in 1973 to sustained pressures from a consortium of stakeholders, the City and Region. The characteristics of the Region and its implications for the University are discussed in paras. 42 – 44 Agendas for Change. The commitment to Regional Capacity Building is thus explicit and institutionalised, originally through the Akdeniz University Hospital, but subsequently through many other instruments. The international dimensions of this are also evident. The impressive support of these stakeholders has continued unabated, and the EUA team commends both University and its regional partners on
- 71.1 demonstrably shared overarching assumptions and ambitions, and the explicit cross-referencing of the detailed policy manifestations of these in the University Strategic Plan and the Governor's Plan for the Antalya Region (2006). The latter contains 11 significant obligations on the University to realise regional strategy, discussed later.
 - 71.2 effective communication channels and mutual understanding and support.
 - 71.3 evolving purposive interface organisations and liaison structures, with interlocking processes of identifying needs and delivering provision (e.g. Policy Board; Employment Board; City Forum Council; Chamber of Commerce; Regional Development Authority and plans for systematic cyclical surveys of need).
 - 71.4 mechanisms for the monitoring of the effectiveness of relationships (e.g. Working Groups on Improvement of Relations with Stakeholders and External Partners 2006).
 - 71.5 the outcomes to date of this collaboration in the context of a "Learning/Knowledge Region".
72. From the discussions with a range of external stakeholders, it is clear there is a broad satisfaction with the orientation, performance and responsiveness of the University. It is perceived as a fairly easy organisation with which to work. The following were significant points emerging

- 72.1 its monopolistic position does not seem to have been a problem, though several stakeholders advanced the comment that they would feel free to shop around for provision if the University was less effective.
- 72.2 stakeholders are generally comfortable with the concept of the University charging for its services in a commercial basis (contract research and continuing education). This happily legitimises the entrepreneurial imperative discussed earlier.
- 72.3 the current image is not unexpectedly one based on Medicine, Tourism and Agriculture, but, given the trends in the regional economy, it would appear the university needs to broaden its disciplinary base to include Computer Engineering and related disciplines; Culture, Film and the Arts generally; Sports Sciences; Leisure; more broadly based Built Environment Studies.
- 72.4 not all faculties and departments appear to be equally committed to regional service, and this is a case of incentivising and facilitating all academic units to espouse the regional agenda. This could conveniently be picked up in faculty and departmental strategic plans.
- 72.5 both the above points speak to the need for the University to re-assess its brand/operational identity in the regional market place. Words like “relevant, quality, young, vibrant, excellent, regional, innovative, energetic and open” emerge in stakeholder discussions, which is gratifying. Is however, this reflected in regional marketing?
- 72.6 the principal delivery focus of the University is on the City of Antalya, which reflects the economic concentration of the region. However, time is probably right to consider the possibilities of outreach. There are several factors relevant here
- the University has a record as an incubator of new HEI in other locations. In its flagship regional role, the establishment of outreach centres to generate sub-regional skills provision should be on the agenda as a possible component in the regional role. Examples abound of successful precedents
 - the Vocational High Schools potentially provide training at a particular level. It is worth considering how students from these could progress to the University without hindrance
 - e-learning combined with local study centres is another possibility.

Continuing Education/Life Long Learning

73. It is reasonable to regard this field as a critical element in the University’s regional role, since adult/part-time students will tend to be primarily local and regional and continuing education/professional updating is highly significant in knowledge transfer to industry and the public services : the so-called “Knowledge Region”. This is especially evident given the population expansion in Antalya. Potentially, it is a promising source of income, which is consistent with the University’s entrepreneurial philosophy. The University appears to embrace the above certainly at the strategic level, though the scale of its implementation varies across the institution. To date, the principal characteristics of provision may be typified as

- 73.1 an institution which is primarily community services rather than income generation, at present.
- 73.2 an established continuing education centre (AKUSEM) with a regulating Council of professors and a close link with the other entrepreneurial organs.
- 73.3 the bulk of activity delivered by the faculties.
- 73.4 a focus on certificates (36); courses (46); seminars (29); and other events (14) during 2007, with 7,200 participants.
- 73.5 a financial incentive structure of 6% to programme co-ordination; 52% the Revolving Fund (half to the academic unit); 42% to the teachers which seems fair enough.
- 73.6 no explicit university budget for continuing education.
- 73.7 a basic student feedback mechanism.
74. **This represents a sound basis for future development, which, it is proposed, could be along two dimensions – more systematisation of effort, and targeted expansion. The EUA team therefore recommends the University consider**
- 74.1 **a more explicit lifelong learning/continuing education philosophy, with a clearer indication of the adult client groups involved e.g.**
- **“second chance” students**
 - **“first timers” (in formal education)**
- [both these would tend to be remedial continuing education]**
- **professional updating, including up to part-time doctoral study**
 - **career conversion students shifting from their original specialisation (e.g. engineering into management).**
- 74.2 **enhanced mechanisms for environmental screening and external stakeholder involvement in determining priorities and practice (e.g. themes; relation of study to the workplace; accessibility of learning; pedagogy) to ensure relevance. Emerging areas may well be Film and Culture and Sports and Leisure.**
- 74.3 **an additional Strategic Development Group (as part of Strategic Planning process) for Life-Long Learning, and a requirement for faculties to indicate their precise priorities and activities in this area as part of their strategic plans – which should then be articulated with University priorities.**
- 74.4 **explicit budget targets at the two levels.**
- 74.5 **the exploitation of the ECTS bases credit system for continuing education and part-time students e.g.**

