SELF-EVALUATION REPORT

To be submitted to the
European University Association Institutional Evaluation Programme

QUALITY ASSURANCE AND RESEARCH OFFICE
STRATEGIC PLANNING AND EVALUATION CORE TEAM
www.maltepe.edu.tr

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ISTANBUL – Turkey
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From Our Founder

Maltepe University has been an educational institution for 15 years. Predating the founding of the university the Marmara Education Village was established in 1985. From the start the Marmara Education Village has offered instruction at the preschool, primary, and middle school level. A consistent passion for excellence has been a key feature of the university and affiliated educational community's growth since its founding 27 years ago.

Maltepe University has set its goals with power taken from the past. The university has worked to reach and exceed those goals through a commitment to scholarship and research that continues to this day.

As a university, we strive to produce projects that will encourage and contribute to the work of academic personnel, students and the country. Our aim is to create a positive working environment with a scientific edge, at once innovative and contemporary; a worldwide university competitive on an international scale in science as well as socio-cultural studies. Universal values in education both on a qualitative and quantitative basis guide us in pursuit of our goals.

Maltepe University was established to educate the workforce of tomorrow while energizing our youth, our country and our world today. To that end the university has put forth a strategic plan designed with our goals in mind for all academic, administrative and financial departments. With the 2011-2015 Strategic Plan the route for our university has been drawn. I invite all of our students, graduates, academic and administrative personnel, and affiliated education partners (Marmara Education Institutions etc.) to participate actively in both the development and application stages of the plan. The implementation and realization of the presented strategy will further contribute to the growth of a stronger, more successful university concurrent with internationally accepted standards for institutions of higher education.

My hope is that this report including a self-evaluation of the first two years of the 2011-2015 Strategic Plan will clearly determine our academic path towards the European Universities Association. I hope our report will help to advance our work as a university bringing pride to our country and to us all as an institution recognized for the opportunities it gives to its students, personnel, and lecturers. I also believe this report will foster our goal of creating and maintaining a positive working environment. I thank everyone for their effort in preparing the report.

Regards
Hüseyin ŞİMŞEK
Founder
From Our Rector

Maltepe University's 2011-2012 self evaluation report has been prepared using the data in 2011-2015 Strategic Plan. The present report is predicated on the desire to reach certain academic goals as an institution of higher learning.

I look at our strategic plan as a precondition in the accreditation processes we have chosen to pursue. I believe that with this plan the Bologna Process will be successfully completed, and the diploma supplement and ECTS labels will be awarded by the European Commission.

Moreover, the strategic plan will pave the way for our associate membership in the European Universities Association (EUA) and later the step up to full membership making external evaluation of our university by the European Universities Association possible. In brief, the strategic plan we have set forth under the studies of self evaluation and assessment will help our university to meet the quality assurance standards developed by the European Union and will help us internalize these values.

Firstly, I'd like to express my gratitude to the core members of the strategic planning and evaluation team. I believe that this work will reach its goal with the contribution and collaboration of all relevant shareholders.

Additionally, my thanks go out to everyone who took part in the preparation of the self evaluation report. I believe that this plan will only be successful with the cooperation and contribution of all shareholders.

I want to thank in advance all of Maltepe University's personnel. I hope that the self evaluation studies will be beneficial for us all.

Prof. Dr. Kemal KÖYMEN
Rector
PRESENTATION

The increasing competitiveness in academics all around the world and especially in our country has made quality-centred education one of the core values of our university. To this end, the Quality Assurance Office of our university has been trying to implement and develop a culture of quality by pioneering all participative and collaborative works under the principles adopted by students, all departments, and internal and external shareholders of our university. These quality studies, supported by our administrative leadership also help to improve the organizational culture. The importance given to quality assurance by our university was formally acknowledged at the end of 2012 with the conferral of the ECTS and Diploma Supplement Labels awarded by the European Commission. However, we should never forget that these labels are not our final goals, but a promise to continue our venture down the unending road towards quality.

Our office is responsible for harmonizing the university tools with students’ expectations (being student-centred) and standardization. Additionally, we focus on measuring effectiveness through feed-back which evaluates whether each course fits programme outputs. We take the necessary precautions to make required corrections and improvements according to the feed-back we receive. Our aim is to make all these applications “transparent” and “accountable” for international platforms to meet the quality assurance requirements. With this scope, we also aim at meeting all the requirements of the Bologna process by being in accordance with our Higher Education Council’s expectations. In the process followed by our office our primary initiative is not to take the responsibility of quality assurance away from the academic and administrative departments, but to monitor the effectiveness and efficiency of all processes, to ensure cohesion and to present related reports prepared using self-evaluations for review by the top management.

