

NATIONAL REPORTS 2004 – 2005

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1. Main achievements since Berlin***1.1. Give a brief description of important developments, including legislative reforms***

1. Regarding "easily readable and comparable degrees" and "two-tier system": The existing Turkish higher education system already meets those first two action lines.
2. Regarding "establishment of a system of credits": The works on ECTS and DS have reached the final stage.
3. Regarding "promotion of mobility":
 - ERASMUS programme was started in 2003-2004 as a pilot study in a number of universities. In pilot programme the number of outgoing students was 124 and that of incoming students was only 17. 2004-2005 is the full implementation year for ERASMUS. Within the ERASMUS programme, in the Fall Semester of the academic year 2004-2005, the number of incoming students is 183, that of outgoing Turkish students is 475, the number of incoming teaching staff is 2 and that of outgoing Turkey teaching staff is 55. It is expected that the numbers of outgoing and incoming students will reach 1150 as of the Spring Semester of the academic year 2004-2005.
 - Students loan system has been fully centralized; but, the right of the university to decide and propose the student name for a scholarship generated by the university has been reserved.
4. Regarding "the promotion of European cooperation in quality assurance":
 - Several assessment and accreditation exercises, domestic, European and international, have been performed by universities/programmes and works on the establishment of a

national quality assurance system has shown satisfactory progress.

5. Regarding "the promotion of the European dimensions in higher education": New research centers and graduate programmes have been established in the higher education institutions and they are actively participating in teaching at the graduate level and research on different EU related topics.

6. Regarding "life long learning (LLL)": Almost all the universities have "continuous education center"s contributing to LLL. These centers offer seminars, conferences and refresher courses to those who wish to be kept up to date in their profession or to those who would like additional skills and/or knowledge in a different field. Even though the Turkish private sector is very keen on keeping its personnel fully equipped with the state of the art knowledge; the State does not yet have any compulsory measures for the professionals to follow the new developments to continue practicing their profession.

7. Regarding "participation of students and higher education institutions to the Bologna Process": The works on the establishment of national student representatives have been submitted to the Council of Higher Education. It is expected to come to life before the end of the academic year following the rulings of the Interuniversity Board and the Council of Higher Education on the issue.

8. Regarding "synergy between doctorate studies and ERA and EHEA":

--With the 6th Framework Program, Turkey has joined the framework programmes in full.

--Joint degree programmes at doctorate levels have been established by bilateral agreements for individual cases.

In addition to those which could easily be classified under a specific action line, the following developments took place:

1. The National Team of 12 Bologna Promoters has been formed, three working groups have been established to work in three projects– quality assurance and accreditation, three cycle system, recognition- with a total budget of 143 500 Euros for the year 2004-2005.

2. 16 technological development regions (providing significant benefits to parties from industry and the academic staff working there by the law enacted on 6 July 2001 and the relevant regulations enacted on 19 June 2002) in the campuses of higher education institutions were established and this gave added momentum to the university-industry partnership. 5 new requests are being evaluated.

3. As a result of the implementation process of a legislative change enacted on June 21 2001, technical and vocational education zones have been established in cooperation with the Ministry of National Education and by integrating some of the vocational and technical high schools with the two-year vocational higher schools (METEB ZONES). The graduates of those high schools integrated with a particular vocational higher school gained the privilege to access without an entrance examination. This has had a positive impact in reversing the ratio of students desiring to attend the vocational schools and four-year programmes.

4. Another positive impact on the same issue was gained by the implementation of the law enacted on 19 February 2002; namely, enabling successful vocational school graduates to continue their education to obtain Bachelor's degrees if they are successful in the selection and the placement examination (DGS, i.e. vertical transfer examination).

5. Access to Ph.D. programmes made possible for those having a Bachelor's degree, subject to meeting criteria set forth by the Senate of each university (the required number of minimum course load for those are given in the section 6.1 of this report).

6. On 22 May 2004, a legislative change was enacted by the Parliament, reducing the number of members of the Council of Higher Education to 21 by leaving out the election of a member by the Joint Chief of Staff to provide the interaction of the military academies with the higher education institutions.

7. Two recent changes in the state budgetary system have also influenced the state

universities:

a. With the adaptation of "analytic budget classification" in 2003 fiscal year, it is hoped that the performance evaluation of the cost centers and the institutions will be conducted more efficiently,

b. Different income sources and the related expenditures of the same institution (for state universities, these are: the allocation from the annual state budget, the student tuitions, the revolving fund from services to community –e.g.: hospitals- and contract research and such) have been combined under the same budget. This new budgetary discipline may be a positive development if and only if flexibility is provided by the Ministry of Finance to the higher education institutions in spending the income that they generate.

2. National organisation

2.1. Give a short description of the structure of public authorities responsible for higher education, the main agencies/bodies in higher education and their competencies (For example, do higher education institutions report to different ministries?)