- **benchmarking certificate programmes against mainstream degrees, and awarding credit**
 - **enabling part-time students to study intermittently on full-time modules, and thus accumulate credit over time**
 - **recognition of in-company training for credit where appropriate**
 - **co-operative education programmes with industry and public service.**
- 74.6 **consideration of continuing education appropriate for SME's (small medium enterprises).**
- 74.7 **enhanced development of part-time Masters' degrees.**
- 74.8 **provision of international continuing education programmes (professional updating) based on Akdeniz's principal research/R&D niche areas.**
- 74.9 **a reconsideration of what QA mechanisms are relevant in this domain, and in particular, the engagement of Senate in these discussions.**

The potential of this area is considerable and the challenge is how to remove inhibitors to development.

Research and Technology Transfer

75. This field is central to the University's regional role, and observations here should be cross-referenced with paras. 61 – 69 on Research generally. The EUA team was impressed with much of the foundation which have been laid, namely
- 75.1 a carefully articulated set of goals, objectives and strategies in "Development of Research Products and Technological Production". If all these elements can be prioritised in time sequence and realised over the planning period, the University will have achieved a major triumph.
- 75.2 an effective basic organisational framework for managing this domain, including
- Technopolis, established in 2001 with special incentives for companies to locate; good premises to start with and scope for much more
 - productive links with some university research centres
 - a governing structure encompassing an external Advisory Council and a Governing Body, linked to the University Foundation
- 75.3 good initial success stories which will clearly breed confidence for future endeavours, e.g.
- licensing arrangements

- 28 companies and 5 spin-offs/start-ups, with a further 11 in the pipeline
 - 185 professors engaged in consultancy for these companies.
76. **It is evident that stakeholders have a high regard for what has so far been achieved, and the EUA team warmly encourages a continuation of existing policy and practice, with a few suggestions**
- 76.1 **early engagement with the work of the new Regional Development Authority will obviously be important.**
- 76.2 **the existing major strengths of the University in this domain so far are Agro-related areas, and the Medical and Bio-Sciences. However, it is understood that 90% of the companies in the potential market place of Technopolis have concentrations in various aspects of IT, software engineering etc. – an area of comparative weakness at the University. It thus seems a matter of urgency for the University to enhance significantly its mainstream teaching and research in this broad field (see also para. 74.5 – 74.8).**
- 76.3 **so far, given the relatively restrained development, the issue of relevant staff skills in research and R&D and technology transfer management has not been all that exposed (business, entrepreneurial skills, risk assessment, IP etc.) ... but it will unless**
- **significant programme of staff development takes place**
 - **good external R&D managers can be appointed, with all the salary/contract implications.**
- 76.4 **the University might reasonably consider how the other research centres of the institution (apart from the already committed Medical and Agricultural Centres) may be activated in this area.**
77. **The EUA team agrees with the University of the importance of this area to the region and the nation and would also encourage the development of a policy towards consultancy in general, as an instrument of knowledge transfer. This is likely to be significant also in the non-technical areas, and an important factor in attracting inward investment.**
78. **Finally, in this domain**
- 78.1 **it needs to be firmly conceptualised as part of the University's entrepreneurial endeavours (diversification of funding etc.) thus the commercial imperatives of effective costing and pricing are fundamental.**
- 78.2 **the University understands that there is no inherent contradiction between having a strong regional strategy, and a strong international strategy ("Globalisation" in the literature) : they are and should be mutually reinforcing, and find their focus in inward investment. The University is urged to conceptualise further the practical ramifications of this in terms of activities.**

- 78.3 **whereas stakeholder involvement is quite evident in liaison organisations, project management, and strategic planning circles, unlike other systems, there is no provision of a university Board of Governors or Trustees comprising external stakeholders, with an overarching strategic remit. This may be worthy of consideration (see also para. 13).**

INTERNATIONAL PROFILE

79. Although the Self Evaluation Report was otherwise comprehensive, there was little reference to an international strategy *per se*, despite various more oblique references to the international dimension. This gap was addressed through the production of an International Strategy document for the visit, which provided a helpful framework to embrace the developing activities in the international arena. At the outset, the EUA team would recommend