The studies of our Graduate Schools have been accelerated to improve both quality and quantity of PhD programmes offered given our awareness of the fact that graduate study is the most important dimensions of life-long learning and scientific advancement. To increase both the quality and quantity of the studies conducted by PhD and Master’s students and our academic staff is given great importance. Besides, we are trying to strengthen university/society relations with social responsibility projects carried out by our Centres.

This report which is a kind of self-evaluation report of the first two years of our 2011-15 Strategic Plan using the 2013 May-June data was prepared jointly by the by Continuous Quality Assurance Office, Strategic Planning and Evaluation Team members Prof. Dr. Belma AKŞİT, Associate Prof. Mürşide ÖZGELDİ, Instructor Nuran KARAĞAOĞLU and Lecturer Şafak GÜNDÜZ.

Regards,
Prof. Dr. Belma AKŞİT
Advisor to the Rector
Director of Quality Assurance and Research Office
ECTS and DS Coordinator
1. Introduction

Higher education institutions today face a number of challenges as they strive to fulfil their critical role in society. These challenges include increased autonomy, competition for staff and students, internationalisation, declining public investment, additional activities and curriculum reforms (http://www.eua.be/iep/Home.aspx).

The aim of the present report is to reinforce the autonomy and strategic steering capacity of Maltepe University by strengthening the effectiveness and quality of academic, research based and social responsibility activities which are the main initiatives of the university pursued through institutional and national evaluations. In this context, our university has sought review by some external evaluation institutions. Within the European Higher Education Area, the EUA is one of the most well-known and respected organizations. Maltepe University has been an associate member of the EUA since 2010. We are committed to achieving full membership in the EUA-IEP thereby strengthening our role as an institution of higher education.

The primary emphasis of this membership process is inclusive self-evaluation and institutional self-knowledge for improved internal governance and management as well as for external accountability purposes. With the help of this process we can reinforce internal quality measures and contribute to the capacity for change at an institutional level. However, the most important point concerning this process is that it is continuous.

Maltepe University has been awarded the European Credit Transfer System Labels and Diploma Supplement Labels by the European Commission. These labels make it easier for students to study in other countries and to find jobs abroad upon graduation. The ECTS and Diploma Supplement Labels are given to institutions which have shown excellence in applying the European Credit Transfer and Accumulation System (ECTS) and Diploma Supplement (DS) to the European framework that makes teaching and learning more transparent and facilitates the recognition of academic work and qualifications. Maltepe University is one of 16 universities which have the ECTS Label and one of 41 universities which have the DS Label out of 180 universities in Turkey.

MU Strategic Plans were initiated in 2006. Our final 2011-15 MU Strategic Plan (http://ects.maltepe.edu.tr/en/strategic-plans) was developed according to essential principles of the Bologna Process in addition to the guidelines of Turkey's Council of Higher Education (Yüksek Öğretim Kurulu-YÖK). After individual strategic plans were provided by each faculty/school, the MU strategic plan was prepared by a strategic plan team which was composed of academic and administrative staff and students. During the implementation of the 2011-15 MU Strategic Plan, self-assessment activities were conducted in 2011-12 and reported by the strategic planning and evaluation team which was formed to continue the work of the strategic plan team.

2. Institutional Context and Instruments

2.1. Turkish National Education System
The basic structure of the Turkish National Education system consists of four main stages: pre-school education, primary education, secondary education and higher education.

Pre-school education consists of non-compulsory programmes whereas primary education is a compulsory 8 year programme for all children beginning from the age of 6. The secondary education system includes "General High Schools" and "Vocational and Technical High Schools".

Higher Education is defined as all post-secondary programmes with duration of at least two years. The system consists of universities (state and non-profit foundation) and other types of higher education institutions (police and military academies and foundation vocational schools). Each university consists of faculties and schools offering First Cycle (Bachelor's level) programmes (240 ECTS), two year vocational
higher schools offering Short Cycle (associate’s level) programmes (120 ECTS) of a strictly vocational nature and also graduate schools administering graduate programmes.