The Council of Higher Education is the fully autonomous supreme corporate public body responsible for the planning, coordination, governance and supervision of higher education within the provisions set forth in the Constitution (Articles 130 and 131) and the Higher Education Law (Law No. 2547). It has no political or governmental affiliation. The Council is composed of 21 members ; seven nominated by the Interuniversity Council, seven by the government, seven elected by the President of the Republic and all appointed by the President of the Republic for a term of four years (renewable). The President of the Council is directly appointed by the President of the Republic from among the Council members. The day-to-day functions of the Council are carried out by a nine member Executive Board serving full-time, including the President and two Vice-Presidents and all elected from among its members. The Interuniversity Council is an academic advisory body, comprising the rectors of all universities and one member elected by the senate of each university. In addition to those, the Turkish Rectors Conference acts in an advisory capacity to the President of the Council of Higher Education. The Center for Student Selection and Placement, OSYM (to all higher education institutions) functions subject to the decisions of the Council of Higher Education including both Turkish and foreign nationals.

The Minister of National Education represents higher education in the Parliament and can chair the meetings of the Council but has no vote. The decisions of the Council and the universities are not subject to ratification except for the establishment of a new university, a new faculty within an existing university. However, a hidden or indirect governance of the state universities by the government stems from the public finance laws, which stipulate in minute detail the procedures to be followed in the preparation of annual budgets, procurement (including construction contracts), and auditing of expenditures, to which all public agencies are subject. This indirect governance also covers the allocation of both academic and administrative staff positions to state universities. Hence, state universities, being dependent on the governmental decisions on those two issues, do not enjoy financial and administrative autonomies.

2.2. Give a short description of the institutional structure (For example, number of public/private universities/other HE institutions or numbers/percentage of students in public/private sector. To what extent are private and State higher education institutions covered by the same regulations?)

There are 53 state and 24 foundation (private non-profit) universities in Turkey which

are all governed by the same Higher Education Law no. 2547 enacted on November 4, 1981. At present, enrolment in the foundation universities accounts for only 5.7 % of the total and, it is rather unlikely that enrolment in foundation universities will near those in the state universities in a foreseeable future.

The structure of the Turkish higher education system, same for both state and foundation universities, is defined as a unitary system and basically consists of universities. The Article 3 of the Higher Education Law No. 2547 defines higher education institutions as follows:

a. University: An institution of higher education possessing academic autonomy and juristic personality, conducting advanced-level education, scholarly research, publication and consultancy.

b. Higher Institute of Technology: An institution of higher education possessing academic autonomy and juristic personality, carrying out high-level research, education production, publication, and consultancy specifically in the areas of technology.

Each university consists of faculties, departments and four-year schools, offering Bachelor's level programmes, the latter with a vocational emphasis, two-year vocational schools offering Associate's level programs of a strictly vocational nature. Graduate-level programmes consist of Master's and Doctoral programmes, coordinated by graduate schools. Medical specialty training programmes equivalent to Doctoral level programmes are carried out within the faculties of medicine, university hospitals and the training hospitals owned by the Ministry of Health and the Social Insurance Organization.

Universities, faculties, institutes and four-year schools are founded by law, while two-year vocational schools, departments, and divisions are established by the Council of Higher Education. Foundation universities have only to conform to the basic academic requirements and structures set forth in the law. Apart from this, they are completely free to manage their own affairs according to rules and regulations adopted by their boards of trustees. The boards of trustees appoint the Rectors and the Deans and the appointment of the Rectors is subject to the approval of the Council of Higher Education.

In state universities, the Rector is appointed by the President of the Republic from among candidates holding the academic title of professor, selected by the teaching staff members of the university upon the announcement of the currently serving rector. The term of office is four years, at the end of which a Rector may be re-appointed by the same means, for a maximum of two terms of office. The Vice-Rectors are appointed by the Rector for a period of five years. Deans are appointed by the Council from among three full professors nominated by the rector, while institute and school directors are directly appointed by the rector. The Department is administered by the Head of the Department. The Head of the Department is appointed for three years from among full-time professors in the Department; if none, from among the associate professors; if none, from among the assistant professors. The appointment is made by the Dean upon the recommendations of the dision heads in the case of faculties, in the case of schools of higher education attached to the faculty, by the Dean upon the nomination of the Director, and by the Rector upon the nomination of the Director in schools of higher education attached to the office of the Rector.

The Senate consists of the Vice-Rectors, the Deans of each faculty, a professor elected for a term of three years by the respective faculty board and Directors of the Graduate Schools and Schools of Higher Education attached to the office of the Rector. The university administrative board consists of all faculty deans plus three professors elected by the senate. Both the senate and the board are chaired by the rector, and in general are advisory in nature, except for academic staff appointments at the full and associate professor levels, which are finalized by the university administrative board.

