

Uludağ University SWOT Analysis for Bologna Reforms

STRENGTHS

- Easily readable and comparable degree structure
- Improved curricula for each programme
- Diploma supplement designed for each programme

- Long established two-tier system in the country
- Degree structure in line with Bologna that consists of four year BA/BS programme followed by MA/MS and Ph.D.

- ECTS compatible credits
- Established accumulative credit system
- Full workloads (contact time plus study time) of students calculated for the conversion of UU credits (contact time only) into the ECTS credits
- Possibility of completing four year programmes in three years

- Bilateral agreements of UU with other international universities
- Existing international students and special quota for them
- Personal international contacts of academic staff with their counterparts in European and American universities
- Relatively young academic staff enthusiastic about teaching and research exchange
- Sufficient number of academic staff with good command of foreign languages (primarily English)
- Introduction of English prep class and proficiency courses in subject-related professional English in curricula

- Under review process by EUA Institutional Review Programme for 2002-2003
- General aim towards the adaptation of a European Quality Accreditation system
- Ongoing systematic preparations towards international accreditation of all undergraduate programmes (a key strength of UU's current process of quality culture deployment)

- International contacts and a determination to measure academic quality according to international standards
- Anticipating and meeting the needs of the students with different cultural backgrounds

EVIDENCE

- *Annual benchmarking with competitive higher education institutions and satisfying the needs of stakeholders to improve the curricula*
- *Due to the long established two-tier system, a good number of Uludağ University (UU) graduates continue their post-graduate studies in various European and American universities. After completing their studies, many of these graduates become researchers and lecturers in Turkish, European and American universities.*

- 130 UU credits which is equivalent to 240 ECTS credits for every four year programme is the total required for graduation
- Summer courses and extra credit can be taken by students with GPA above 2.50/4.00
- 25 bilateral agreements with various universities in Europe and other parts of the world such as Siegen University/Germany, University of Birmingham/UK, Leopold Franzens University/Austria, Hebrew University/Israel, Ferghana University/Uzbekistan, Stara Zagora-Trachian University/Bulgaria, etc.
- 712 foreign students (around four percent) from diverse countries around the world
- 1/3 of 670 academic staff with post graduate degrees from foreign universities
- High level of support from academic staff for the implementation of quality culture processes as evidenced in academic staff surveys
- Quality management and improvement by the University Accreditation Council (UAC) at the Rectorate level together with the corresponding departmental councils which coordinate individual programmes towards accreditation in their disciplinary areas. Examples are: Veterinary Faculty to be evaluated by EAVEA in 2003 and other faculties preparation for accreditation based on criteria of various international accreditation bodies such as ABET, QAA, FEANI, EFMD, ATS, NCFMEA, etc.
- EUA membership and current IRP process
- Being a participant in QCP towards the implementation of Bologna reforms
- Turkey's determination to participate in SOCRATES II already negotiated with the European Commission and the National Agency

WEAKNESSES

- Have not issued diploma supplement yet
- Appropriate level of qualification does not emphasize research orientation
- Recent adaptation of accumulative credit system in some faculties
- Recent adaptation of ECTS compatible credit system
- Lack of sufficient awareness among the academic staff and the students about the extent of the use of ECTS and diploma supplement
- Continuing education department established but not functioning yet
- Insufficiency of courses attractive for foreign students
- Low national income and funding sources
- Low level of salaries of academic staff
- Students with insufficient command of English
- The unacceptably high level of tuition and bench fees applied to Turkish students in European Universities
- Unavailability of funds to non-EU countries
- Limited funding for Ph.D. education for Turkish students
- Absence of
 - Socrates' promoter for UU within the European Students Forum (AEGEE), the Erasmus Student Network (ESN), the Students in Europe (ESIP)
 - Initiatives towards programmes such as thematic networks and intensive programmes
 - An administrative unit to disseminate the information regarding Socrates/Erasmus programmes from/to the institution
- Language of education is Turkish

- Absence of a national quality assurance agency
- Not having a Web page or other information resources for students and staff to arise awareness on Bologna Reforms

OPPORTUNITIES

- Current work towards accreditation in individual departmental programmes; increasing level of international contacts and a determination to measure academic quality according to international standards
- Successful application of ECTS and Diploma Supplement will be an opportunity *per se*, for the mobility of students and graduates
- Establishment of Continuing education department towards fulfilling the need for life long learning in the future
- High number of Turkish students studying and/or living in Europe
- European students with Turkish origin who are in demand of deeper acquaintance with their traditional and cultural roots
- Demographic opportunities such as the presence of relatively high number of young students who are in need of higher education at any cost
- Opportunity for European students who study in diverse areas such as Turkish, Orientalistic, and Religious studies to gain experience and insight on language, culture and religion
- A senior leadership determined to provide facilities for both incoming and outgoing staff and students
- Further contacts with various European universities
- Inclusion of Turkey in the decisions for Socrates II
- Recently established “national agency” for Socrates/Erasmus programmes
- Latest confirmation at Copenhagen Summit (December 2002) of the Turkey’s EU membership date through negotiations