The Higher Education Law No. 2547 is the main law, which governs the system of higher education in Turkey. All universities (both state and foundation) are subject to the same law and regulations. All state and foundation universities are founded by law. The Higher Education System is regulated by the Council of Higher Education (Yüksek Öğretim Kurulu-YÖK) established in 1981. The council regulates the activities of higher education institutions with respect to research, governing, planning and organization.

Admission to higher education is based on a nation-wide examination (ÖSS). The examination is held once a year and is administered by the Student Selection and Placement Centre (ÖSYM). Candidates gain access to institutions of higher education based on a composite score consisting of the mark they receive on the selection examination and their high school grade point average.

Graduate level study consists of the Second Cycle (Master’s Degree) and the Third Cycle (Ph.D./Doctorate Degree) programmes. There are two types of Master’s programmes, those that require a thesis and those that do not. The Master’s programmes with a thesis requirement have 120 ECTS and consist of a minimum of seven courses, with a minimum of 21 national credits, one seminar course, and a thesis requirement. The seminar course and thesis requirement are non-credit and graded on a pass/fail basis. The duration of the Master’s programmes with a thesis requirement is four semesters. Non-thesis Master’s programmes have 90 ECTS and consist of a minimum of 10 courses, with a minimum of 30 national credits and a non-credit semester project. The semester project is graded on a pass/fail basis. The duration of the non-thesis Master’s programmes is three semesters. PhD programmes have 240 ECTS and a duration of eight semesters which entails the completion of a minimum of seven courses, with a minimum of national credits, passing a qualification examination, and preparing and defending a doctoral dissertation. A specialization in medicine, accepted as an equivalent to third cycle programmes, are carried out within the faculties of medicine, university hospitals and the training hospitals owned by the Ministry of Health.

Since 2003, a change in the 1996 Regulations on Graduate Education has allowed Bachelor’s degree holders to enter PhD programmes if their performance at the Bachelor’s degree level is exceptionally high and their application is approved. For these students, the theoretical part of the PhD programmes consists of a minimum of 14 courses, with a minimum of 42 national credits.

2.1.1. Turkish National Higher Education System

In accordance with the Law of Higher Education (LHE) No. 2547 implemented in 1981, the Council of Higher Education (CHE) is the planning, coordinating and policy-making body for higher education in Turkey. Formal education includes pre-school education, primary education, secondary education, and higher education (for the most current status of the LHE, please refer to the English copy of the legal text at http://www.yok.gov.tr/web/guest/mevzuat).

There are two other main administrative bodies in the field of higher education in addition to the CHE. These are the Inter-University Council, which consists of the rectors of all universities and one member elected by the senate of each university, and the Turkish Universities Rectors’ Committee, which is made up of all university rectors and five former rectors.

The Minister of National Education represents higher education in the parliament and can chair the meetings of the council, but has no voting authority. Decisions of the council and those of the universities are not subject to ratification by the ministry. The Ministry of National Education traditionally directs its attention to primary and secondary education, leaving the area of higher education almost exclusively to the CHE.

Higher education includes all education institutions offering at least two years of higher education after secondary education (for further details, please refer to the http://www.yok.gov.tr). Following secondary education, admission to higher education is based on a nation-wide examination, named the Student
Selection Examination (SSE), centrally administered by the Student Selection and Placement Centre (SSPC) every year.

The CHE is a 21 member corporate body. Seven of its members are academicians elected by the Inter-University Council; seven are appointed directly by the President of the Turkish Republic, giving priority to former rectors; seven are appointed by the government, mostly from among senior civil servants. Each member sits for a term of four years with the opportunity to run for re-election after their first term is served. The Chairperson of the Council is appointed by the President of the Turkish Republic from among the members of the Council. A nine-member executive committee elected from among its members carries out the routine functions of the council.

State Universities
In 1981, the Law of Higher Education introduced new concepts that allowed for central planning. The LHE itself was designed to develop educational programmes according to standards that enabled student mobility between different universities and within universities to some degree. The law has undergone a number of relatively minor changes since its enactment in 1981. A major change in 1992 brought new procedures for the nomination and appointment of rectors. According to the new procedures, six candidates from among the full professors of the university concerned or any other university are elected by the assembly of faculty members in that state university and presented to the president of the Higher Education Council. From among the six candidates, the CHE elects three nominees by secret ballot and submits their names to the President of the Republic, who is in charge of their appointments for a four-year term. Nominees cannot be elected for more than two terms. The President of CHE nominates and appoints deans while in institutes and schools the rector directly appoints directors for three years.