The faculty board consists of three full and two associate professors and one assistant professor elected by all the faculty members in the respective ranks, plus all department

chairpersons in that faculty. The faculty administrative board, on the other hand, consists of three full and two associate professors plus one assistant professor elected by the faculty board. The dean chairs both boards. Institutes and schools have two similar boards each. At the department level, the departmental assembly consists of all department faculty members, while the department board consists of division heads; both are chaired by the chairperson of the department.

2.3. Give a brief description of the structure which oversees the implementation of the Bologna Process in your country

(National Bologna group, thematic working groups, composition and activities, stakeholder involvement)

The Council of Higher Education (YOK), the Turkish University Rectors' Committee (TURC) and the Interuniversity Council (UAK) are involved in the process as stakeholders.

Upon the European Commission's restricted call of June 2004, the Turkish National Agency has established a National Team of 12 Bologna Promoters in July. A working plan for a six-month period has been prepared. It is supposed that in general, the Bologna Promoters Team will contribute to the implementation and understanding of the Bologna process in Turkey.

The activities concerning the ECTS and Diploma Supplement implementations in Turkey have been carried out by the universities under the supervision of the Council of Higher Education (YOK). Universities have been participating the mobility schemes within the context of EU education, training and youth programmes with the coordination of the National Agency.

3. Quality assurance

The following questions have been included in the template at the request of the Working Group on Stocktaking.

3.1. National quality assurance systems should include a definition of the responsibilities of the bodies and institutions involved.

Please specify the responsibilities of the bodies and institutions involved.

By law, it is the responsibility of the Council of Higher Education and the Interuniversity Council to see to it that a national system of quality assurance with a structure and function comparable to its transnational counterparts is established and implemented. In their last meeting, both the Council and the Board have expressed their willingness to establish a national quality assurance system and re-acknowledged that the establishment of this action line has top priority in their agenda after being briefed about the existing practices by some higher education institutes in Turkey. It is expected that there will not be any need for a legislative change and, hence, the process will be completed before the 2007 ministerial meeting.

3.2. National quality assurance systems should include a system of accreditation, certification or comparable procedures.

Describe the system of accreditation, certification or comparable procedures, if any.

The pioneering higher education institutions in search of international recognition of some of their programmes invited ABET (Accreditation Board for Engineering and Technology-USA) in the first half 1990's. Most of the engineering programmes of 4 universities were evaluated by ABET at different times and received "substantial

equivalence" from ABET (ABET's only accreditation for countries outside the USA). These universities have since then been co-operating with ABET for quality assurance of their engineering programmes and more higher education institutions followed them afterwards. This co-operation has also motivated all the engineering faculties to establish a national system quality assurance for engineering programs. The meetings and the workshops of the deans of all the engineering faculties, which started in late 1990's, gave birth to a national accreditation system of engineering programmes-MUDEK-, similar to ABET2000. Although MUDEK does not yet have any official recognition by the responsible bodies, it stands a good chance of being a part of the national system for engineering programmes after some revisions with due regard to the requirements of the Bologna process (e.g.: international peers in the governing body); since it is already a partner in EUR-ACE (European Accreditation Programme for Engineering, an ongoing Socrates programme) and since it has already seen a warm welcome by the universities.

Among other international quality assessments exercised by the higher education institutions in Turkey are several reviews by EUA through its Institutional Review Program (IRP) and the accreditation process of Joint Commission of International Accreditation for hospitals (for the case of university hospitals).

Three universities participated in the first phase of the Quality Culture Project conducted by EUA, in 2002-2003. For the second phase of the Quality Culture Project, which took place in 2003-2004, one Turkish university was chosen as one of the 45 participants from 24 European countries that were selected. Two universities were selected for the third phase of the above-mentioned project that will be carried out in 2005.

A pilot project, named "Turkish University Quality Assessment Project" was conducted by the Council of Higher Education in 1997 in co-operation with the British Council, Ankara and the UK Higher Education Management Consultants, Universitas. The selected 13 departments of the 8 universities participated in the Project. The Project covered a wide variety of programmes and higher education institutions but did not result with the establishment of a national quality assurance system.

As stated in the report(*) to the Council of Higher Education "the objective of the Project was the development of an academic assessment mechanism and structure, and eventually leading to the establishment of a model accreditation and quality assurance system similar to the OECD and EU countries. Within the context of the Project, an opening conference, 2 workshops, 4 study visits were organized; 2 pilot assessments were carried out and a final Project report was produced. The general purpose of quality assessment in Turkey was a combination of accountability, improvement, information and accreditation. Particularly, it was aimed to base the Turkish system on the convergence on self-evaluation, peer review, supporting performance measures, published report and national agency". The report concluded that, "there is a need felt by the government, society, the employment sector and the Council of Higher Education (YOK) to promote and secure Turkish universities' reputation internationally, particularly, within other OECD and EU countries".