EVIDENCE

- *Already established ‘quality management tools’ such as student surveys, external advisory boards, etc. that will help through the pathway towards departmental accreditation*
- *Recent correspondence with various universities and programmes*
- *Turkish students studying and/or living in Europe*

THREATS

- Potential of the National Higher Education Council to intervene academic and administrative procedures at the various stages of the implementation of Bologna reforms
- Increase in the level of competition in the field of student mobility
- Visa requirements
- High burden of additional workload that the quality assurance processes would create
- Insufficient motivation of some academic staff
- Delay of the Erasmus funds
- Delay of the EU's recognition of Turkey's full membership to EU

OBJECTIVES

1. To build awareness among staff and students with regard to quality culture
2. To complete the procedures required for the accreditation of individual programs
3. To initiate and improve the student mobility
4. To improve the staff mobility
5. To improve the life long learning (continuous education) environment

Uludağ University Improvement Plan For Bologna Reforms

Objectives	Obstacles	Steps to overcome obstacles	Means (financial and human)	Measuring results
1. To build awareness among staff and students with regard to quality culture	Lack of awareness among staff Lack of awareness among students	Bologna reforms are to be made known by all staff and students through seminars and routine presentations Establishing an International Relations Office to steer various awareness-building activities	Expert speakers to be invited from Governmental Planning Agency, other universities, National Agency, student organizations such as AEGEE, ISIS, etc. Allocating funds for the seminar and meeting expenses Decision of the Rector Providing staff for UU International Relations Office	Survey's results on quality culture programs Number of applications for international study programs Level of participation in awareness-building activities Number of UU students who are members of international student organizations
2. To complete the procedures required for the accreditation of individual programs	Absence of a European Accreditation Council Absence of accreditation standards for certain programmes	Establishment of National Accreditation Council Setting the accreditation standards for each programme by National Accreditation Council	Possible HEC funding Possible HEC funding Governmental support	Number of programs accredited Standardized accreditation criteria for each programme

Objectives	Obstacles	Steps to overcome obstacles	Means (financial and human)	Measuring results
3. To initiate and improve the student mobility	Inactive bilateral agreements	Activation of existing bilateral agreements	Efforts of individual programs and the Rector's office	Number of active bilateral agreements
		Setting up new bilateral agreements	Establishment of International Relations Office	Number of new bilateral agreements
		Informing students on bilateral agreements through International Relations Office		Number of exchange students Number of joint projects
	Low number of UU students speaking a foreign language	Introducing English prep classes for all the programs in UU	Extending the capacity of Foreign Language School	Number of new courses instructed in foreign language
		An increased number of courses instructed in foreign languages	Senate decisions	Comparison of the number of exchange students with the national and EU figures
	Language barrier for incoming students	An increased number of courses instructed in foreign languages	Senate decisions	Budget assigned for student mobility
		Turkish language courses	Recruitment of more staff with necessary skills	Number of students successful in international proficiency exams such as IELTS, TOEFL, etc.
	Insufficient number of courses instructed in foreign languages for incoming students due to the restrictions imposed by the Higher Education Council	Efforts to reach a consensus within a national and international context with regard to the language of education	Senate decisions HEC approval	
	Lack of clear definition of funding, application procedures and student selection criteria on the side of both National Agency and UU	Setting up procedures and criteria for student exchange	Senate decisions	
			University, EUA, and HEC funds	
Fully functioning National Agency				
			Close contact with the National Agency	

Objectives	Obstacles	Steps to overcome obstacles	Means (financial and human)	Measuring results
4. To improve the staff mobility	Low level of research orientation	Setting academic promotion criteria to encourage research orientation	Commissions to re-evaluate academic promotion criteria	Number of international publications Number of research projects
		Awards for international publications	Possible EUA and HEC funding	
		Support for participation in international events		
	Language barrier	Increased funding for international joint projects		Number of staff successful in national and international language exams
		Foreign language courses within UU	Possible UU and HEC funding	Budget assigned for staff mobility
	Insufficient funding		Setting academic promotion criteria to consider foreign language proficiency	Recruitment of more staff with necessary skills
Allocation of further funding from UU's own resources			Senate decision	
To make use of national and international funds such as FP6			Possible university and HEC funding International Relations Office	
5. To improve the life long learning (continuous education) environment	In-operational Continuous Education Centre	Redefinition of vision and mission of Continuous Education Centre	Possible UU and HEC funding Course fees Support of local trade and industry	Admission of students in continuous education programmes
		Designing relevant courses		Number of continuous education programmes
		Publicising continuous education programmes	Recruitment of staff specialized in LLL-related topics from within and outside UU	
	Lack of enough awareness of and experience in continuous education for both the providers and receivers	Establishing continuous education programmes in diversified and current specialization areas	Possible UU and HEC funding	