Both academic and administrative staff members in state universities have civil servant status. The numbers of academic and administrative staff posts allocated to each state university are determined by acts of parliament, while staff appointments at all levels are made exclusively by the universities themselves. The law sets forth only the minimum requirements for academic promotions and procedures to be followed in making appointments.

Foundation Universities
The LHE of 1982 made it possible for foundation universities to be established by non-profit foundations, which is why they are sometimes referred to as foundation universities. Foundation universities offer a means of creating additional capacity in the higher education system.

With the aim of partially defraying the expenditures of qualified foundation universities, the Ministry of Finance may under certain circumstances provide state assistance upon the application of the university concerned, the endorsement of the CHE and the recommendation of the National Education Ministry.

First of all, the amount of such assistance per student enrolled in the foundation university concerned must not exceed 30% of the amount calculated by dividing the total allocation to state institutions in the national budget that year by the total number of students enrolled in formal education programmes at state institutions multiplied by the number of students enrolled at the foundation university in question. You can see the related law at:
(http://mevzuat.basbakanlik.gov.tr/Metin.Aspx?MevzuatKod=1.5.2547&MevzuatIliski=0&sourceXmlSearch=)

The Board of Trustees is the highest decision-making authority of a foundation university. It is composed of at least seven members appointed by the administration of the foundation who must have the minimum qualification of being a civil servant for five years. The Rector of a private university is appointed by the Board of Trustees of the foundation for four years, upon the approval of the CHE.

2.2. Brief Description of Maltepe University
2.2.1. Historical Development
Marmara Education Institutions, Istanbul Marmara Education Foundation (IMEV) and Maltepe University (MU) were founded in 1991, 1996 and 1997, respectively by Hüseyin Şimşek, the head of the board of trustees of the university, who devised the motto “From Kindergarten to University”. The University, which
was founded by IMEV in accordance with law number 4282, is subject to the terms pertaining to the Foundation and Higher Education Institution Law number 2547, and it has the status of a legal entity. In 1997, the university began operations as an academic institution in the buildings provided by IMEV.

The Istanbul Marmara Education Foundation, with which the university is affiliated, provides a wide range of learning opportunities in a variety of areas, including health, culture, art, social responsibility and the environment. Hence, IMEV perpetuates the deep-rooted tradition of foundation institutions within Turkish culture and history.

In 2002, in an effort to bring together the various academic institutions established by IMEV, the Marmara Education Village (Marmara Eğitim Köyü) was founded on 750,000 square metres of indoor space and 300,000 square metres of outdoor space in a wooded area of the Maltepe district on the Asian side of Istanbul. The Marmara Education Village campus is home to Maltepe University's Faculties of Education, Arts and Sciences, Fine Arts, Law, Communications, Economics and Administrative Sciences, Architecture, Engineering and Natural Sciences as well as the Schools of Nursing, Foreign Languages, Vocational Education, and the Graduate Schools of Science and Engineering, and Social Sciences. With the exceptions of the Faculty of Medicine and the Graduate School of Health Sciences, located in Maltepe University's City Centre campus, all other degree programs are held in the Marmara Education Village, including the associate degree, undergraduate, masters degree and doctoral degree programmes. Our university provides education services in 9 faculties, 3 graduate schools, 2 schools and 1 vocational school. The Marmara Education Village Campus is also home to the Marmara Open Air Theatre with a seating capacity for 8,000 spectators. In addition, the campus has two film production studios covering 2000 square metres.

"Free in Thought, Modern in Education and Universal in Science" is the motto and summation of the most important principles of Maltepe University. The aim of Maltepe University is to educate students to be competitive with their peers all over the world, to be dynamic, rational, creative, and collaborative intellectuals; to be individuals who are secular, respectful of the rules of democracy and are true followers of the reforms and principles of the founder of the Turkish Republic, Mustafa Kemal Atatürk.

Maltepe University puts a great emphasis on internationalisation. With this approach in mind, exchange students and academic members are encouraged to be mobile in the European Higher Education Area and the world. For this purpose, strong relations have been established and secured with globally recognised universities for collaborative research and scientific studies, and these efforts are gradually increasing in number. Existing international exchange programmes and double major degree programmes are indicators for MU’s internationalization approach. In line with this, bachelor degree graduates are given Diploma Supplements as of 2010, while Master’s and Ph.D. graduates started to be given Diploma Supplements in 2012.