The 2001 regulations for quality assurance accepted by the Interuniversity Board, the practices and the pilot project mentioned above now provide a solid background to establish a national system, including all the desired elements in it, like international participation, co-operation and networking.

(*) The Feasibility of Establishing a System of Quality Assessment in Universities in Turkey.

3.3. National quality assurance systems should include international participation, co-operation and networking.

Are international peers included in the governing board(s) of the quality assurance agency(ies)?

Not yet applicable.

Please add any general comments, reflections and/or explanations to the material on quality assurance in the stocktaking report.

4. The two-cycle degree system

The two-cycle degree system is covered by the stocktaking exercise. Please add any comments, reflections and/or explanations to the stocktaking report.

The structure of Turkish higher education degrees is a two-tier system as undergraduate and graduate level of study, except for Dentistry, Medicine and Veterinary Medicine programmes which have a one-tier system.

Undergraduate level of study consists of the Associate's Degree (On Lisans Diploması) and the Bachelor's degree (Lisans Diploması). Associate's degree is awarded after the successful completion of the full-time two-year university study. Bachelor's degree is awarded after the successful completion of four-year university study. The duration of Dentistry and Veterinary Medicine programmes is five years and that of Medicine programmes is six year. The qualifications in these three fields of study are equivalent to the Bachelor's plus Master's degree.

Graduate level of study consists of the Master's Degree (Yukse Lisans Diploması) and the PhD's/Doctorate Degree (Doktora Diploması). There are two types of Master's programmes: with and without a thesis. The Master's programmes with a thesis consist of a minimum of seven courses, one seminar course, and thesis, with a minimum of 21 credits. The seminar course and thesis are non-credit and graded on a pass/fail basis. The duration of the Master's programmes with a thesis is two years. Non-thesis Master's programmes consist of a minimum of 10 courses and a non-credit semester project, with a minimum of 30 credits. The semester project is graded on a pass/fail basis. Duration of the non-thesis Master's programmes is one and half years.

Please see 6.1 for the PhD/Doctorate degree programmes.

5. Recognition of degrees and periods of study

Recognition of degrees and periods of study is covered by the stocktaking exercise. Please add any comments, reflections and/or explanations to the stocktaking report.

Turkish NARIC (National Academic Recognition Information Center) Office has been established under the supervision of the Council of Higher Education (YOK) in April 2003 and it has been working with the assistance of approximately 20 personnel. The Turkish ENIC (European Network of National Information Centers of Academic Mobility and Recognition) Office has been operating under the Council of Higher Education (YOK) since 1998. The main objective of the Turkish ENIC/NARIC offices is improving academic recognition of diplomas and periods of studies by promoting information and experience exchange in the Member States of the EU, the EEA countries and the candidate countries of the EU. Turkey has been one of the signatory countries of Lisbon Recognition Convention as of December 1, 2004. The Convention will come into force after the approval of the Cabinet and the ratification by the Parliament.

The Diploma Supplement has been introduced in the Turkish higher education system within the context of participation in the EU education, training and youth programmes. The Turkish higher education institutions are used to issue transcripts similar that of North American universities. Therefore, the introduction of the Diploma Supplement into the Turkish higher education system has been relatively easy. The national DS template has been formed in line with the UNESCO-CEPES and UNESCO standards with the coordination of the Council of Higher Education; and a standard Turkish DS model has been disseminated to the universities. From the 2004-2005 academic year onwards, all universities are ready to issue DS with the diploma to all students, free of charge, in English and/or in Turkish.

The mutual recognition of professional qualifications is one of priorities under the chapter of free movement of persons at the Turkish National Program for the adoption of EU Acquis, appeared in the Official Journal no 25178 of July 25, 2003.

In this respect, starting from December 2003, a working group has been set up to prepare a draft law on Mutual Recognition of Professional Qualifications by the coordination of the Secretariat General for EU Affairs. Working group consists of the representatives from the following institutions: Ministry of National Education, the Council of Higher Education, Ministry of Justice, Ministry of Labour and Social Security, Ministry of Health, Ministry of Agriculture and Rural Affairs, Ministry of Settlement and Public Works, and some non-governmental organisations.

The purpose of the draft law is to regulate the acquiring and performing of the professional qualifications in certain areas in Turkey, the recognition of regulated professional qualifications obtained in the EU member states and the rules to practice a regulated profession of the EU member states in Turkey. The draft law covers Doctors, Dental Practitioners, Pharmacists, General Care Nurses, Midwives, Veterinary Surgeons and Architects.

The working group finalized the draft law in June 2004 and submitted it to the Internal Market Directorate-General of the European Commission for an opinion. The Council of Higher Education is the national coordinator for the mutual recognition of higher education professional qualifications.