- 79.1 **consolidating the International Strategy with the main Strategic Plan (2007 – 12) as soon as possible, since there are demonstrable connections, but also the possibility of important linkages not being made (e.g. in finance and HR areas).**

- 79.2 **within this, taking aboard the globalisation agenda, in terms of**

- **the possible evolution of international outreach centres, distance e-learning to particular neighbouring international student markets**
- **assessing whether there is any threat from non national HE providers in the wider Antalya region, and if so, what be the University's response.**

- 79.3 **evaluating whether the target countries for international activities are the optimum ones for the latter end of the planning period and the next, e.g. since Turkey is at an international and inter-cultural cross-roads, the EUA team would see the Near/Middle East/Eastern Mediterranean as a potential focus. "All over the world" contacts seems too much of a shot-gun approach, and greater focus is recommended.**

- 79.4 **assessing the adequacy of the overall scope of international strategy against international benchmarks. The flow chart entitled "Akdeniz University International Philosophy" was a most helpful overview, which the team commends. Our initial feeling is that**

- **education and related support activities and alliance protocols are well developed**
- **there is some catching up to be done on the details of internationalisation and research and R&D**
- **service overseas (development projects e.g. Mostar; consultancy; distance learning) are areas of some potential for the university given its strengths.**

However, the framework seems well-conceived.

- 79.5 **the strategies outlined in the International Strategy are more pitched at the level of activities, and, whilst reasonable enough, are not consistent with the format of the overarching Strategic Plan. Moreover, as was indicated in para. 49.1 (Strategic Plan), there is a case for prioritising on a year by year basis.**
- 79.6 **the EUA team did detect a variable commitment to the international cause across the University, and a variable implementation of University policy which did not appear to be in any way connected with the specifics of a particular discipline. This correlates with the points made in para. 49.3.**

Now to the specifics

80. As far as student/education related activities are concerned, there is much excellent progress, which we commend, especially
- the increase in student numbers (two-way) participating in exchange experience
 - the solidity of the Erasmus Policy Statement and the organisational underpinnings
 - the extensive provision of foreign language training (English, French, German)
 - the growth in the number of institutional alliances and protocols
 - various awards received by external agencies.

However, we would recommend attention to

- 80.1 **the confusion/inconsistency in statistics presented on the numbers of incoming and outgoing students in different parts of the documentation.**
- 80.2 **the fact that outgoing students outnumber incoming students by c. 2 : 1. Is there a case here for making overseas experience more attractive, more supported, better prepared, or compulsory?**
- 80.3 **apparently, the 45 bilateral alliances have only yielded two students?! Do the faculties “own” these alliances; have they been thrust upon them; or is it a matter of time before they deliver?**
- 80.4 **from discussions with faculties and students, it seems that the implementation of the Bologna imperatives has varied across the University in terms of**
- **overall course architecture : length in years of the three elements**
 - **conversion to, and use of ECTS, especially in relation to recognition of credits acquired elsewhere**

- **internships/placements as part of Erasmus/Bologna type exchanges.**
- 80.5 **progressive internationalisation of the curriculum across all faculties, sensitive, of course, to the nature of particular disciplines.**
- 80.6 **keeping abreast of the evolving QA agendas associated with Bologna.**
- 80.7 **the more structured sharings of good practice in international student mobility between students themselves and faculties – to enhance university policy making and support.**
- 80.8 **projecting international student numbers (in and out) for the whole planning period 2007 – 12.**
81. As far as resources for internationalisation are concerned, the University has done well so far, especially in terms of student support. The principal comments of the team here would be
- 81.1 **as far as we are aware, there is no specific cost/income analysis of student flows and therefore, whether there is an institutional subsidy, and, if so, how much. If there is not, we would recommend it.**
- 81.2 **The current fee for foreign students is calculated by multiplying the regular fees by 3. This corresponds to figures between 387 – 1575 USD for 2007 – 2008 academic year. Since the international market is potentially very buoyant, the Team feels there may very well be scope for higher overseas fees.**
82. As far as human resource/personnel issues are concerned, happily there does not seem to be any problem of an international brain drain from the University, which says a lot for the University's attractiveness as a place of work. According to the Appendices, 2206 – 07 saw 99 outgoing and 45 incoming staff. Our points here would be
- 82.1 **we regard the acquisition of international experience by Akdeniz staff as being critical to the realisation of the Mission and Vision, and an important instrument of research advancement.**
- 82.2 **the same is true of the deployment of non nationals at Akdeniz, and we do not support any restriction imposed by the Turkish government on the University's capacity to so appoint.**
- 82.3 **to achieve best results from staff exchanges**
- **staff, if possible, should be “twinned” with counterparts in partner HEI, to work on joint research projects, publications etc.**
 - **incoming and outgoing staff should agree with the University/faculty a clear statement of expected outcomes which will contribute to faculty international and research strategy.**
83. As far as research is concerned, this is discussed in para. 61 – 69, suffice it to say that the University is certainly tuned into the international imperative for research. Proposals for development are indicated in para. 61.2.