The university has an exclusive and experienced academic and administrative staff, offers programmes updated on a regular basis to follow the developments in the fields of science, technology and art, enjoys a wide range of academic infrastructure and facilities (laboratory, information and documentation centre, internet access, etc.), discloses and shares scientific research with the international scientific community and the public and organises social and cultural events that encourage community participation. On a whole, the academic and cultural atmosphere cultivated by Maltepe University has paved the way for it to be counted as a prominent institution in the Turkish University System and is also firm evidence of the university's successful achievement of its institutionalisation process.
2.2.2. Geographic Position

Picture 1: Geographic Position of Maltepe University

2.2.3. Relations with IMEV Foundation (http://www.imev.org)

To create a foundation is an important step not only to meet the needs of society but also in terms of self-actualisation. Foundations build bridges to the future. With the mission “to help hands reaching towards compassion meet with hearts full of love and to make this connection stronger over time”, the İstanbul Marmara Education Foundation started its journey with the idea that a brighter future is only possible with healthier youth. In this journey, IMEV’s aim is to educate individuals who are loyal to Atatürk’s principles and reforms, who are socially aware and conscious of their civic responsibilities in maintaining a secure republic and who learn to live by the values they are taught.

Hüseyin Şimşek founded the İstanbul Marmara Education Foundation on November 1, 1996. One year later, in 1997 he founded Maltepe University. In 2002, Şimşek established the Marmara Education Village, uniting the various institutions of the Marmara education community on a single campus.

The modern trajectory of the İstanbul Marmara Education Foundation reflects fundamental concepts and principles tested and proven for hundreds of years while inspiring collaboration among the youth of today into whose hands Atatürk entrusted the future of our Republic.
2.2.4. Faculties, Schools, Centres and Academic Units

2.2.4.1. Faculties, Schools and Departments

Below is a brief description of our departments/programmes/faculties/schools.

Associate Degree

Vocation School

- Justice
- Banking and Finance
- Computer Programming
- Child Development
- Public Relations and Publicity
- Radio and Television Production
- Medical Imaging Techniques
- Tourism and Hotel Management
- Department of Banking and Finance

Our school, while guiding students in accordance with the needs and demands of the modern sectors of our age, also prepares them for the rigors and responsibilities of professional working life by applying education programs that focus on both the academic disciplines and professional dimensions of their future career. All of our programmes are offered in Turkish. However, students have the option to attend a year of English instruction in the preparatory programme offered by the university before beginning their main course of study. Students are encouraged to pursue internships related to their majors in both public and private foundations. Students, who complete their studies successfully, have the opportunity to continue their education through an external transfer to any of the Bachelor degree programmes.

There will be 5 new programmes in our Vocational School as of 2013-14 Academic Year. These are:

- Labour Health and Security
- Architectural Restoration
- Fashion Design
- Civil Aviation Cabin Services
- Airplane Technologies

Undergraduate Degree

Faculty of Education

- English Language Teaching
- Preschool Teacher Education
- Guidance and Psychological Counselling
- Department of Guidance and Psychological Counselling (English)
- Primary School Mathematics Education
- Department of Teacher Education for Gifted Children
- Department of Teacher Education for Mentally Otherwise Abled Students

Our faculty aims to educate teachers who are expert in their department, who aim to improve continuously, who understand the needed techniques and methods, who can make use of technological opportunities and who can learn to guide their own students. Our students prepare for their future careers by completing their training and teaching practice in neighbouring Kindergartens, Primary Schools, Colleges, Science High Schools and Anatolian Technical and Industrial High Schools (vocational) which are affiliated with the Marmara Education Foundation. In all departments of the Education Faculty student's have the opportunity to pursue both the ERASMUS and FARABI exchange programmes.

Faculty of Arts and Sciences

- Philosophy
- Mathematics
The aim of our faculty is to educate individuals who are rational, who are aware of themselves and their environment, who consistently keep themselves up to date with their field of study and the world around them. Our students gain experience by attending practice sessions in the research centres of our university. Specifically, students in the Sociology Department are educated with a strong emphasis on research. By joining clubs related to their department, students become aware of voluntary activities, workshops, conferences and other activities related to their areas of study. The double major and sub-branch education opportunities are offered to students who are highly successful scholastically. In all departments of the Faculty of Arts and Sciences, students have the opportunity to pursue both the ERASMUS and FARABI exchange programmes.

