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, Fergana 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

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<th>Steps to overcome obstacles</th>
<th>Means (financial and human)</th>
<th>Measuring results</th>
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<tbody>
<tr>
<td>1. To build awareness among staff and students with regard to quality culture</td>
<td>Lack of awareness among staff&lt;br&gt;Lack of awareness among students</td>
<td>Bologna reforms are to be made known by all staff and students through seminars and routine presentations&lt;br&gt;Establishing an International Relations Office to steer various awareness-building activities</td>
<td>Expert speakers to be invited from Governmental Planning Agency, other universities, National Agency, student organizations such as AEGEE, ISIS, etc.&lt;br&gt;Allocating funds for the seminar and meeting expenses&lt;br&gt;Decision of the Rector&lt;br&gt;Providing staff for UU International Relations Office</td>
<td>Survey’s results on quality culture programs&lt;br&gt;Number of applications for international study programs&lt;br&gt;Level of participation in awareness-building activities&lt;br&gt;Number of UU students who are members of international student organizations</td>
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<td>2. To complete the procedures required for the accreditation of individual programs</td>
<td>Absence of a European Accreditation Council&lt;br&gt;Absence of accreditation standards for certain programmes</td>
<td>Establishment of National Accreditation Council&lt;br&gt;Setting the accreditation standards for each programme by National Accreditation Council</td>
<td>Possible HEC funding&lt;br&gt;Possible HEC funding&lt;br&gt;Governmental support</td>
<td>Number of programs accredited&lt;br&gt;Standardized accreditation criteria for each programme</td>
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<td>3. To initiate and improve the student mobility</td>
<td>Inactive bilateral agreements</td>
<td>Activation of existing bilateral agreements</td>
<td>Efforts of individual programs and the Rector’s office</td>
<td>Number of active bilateral agreements</td>
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<td></td>
<td>Low number of UU students speaking a foreign language</td>
<td>Setting up new bilateral agreements</td>
<td>Establishment of International Relations Office</td>
<td>Number of new bilateral agreements</td>
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<td>Language barrier for incoming students</td>
<td>Informing students on bilateral agreements through International Relations Office</td>
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<td>Number of exchange students</td>
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<td>Insufficient number of courses instructed in foreign languages for incoming students due to the restrictions imposed by the Higher Education Council</td>
<td>Introducing English prep classes for all the programs in UU</td>
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<td>Number of joint projects</td>
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<td>Lack of clear definition of funding, application procedures and student selection criteria on the side of both National Agency and UU</td>
<td>Efforts to reach a consensus within a national and international context with regard to the language of education</td>
<td>Senate decisions</td>
<td>Number of new courses instructed in foreign language</td>
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<td>Setting up procedures and criteria for student exchange</td>
<td>Recruitment of more staff with necessary skills</td>
<td>Comparison of the number of exchange students with the national and EU figures</td>
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<td>Senate decisions</td>
<td>Budget assigned for student mobility</td>
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<td>HEC approval</td>
<td>Number of students successful in international proficiency exams such as IELTS, TOEFL, etc.</td>
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Number of active bilateral agreements
Number of new bilateral agreements
Number of exchange students
Number of joint projects
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Comparison of the number of exchange students with the national and EU figures
Budget assigned for student mobility
Number of students successful in international proficiency exams such as IELTS, TOEFL, etc.
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<td>4. To improve the staff mobility</td>
<td>Low level of research orientation</td>
<td>Setting academic promotion criteria to encourage research orientation</td>
<td>Commissions to re-evaluate academic promotion criteria</td>
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<td>Awards for international publications</td>
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<td>Support for participation in international events</td>
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<td>Increased funding for international joint projects</td>
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<td>Language barrier</td>
<td>Foreign language courses within UU</td>
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<td>Setting academic promotion criteria to consider foreign language proficiency</td>
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<td>Insufficient funding</td>
<td>Allocation of further funding from UU’s own resources</td>
<td>Senate decision</td>
<td>Total number and amount of national and international funds</td>
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<td>To make use of national and international funds such as FP6</td>
<td>Possible university and HEC funding</td>
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<td>International Relations Office</td>
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<td>5. To improve the lifelong learning (continuous education) environment</td>
<td>In-operative Continuous Education Centre</td>
<td>Redefinition of vision and mission of Continuous Education Centre</td>
<td>Possible EUA and HEC funding</td>
<td>Admission of students in continuous education programmes</td>
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<td>Designing relevant courses</td>
<td>Course fees</td>
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<td>Publicising continuous education programmes</td>
<td>Support of local trade and industry</td>
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<td>Lack of enough awareness of and experience in continuous education for both the providers and receivers</td>
<td>Establishing continuous education programmes in diversified and current specialization areas</td>
<td>Recruitment of staff specialized in LLL-related topics from within and outside UU</td>
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