84. The international strategy of the University is very dependent on thriving and effective strategic alliances, which are well articulated in the International Strategy paper in the context of the Erasmus and Leonardo programmes (127), and other EU and non EU universities for scientific and educational co-operation (45). The EUA team's view of the development of alliances is thus
- 84.1 the University has been systematic in its approach, in terms of targeting specific academic areas, the design of protocols, and the significances in regional development.
- 84.2 whilst it might be early days, many of the Erasmus connections do not seem to have yielded students.
- 84.3 **for this reason, (which also applies to other domains), it would be sensible to conduct a systematic evaluation of the efficacy of agreements in due course, and eliminate those which are unproductive.**
- 84.4 **given what was discussed earlier about globalisation and the “world class” positioning of the University, it may be that the current profile of alliances is not appropriate for the University’s lofty agendas. In short, a strategic review will at some point be necessary.**

AUDIT SUMMARY : TRANSITION STRATEGY

85. It is demonstrable from the above discussion that Akdeniz University is very much a “University on the Move”, ready to embark on the next stage of its life cycle. It is thus vital, at this point, to ensure that all the right building blocks are in place, or about to be created. This Report is designed to facilitate progress in this direction.
86. The recommendations made in the above Chapters indicate that, to sustain the intended trajectory, facilitative mechanisms will be needed at various levels
- 86.1 at national level, the pressing need is for greater institutional autonomy in the areas of finance and personnel, which are likely to be encapsulated in a change of legal status which will enable the University to respond more swiftly and purposively both to national agendas and regional needs. It is likely that such granting of autonomy would similarly benefit other universities. The University may thus wish to mobilise more general support, including that of other universities participating in the EUA programme.
- 86.2 at the level of institutional leadership, with or without a grant of further autonomy, the priorities would seem to be
- enhanced strategic management and a clear redefinition of the role of vice-rectors as the engineers/agents of change
 - acceleration of the existing evolution of the institutional culture in the direction of empowerment, creativity and entrepreneurialism – and the design of instruments to these ends

- creation of more room for manoeuvre for new development, which implies more financial independence and diversification of income sources
- a rationalisation and simplification of organisational structures, to avoid confusion in terms of accountability for performance
- progressive and consistent systematisation of approaches across the University (e.g. in QA, personnel evaluation, use of credits, strategy implementation etc.), which implies
- more effective identification and cross-fertilisation of good practices across the University.

86.3 at the level of central service and support units, an evolving orientation of role to , e.g.

- more strategic and outward facing perspectives in terms of picking up societal needs and creating flexible mechanisms to facilitate swift, relevant and consumer friendly university responses
- a service culture vis a vis the academic units
- a redefinition of underlying operating paradigms e.g. marketing rather than public relations; human resources rather than personnel.

86.4 at the level of the principal academic units.

87. The scale and complexity of the trajectories proposed by the University are formidable and certainly exciting. They will almost inevitably produce ambiguities and some loose ends and discontinuities over time between policies and operating procedures or resources. However, the EUA team is confident that the University is well equipped to cope with these ambiguities, and has the confidence and competence to move successfully to the next stage of its evolution.

On behalf of the EUA Team,
Emeritus Professor John L. Davies

Figure 1

STRATEGIC PLAN ACTION MATRIX

CHAPTER	YEAR 1	YEAR 2	YEAR 3	YEAR 4
I	X X			
II	X X X	X	X	
III	X X	X X		X
IV			X X	X
ETC.				

CRITICAL YEAR : ESTABLISH BUILDING BLOCKS e.g.

- DIAGNOSTIC EVALUATIONS PRIOR TO ACTION
- SET UP INFRASTRUCTURES, PROCESSES KEY ROLES
- OBJECTIVE MEASURES : SET UP KPI
- POLITICAL IMPERATIVES (INSTITUTIONAL/EXTERNAL)
- OBTAIN APPROVALS
- OTHER PRECONDITIONS

Figure 2

PLANNING : GUIDE FOR ANNUAL IMPLEMENTATION OF ACTIONS PRIORITIES : YEAR X

CHAPTER OF THE STRATEGIC PLAN :					
ACTION PRIORITY	STEPS TO BE TAKEN	PERSON RESPONSIBLE	TIME FRAME	EVALUATOR	COST (if Relevant)
1. _____	1.1 _____	_____ ETC			
	1.2				
	1.3				
2. _____	2.1				
	2.2				

Figure 3