6. Doctoral studies and research

6.1. Give a short description of the organisation of third cycle studies

(For example, direct access from the bachelor level, balance between organised courses, independent study and thesis)

The PhD/Doctorate programmes consist of a minimum of seven courses, with a minimum of 21 credits, a qualifying examination, a dissertation proposal, and a dissertation. The duration of Doctorate programmes varies depending on the field of study. According to the Article 19 of the Regulations on Graduate Education the period allotted for the completion of the Doctorate programmes is eight semesters. However, the regulations enacted by the senate of each institution specify the procedures to be followed in the case of students who can graduate in a shorter period of time.

Students who have passed all of their credit courses and whose dissertation proposal has been accepted, but who have not submitted their dissertation by the end of their eighth semester, and hence, have been unable to apply for their dissertation defense, may, upon the recommendation of the department concerned and the approval of the Graduate School Administrative Board, be granted an extension of a maximum of four semesters for the dissertation defense.

Students enrolled in a doctorate programme are required to submit and defend the

dissertation orally before an examining committee. The dissertation defense consists of an oral presentation followed by a question-and-answer period. Following the dissertation defense, the examining committee decides by absolute majority whether to accept, reject, or require revision of the dissertation. If the committee has required the student to revise the dissertation, the student, having made the necessary changes, defends the thesis again, before the same committee, within six months at the latest.

A recent change on the Regulations on Graduate Education, which took place on August 19, 2003, permits the Bachelor's degree holders to enlist directly the Doctorate programmes provided that the students' performance at the Bachelor's degree level is evaluated as exceptionally high and his/her application is approved by the relevant authorities of the university. For these students, the Doctorate programmes consist of a minimum of 14 courses, with a minimum of 42 credits, a qualifying examination, a dissertation proposal, and a dissertation.

6.2. What are the links between HE and research in your country?

(For example, what percentage of publicly-funded research is conducted within HE institutions?)

"The Supreme Council of Science and Technology (SCST), chaired by either the Prime Minister (or his Deputy), the ministers of S&T - related ministries, the President of the Higher Education Council, the undersecretaries of State Planning Organisation, Treasury and Foreign Trade, the President and a vice president of the Scientific and Technical Research Council of Turkey (TUBITAK) and the presidents of the Nuclear Energy Council and the Union of Chambers of Commerce and Industry. The general secretariat to the SCST is TUBITAK. In 1993, the strategic choice of

a) not only to achieve excellence in scientific and technological research,

b) but also to turn scientific and technological findings into economical and/or social benefits was made. Accordingly, the S&T Policy of Turkey has since then been based on the establishment of a national innovation system. The outcome of the implementation of this policy increased the R&D realised by business enterprise from 20% to over 33, R&D financed by business enterprise from 27% to 43%, GERD in % of GDP raised from 0.32% to 0.64%, R&D personnel per 10,000 labour force raised from 7.5 to 13.1." (Source: Turgut Tumer, "Overview of S&T Policy of Turkey, Past, Present and Planning for the Future", TUBITAK, 30 June 2000)

Most of the research work in Turkey is conducted in higher education institutions. If the number of publications in reputable international journals is taken as an indicator of the research work, Turkish higher education institutions have shown a continuous remarkable success by moving from 40th in 1990 to 21st in 2003 among world states ranked with respect to the number of publications in journals covered by SCI, SSCI and AHCI of ISI. The rate of increase of those publications has been well over 20% per year for the last four years while the share of Turkey in world has increased from 0.571 to 0.940. The universities have produced 98.2% of these publications in 2003. It is fair to say that the pace of increase in these publication shows a healthy development in achieving excellence in scientific and technical research. However, it would not be unfair to state that the university-industry link is far from being satisfactory to produce the desired number of patents and industrial products and turning these scientific and technological findings into economical and social benefits. The establishment of industrial development regions in the campuses of the higher education institutions is an important development to overcome this weakness. Another positive impact is expected from recently participated framework programmes EU.

7. Mobility of students and staff

7.1. Describe the main factors influencing mobility of students from as well as to your country (For instance funds devoted to mobility schemes, portability of student loans and grants, visa problems)

1. Difficulties in getting visa for outgoing students (in terms of length and requirements)
2. Insufficient supplementary funding schemes for outgoing students
3. Lack of information or misunderstanding of ECTS applications among the faculty members (that cause problems during the approval of learning agreements)
4. Lack of up-to date course information (course offerings) of the partner institutions (that causes reluctance of students to participate in exchange)
5. Lack of knowledge among European students about the quality of higher education in Turkey

7.2. Describe any special measures taken in your country to improve mobility of students from as well as to your country

1. Establishment of administrative offices within universities dealing specifically with the Erasmus Program
2. Promotion of the Erasmus Program within universities (such as organizing info days for students and academic staff, encouraging students to learn/improve a second language, encouraging the faculty to increase their European -wide activities towards signing Erasmus agreements, participating in related networks, projects and propose new projects)
3. Usage of ECTS as an additional credit transfer system
4. Increasing the visibility of the Turkish universities in the Erasmus Program (via setting up web-pages for Erasmus activities, publication of ECTS Information packages, course catalogues)
5. Increasing the number of course offerings (mostly) in English language
6. International marketing/appearance towards participating in European-wide conferences and fairs
7. Site visits to/from the potential partner institutions
8. Participating in related activities, organizations of the National Agency.