**Faculty of Fine Arts**
- Animation
- Performing Arts

Our faculty internalized the idea of education through production. Our goal is to bring up young artists who perceive and interpret themselves and their surroundings accurately. Our students have the chance to practice what they learn and do internships in photography, movement, design, video and computer based technologies, performing arts and in film thanks to the studios and other facilities available on campus. They can improve themselves through participation in national and international artistic and cultural activities. There are double major and minor programme offerings for successful students who qualify. For the students who want to complete their education abroad, there are active ERASMUS partnerships.

There will be one new programme in our faculty as of the 2013-2014 Academic Year:
- Gastronomy and Culinary Arts

**Faculty of Law**
Our faculty has achieved general approval in the law community in Turkey and reached a respected national and international level. It includes the most qualified faculty members in the country as well as sustaining a policy of rigorous training for its own academic staff. Our faculty has hosted various academic meetings to keep itself current and well-informed on developments in our field both in academia and the legal profession at large. A sample court room is used for lawsuits which prepare our students for their future profession and for the conferences which are given by judges and prosecutors. Additionally, the students can have a chance to follow cases about judicial process that take place in Istanbul courthouses. Our students are encouraged to pursue education at universities abroad through the ERASMUS programme. The faculty of law also publishes a bi-annual journal which is acknowledged by TUBITAK - ULAKBIM. Our graduates start their professional careers as individuals who have a developed sense of justice drawn from real world legal knowledge and experience.

**Faculty of Economics and Administrative Sciences**
- Economics
- Human Resources Management
- Business Administration
- Business Administration (English)
- E-Business Administration
- International Relations and European Union
- International Relations and European Union (English)
- International Trade and Logistics Management
- International Trade and Logistics Management (English)
Education in all departments of our faculty is annually updated from a mutually complementary and integrated perspective set within a framework of international accreditation standards and in parallel with the requirements of today. Our programs which are enhanced and elasticized to help students seamlessly adapt to the different disciplines of their profession are supported with internship opportunities at prominent firms in Turkey. Our academically successful students are provided with the opportunity to do a double major and minor in any of the departments of our faculty in tandem with the departments of a different faculty. In addition, they are given the chance to pursue education and internships at universities abroad through the ERASMUS international student exchange programme.

**Faculty of Communication**
- Journalism
- Visual Communication and Design
- Public Relations and Publicity
- Public Relations and Publicity (English)
- Radio, TV and Cinema
- Television Broadcasting of News

Our faculty which has adopted a student-centred approach aims to educate students who combine projects and job experience with the standard academic requirements for their degrees. Students are not only equipped with academic knowledge but also prepared for professional life. To that end, they are encouraged and supported to attend all conferences and competitions in the field of communications. They have the opportunity to do internships in both the public and private sector. Students can also get real world practice by working on projects in the faculty’s media centre and film studios available on campus. Highly successful students have the opportunity to do a double major and minor. Additionally, students can apply to study or do internships at various universities in Europe through the ERASMUS programme.

**Faculty of Architecture**
- Nautical Design
- Graphic Design
- Interior Architecture
- Interior Architecture (English)
- Architecture
- Architecture (English)

Architecture is responsible for every step of the design and construction process. It is a profession which is at the junction of art and technology and at the heart of life itself. As a result of dissemination of this holistic perspective, the profession of architecture has gained a wide trade circle with a range of sectors from building control to equipment which relate but exist apart from the design and construction process. In this way, in addition to self-employment or being an academician, there are new working areas in the field. The basic concept in our faculty is to prepare students for business life and to train architects, interior designers, yacht and ship designers, and city planners who can design and shape living spaces. Our students have the opportunity to change their departments with an undergraduate transfer and to do a minor or double major. With ERASMUS, they can study and do internship at European universities.

**Faculty of Engineering and Natural Sciences**
- Computer Engineering
- Computer Engineering (English)
- Electrical and Electronics Engineering
- Industrial Engineering
- Industrial Engineering (English)
- Civil Engineering
- Civil Engineering (English)
- Software Engineering
- Software Engineering (English)
Our faculty aims to train engineers who can create solutions, understand the value of lifelong learning and quality awareness, follow trends in the field, and become socially responsible individuals as well as efficient team players. Almost all the courses offered are supported with practice and laboratory studies. Our faculty strives to maintain a balance between the students’ intuitive expectations which determine their profession choice and the academic material which is the basis of the programme. Our aim is to train engineers who can take charge in the process of research and development in the business world. Our faculty offers successful students the chance to do a double major by pursuing an additional degree in a different field. They can also study and do internships abroad.