7.3. Describe the main factors influencing mobility of teachers and staff from as well as to your country (For instance tenure of appointment, grant schemes, social security, visa problems)

1. Difficulties in getting visa for outgoing staff
2. Insufficient supplementary funding schemes for outgoing staff
3. Since the 2004-2005 academic year is the first year in Erasmus, teaching staff is not well informed about teacher mobility.

7.4. Describe any special measures taken in your country to improve mobility of academic teachers and staff from as well as to your country

1. Establishment of administrative offices within universities dealing specifically with the Erasmus Program
2. Increasing the number of course offerings (mostly) in English language
3. International marketing/appearance towards participating in European-wide conferences and fairs
4. Increased site visits to/from the potential partner institutions
5. Promotion of the Erasmus Program within universities (such as organizing info days for

students and academic staff, encouraging students to learn/improve a second language, encouraging the faculty to increase their European -wide activities towards signing Erasmus agreements, participating in related networks, projects and propose new projects)

8. Higher education institutions and students

8.1. Describe aspects of autonomy of higher education institutions

Is autonomy determined/defined by law? To what extent can higher education institutions decide on internal organisation, staffing, new study programmes and financing?

Academic freedom of the academic personnel and the scientific autonomy of the higher education institutions are protected by Turkish Constitution, Article 130. In article 130, universities are defined as autonomous institutions having scientific freedom. The right of the universities and the academic personnel to freely conduct research and publish the results is protected by this article. This article also states that this right cannot be used against the existence and sovereignty of the State and the unity of the Nation and the State.

The foundation universities also enjoy financial and administrative autonomy in addition to academic freedom. The state universities, however, do not have financial and administrative autonomies. The organizational scheme of higher education institutions is defined by law. The state higher education institutions are subject to the same public finance laws as other public agencies. Hence, indirect governance of the state universities by the government and the lack of administrative and financial autonomy are unavoidable unless a legislative change on these two issues are realized.

Universities, faculties, institutes and four-year schools are founded by law, while two-year vocational schools, departments, and divisions are established by the Council of Higher Education. Likewise, the opening of a degree programme at any level is subject to ratification by the Council. Universities are free to determine the number of students to be admitted to graduate-level programmes, as well as admission requirements, and the curricula and degree requirements of such programmes, in line with the general rules and regulations adopted by the Interuniversity Council. On the other hand, the numbers of students to be admitted to the Bachelor's and the Associate's programmes are determined annually by the Council of Higher Education upon the recommendations of universities. Universities are completely free to determine the curricula, except a course in History of Turkish Revolution, and Turkish, all course contents, grading systems and degree requirements, while teaching methods and grading are prerogatives of the individual instructors.

Both academic and administrative staff in state universities has civil servant status and, professors and associate professors have tenure. The numbers of academic staff (research assistants, instructors, etc.) and administrative staff for technical services including technical and hospital personnel (technicians, nurses, etc.) posts allocated to each state university are determined by the government for each fiscal year. The academic staff appointments and promotions at all levels are, however, made exclusively by the universities themselves taking into accounts of the minimum requirements have been set up by both the Council of Higher Education and the university senate, and are not subject to ratification by any outside authority. On the other hand, the title of Associate Professor is gained centrally according to the minimum requirements determined by the Interuniversity Council. The law sets forth the general requirements for academic promotions and procedures to be followed in making appointments.

8.2. Describe actions taken to ensure active participation from all partners in the process

Each "department", which is the main unit for an academic degree program, each faculty,

consisting of departments and finally each university has an academic body, called, respectively, departmental board, faculty academic board and senate being composed of academic staff and a student representative (without a vote), with varying compositions at each level. The requests of academic nature start from the relevant board and goes up the highest level stated in the Higher Education Law. Some decisions are concluded at the Senate level while some need the approval of the Council, some that of the government and some a new legislation. The universities do not have any non-academic administrator or external agencies in their boards or senate.

8.3. How do students participate in and influence the organisation and content of education at universities and other higher education institutions and at the national level?

(For example, participation in University Governing Bodies, Academic Councils etc)

In 2001, the Council of Higher Education approved the Regulations proposed by the Interuniversity Council to establish a "Student Council" in each higher education institute. According to these regulations, each class in a department/programme, each department/programme, each faculty/higher school is represented by a student representative. The class representative is elected by all the registered students of that class. The department/programme representatives and faculty/higher school representatives are elected, respectively, by the student boards of the department/faculty composed of the student representatives of the classes/departments, all for a period of one year. The student council of the higher education institution (UOK) is composed of faculty and higher school representatives. UOK elects, from among its members; its executive board members, a president (of UOK also), at least one vice president and a secretary general, all for a period of one year. The president and faculty representatives are invited, respectively to the senate, university executive board/faculty academic board and executive board meetings by the rector/deans-without the right to vote- when matters concerning students are on the agenda. The draft proposal for the national student council has been finalized and it is ready to be submitted to the Interuniversity Council and the Council of Higher Education. It is expected that all the necessary paperwork will be finished before the Bergen meeting.

9. The social dimension of the Bologna Process

9.1. Describe measures which promote equality of access to higher education

Two major lines of the Turkish secondary education system are general education and vocational education. Several types of schools exist for each of these educational lines. The students of general secondary education (lycee, science lycee, high school with foreign language preparatory class, and the others) prefer majoring in Science or Social Sciences or Turkish-Mathematics after one-year common education. The fields in secondary vocational education such as machinery, textiles, accounting, etc are based on the manpower needs of industry. Nearly the same curriculum is applied to the first year of both general and vocational secondary education.

According to the law, the graduates of vocational high schools are placed to the two-year higher education programmes which are related to their high school majors without entering any examination. Apart from this, to access to the higher education programmes, both the four- and the two-year programmes in universities, candidates must take a central university entrance examination, namely, Student Selection Examination (OSS). Placement to the higher education programmes is done by using a compounded score which consists of normalized score of OSS and normalized grade point average of high school (AOBP). In the determination of compound scores varying coefficients are applied to AOBP. Accordingly,

the contribution of AOBP to the compounded score is 25,7% or 21,1% or 9,1%. The highest contribution (25,7%) is for the graduates of vocational high schools desiring to access to higher education programmes related to their majors in high school. The second contribution (21,1 %) is for the general high school graduates tending to access to the higher education programmes related to their high school majors. The lowest contribution (9,1) is applied to the graduates of both general and vocational secondary education whose higher education programme choice is not in accordance with the high school major. In summary, the system for the access to higher education is equipped with both bonuses and limitations for all candidates.

10. Developments in lifelong learning

10.1. What measures have been taken by your country to encourage higher education institutions in developing lifelong learning paths?

Almost all the universities have "continuous education center"s contributing to Lifelong Learning. These centers offer seminars, conferences and refresher courses to those who wish to be kept up to date in their profession or to those who would like additional skills and/or knowledge in a different field. Even though the Turkish private sector is very keen on keeping its personnel fully equipped with the state of the art knowledge; the State does not yet have any compulsory measures for the professionals to follow the new developments to continue practicing their profession. "Second University" project has been carried out by Anadolu University since 2001 with the aim of enabling students to study in another field and improve their qualifications. According to the project the holders of the Associate's and the Bachelor's degrees or the undergraduate students currently enrolled in higher education programmes other than the programmes of Distance Education of Anadolu University, can apply to any of the distance education programmes of Anadolu University without taking the central university entrance exam, OSS. The Bachelor's Degree holders apply to both two or four-year programmes, while the Associate's Degree holders can apply only to the two-year programmes. Within the context of the project, current number of enrollment in various distance-learning programmes of the university is 33,500.

10.2. Describe any procedures at the national level for recognition of prior learning/flexible learning paths

Not yet applicable.

11. Contribution to the European dimension in higher education

11.1 Describe any legal obstacles identified by your country and any progress made in removing legal obstacles to the establishment and recognition of joint degrees and/or joint study programmes

In Turkey there is no legal obstacle in the establishment and recognition of joint degrees and/or joint study programmes. Universities can set up and carry out joint degree programmes through international partnerships with the approval of the Council of Higher Education (YOK). Currently, some universities have been offering joint study programmes leading to a dual Bachelor's degree, by bilateral agreement with a non-European partner, the State University of New York in USA. In addition, one university has been offering joint study programmes for individual cases at the Doctorate level within the context of the bilateral agreements with some universities in Europe.

11.1.1. Describe the extent of integrated study programmes leading to joint degrees or double degrees

Currently, the number of universities offering joint degree programmes is very limited. It is expected that more universities establish international partnerships with European universities in a near future and thus, this contributes to improve the European dimension in higher education in Turkey.