Faculty of Medicine
The aim of our faculty is to train doctors who dedicate themselves to humanity and are competent in all aspects of their field. Our perspective is to enable students to perform their profession anywhere in the world. The basic education and clinical internships are conducted at our own University Hospital which is located in Maltepe's city centre. We aim to prepare our graduates to become doctors who can diagnose and treat patients using the most current techniques and methods available in modern medical practice. As a faculty we want students to have knowledge of preventative medical treatment as well. Our faculty is continually growing in terms of its academic staff and infrastructure which helps us to maintain a very low student-teacher ratio and to reinforce the value we see in the relationship between learner and instructor. The faculty of Medicine and its University Hospital carry on their studies at two separate hospital buildings. Students have the opportunity to participate in medium and long-term projects focusing on scientific and technological developments conducted in the faculty's research facilities and laboratories. They can also study at various faculties of Medicine in Europe through the ERASMUS programme.

Schools
School of Nursing
Our curriculum has specific characteristics which allow students to be nurses who take initiative and who have a holistic and humanistic philosophy towards the healthcare field. We value effective communication skills, teamwork, an awareness of quality standards and the improvements vital to keep those standards high and the ability to understand and apply new technology. In our curriculum, besides the basic nursing courses on preventive, curative and rehabilitative care, students have medical and social science courses as well. In addition, we encourage students to take elective art courses to help improve their perception and understanding.

School of Foreign Languages
Our aim is to bring students to a level at which they can easily follow their courses, and keep up with, interpret and translate the scientific and technological information and developments in their field of study through English publications. Our goal as a school is to prepare students to communicate in professional, cultural and social environments. In addition to our English preparatory programme, there are compulsory English I and English II courses given in the first and second terms of the student's first year of undergraduate study. The school also offers elective courses both in English and other foreign languages including Arabic, Chinese, French, German, Italian, Latin, Spanish and Russian.

Graduate School of Science and Engineering
Master's Degree
- Computer Engineering (with thesis)
- Computer Engineering (without thesis)
- Electronic Engineering (with thesis)
- Electronic Engineering (without thesis)
- Industrial Engineering (with thesis)
- Industrial Engineering (without thesis)
- Interior Architecture (with thesis)
- Interior Architecture (without thesis)
- Mathematics (with thesis)
- Mathematics (without Thesis)
- Architecture (with thesis)
- Architecture (without thesis)
- Restoration (with thesis)
- Restoration (without Thesis)
- Structural Earthquake Engineering (with thesis)
- Structural Earthquake Engineering (without thesis)

There will be one new graduate level programme offered by our school as of the 2013-2014 Academic Year:

- Energy Efficient Construction(with and without thesis)

**Doctorate**

- Computer Engineering
- Architecture

**The Graduate School of Science and Engineering** is a rapidly developing institution that offers instruction at both a master's and doctoral level on current issues in the field. Our vision is to be an institution whose academic standards and research practices are at an international level. And our mission is to inspire individuals who will generate efficient and economical solutions to the problems of their fields while upholding their scientific and ethical values. Our school possesses academic staff who are expert and influential in their fields and who have the ability to apply our mission and vision. Additionally, our students benefit significantly from the modern facilities, research and development laboratories, libraries with valuable print resources, academic journals, e-books and online databases available to them on campus.

The **Computer Engineering Ph.D. Programme** presents a high-standard alternative to national and international programs to those students who want to study computer engineering at the doctoral level. There are currently 20 students in this programme which started in 2008-2009. There was one graduate in 2012 who produced a thesis titled: “Using Consensus Functions for Workflow Optimization”. ([http://ects.maltepe.edu.tr/en/about-program-49](http://ects.maltepe.edu.tr/en/about-program-49))

The primary objective of the **Architecture Ph.D. Programme** is to bring innovation to architecture, by creating new models, developing new scientific methods, proving hypotheses, and documenting what is learned in a Ph.D. thesis. At the end of the Ph.D. thesis process, the person who prepared the thesis, gains an in-depth understanding of their chosen subject area which leads to the generation and development of new subject areas. There is currently one student in this programme which started in 2008-2009. We hope that with growing interest in the field these numbers will increase. ([http://ects.maltepe.edu.tr/en/about-program-79](http://ects.maltepe.edu.tr/en/about-program-79))