11.1.2. How have these programmes been organised? (joint admissions, mobility of students, joint exams, etc.)

Within the framework of agreements between a Turkish state university and several French universities, 4 joint programmes leading to the dual Doctorate Diploma have been launched. These joint doctorate programmes are as follows:

1. Joint Doctorate Programme between the Department of Civil Engineering and Ecole Nationale Supérieure des Mines de Paris.
2. Joint Doctorate Programme between the Department of Chemical Engineering and INSA of Lyon (Institut National des Sciences Appliquées de Lyon).
3. Joint Doctorate Programme between the Department of Mathematics and Université Louis Pasteur- Strasbourg I.
4. Joint Doctorate Programme between the Department of Aerospace Engineering and University of Poitiers, ENSMA

The students are responsible for fulfilling the doctorate degree requirements of both universities. The research and dissertation are carried out under the supervision of co-supervisors from both universities and the students are supposed to submit one dissertation. They defend the thesis before the examining committees in Turkey and France. For the time being, there are 3 students enrolled in these programmes.

11.2. Describe any transnational co-operation that contributes to the European dimension in higher education

Not yet applicable.

11.3. Describe how curriculum development reflects the European dimension

(For instance foreign language courses, European themes, orientation towards the European labour market)

European studies in Turkey have gone through intensive development in the last few years, especially after the Helsinki summit. Today about one third of Turkish universities have started a research or teaching activity connected with the European integration process. Most of this work has been done without any help from the European Commission. Actually, among the Commission's programs, in the fields of education and culture only Jean Monnet Action is active in Turkey, and that only since 2001. Likewise, Tempus III (2000-2006) playing a fundamental role in the enhancement of European Studies at accession countries for which Turkey is eligible only on a co-financing base. In general, the European studies, in the form of undergraduate programmes, Master's, PhD's, training and certificate programmes, research centers, European documentation centers and autonomous institutes are present in 29 higher education institutions out of a total of 77.

In order to sustain further development of European studies in Turkey three initiatives in education should be implemented: short courses for the training of the public officers; a networking programme among Turkish and member states' universities; and more importantly the establishment of a new institution dedicated to EU studies.

12. Promoting the attractiveness of the European Higher Education Area

12.1. Describe actions taken by your country to promote the attractiveness of the EHEA

The major tool for the contribution to promote the attractiveness of the European Higher Education Area is Erasmus Mundus programme supported by the European Commission. In principle, the Erasmus Mundus programme is open to the participation of the candidate countries for accession to the EU. However, as the official participation of Turkey in the programme has not yet been formalised through the relevant instruments governing the relations with the European Community, Turkish higher education institutions are not eligible for 2005-2006 Erasmus-Mundus programme. Therefore, it is expected that with participation of this programme, the overseas promotion of the Turkish university system in the context of EHEA will be realised.

There are 14 universities where the medium of instruction is English, in one university, all courses are offered in French and in some universities only some courses are offered in English, French and German.

Within the context of the Law no. 2922 and the regulations in accordance with the Article 7 of this law, through the bilateral cooperation protocols with foreign states, the state provides scholarships for the third country nationals to pursue undergraduate and graduate education in Turkish universities. In addition, according to the above-mentioned Law and regulations, the governmental scholarships are available for the European and the third country nationals through cultural agreements and cultural exchange programmes with foreign governments and institutions.

13. Concluding comments

13.1. Give a description of your national Bologna strategies

Turkish higher education system, already having a 2-tier system in all the higher education institutions, a credit system and transcripts similar to ECTS and DS, going through English quality assessment exercises and ABET evaluation of the USA in 1990's have not experienced any major difficulties in implementing most of the objectives of Bologna Declaration. It is the target of the Council of Higher Education to establish the national quality assurance agency in 2005 and have a reasonable number of evaluations completed before the ministers meeting to be held in 2007. The draft law for the regulation and the recognition of professional qualifications is expected to be ratified by the Parliament before the end of June 2005. The full participation in the mobility programmes and the framework programmes have already been realised. The Turkish higher education system aims at being a part of the EHEA and ERA with centers of excellence attracting researchers and highly reputable programmes at all levels to attract the students from the other nations of the EHEA and ERA as well as the countries of the world.

13.2. Give an indication of the main challenges ahead for your country

One of the main challenges for Turkey will be to meet the huge demand for higher education with scarce financial resources and the austerity measures also enforced on higher education to stabilize the economy. Another challenge is to make two-year vocational higher schools, (MYO)'s, attractive enough to change the existing ratio of those attending to MYO's from 35% to 65%. The high rate unemployment among university graduates is expected to decrease once the job market is revitalized with stability in the economy. Turkish higher education institutions have shown a remarkable success in publishing their research results in internationally reputable journals and managed to rank 21st in 2003 for material published in

journals listed in ISI's SCI, SSCI and AHCI. The university-industry partnership, however, is far from being satisfactory. Research work has not yet produced a sufficient number of patents and industrial products; and this is another major challenge for Turkish higher education institutions.