**Graduate School of Health Sciences**
Pending further research and curriculum development.

**Graduate School of Social Sciences**

**Master's Degree**

- Banking and Financial Economy (without thesis)
- Management and Auditing of Education (with thesis)
- Philosophy (with and without thesis)
  - Philosophy of Education (with thesis)
  - Ethics and Applied Ethics (with thesis)
  - Philosophy of Social Politics (with thesis)
- Philosophical Advisory (without thesis)
- Economics (with thesis)
- Economics (without thesis)
- e-MBA (with thesis)
- e-MBA (without thesis)
Doctorate
- Philosophy
- Economics
- Communication Studies
- Private Law
- Psychology
- Sociology
- Logistics and Supply Chain Management
- Public Relations and Publicity
- Business Administration

The Graduate School of Social Sciences is conscious of the importance of master's and doctorate programmes in light of lifelong learning, there are 28 master's and 6 doctoral programmes in the Graduate School of Social Sciences. Except from the exception of the English e-MBA and English Language Teaching programmes, the language of instruction in all other postgraduate Social Science programmes is Turkish. The aim of our school is to train qualified scientists in various fields with the help of competent and effective staff. Anyone including our graduates who want to pursue lifelong learning opportunities and stay current in their field of interest is invited to study in the Graduate School of Social Sciences.

The Philosophy Ph.D. Programme aims to inspire individuals who will contribute through their academic work to both national and international cultural worlds. We want to encourage students to produce projects and/or take on active roles in existing projects. It our contention that our students will benefit from a philosophical point of view when facing modern problems. There are now 25 students in this programme started in the 2007-2008 Academic Year. At the end of the 2011-12 Academic Year there were 3
graduates; their research papers were titled: “The Relation of Language and Ethics in the Context of Speech Acts Theory”, "Universitas Category in Kant's Philosophy and its Relation to the University as an Institution" and “The Concept of the Tragic in Unamuno and Scheler". (http://ects.maltepe.edu.tr/en/about-program-113)

The Economics Ph.D. Programme provides students with a background in economic analysis while aiming to teach them the thoughts of the pioneers of economics. We want students to consider the necessity of new ideas in economics in the face of changing conditions in our times. The programme also enables students to participate in contemporary economic movements and discourse. There are now 27 students in this programme started in the 2009-2009 Academic Year. At the end of the 2011-2012 Academic Year there was 1 graduate; the research paper was titled: “The Relation of Production in the Automotive Industry: An example of Ford Otosan". (http://ects.maltepe.edu.tr/en/about-program-116).

The Communication Studies Ph.D. Programme views interdisciplinary work as an indispensable part of the social sciences involving all nonverbal, verbal and visual studies. In this context, the programme reflects its interdisciplinary attitude through both compulsory subjects relating to methodology and theory and elective lessons focusing on different fields of specialty in Radio, Film, Television, Public Relations and Publicity, Visual Communication Design, and Journalism. There are now 60 students in this programme started in the 2007-2008 Academic Year. At the end of 2011-12 Academic Year there was 1 graduate; their research paper was titled: “Social Change and Documentary Film in Turkey”. (http://ects.maltepe.edu.tr/en/about-program-115)

The Private Law Ph.D. Programme has the purpose of motivating those who graduated in law, to keep up with current legal developments and to be able to specialize in matters they are interested in. Participants are given every means to gather theoretical and practical information, so that they can acquire high profile corporate knowledge. From seminar works to the preparation of their theses, in every stage of their education, participants are encouraged to analyze the subject at hand from different perspectives. Those who qualify to graduate from Maltepe University's PhD Degree Programme adopt multidisciplinary approaches in their professional careers applying both legal acuity and dynamism which the business world of today demands. There are 25 students in this programme started in the 2011-2012 Academic Year. (http://ects.maltepe.edu.tr/en/about-program-112)

The Psychology Ph.D. Programme provides an alternative to other national and international doctoral programmes in psychology. The programme actively takes part in the process of preparing qualified academicians. In addition, the doctoral programme in psychology emphasizes the importance of contribution to the current national and international literary discourse. There are 15 students in this programme started in the 2008-2009 Academic Year. (http://ects.maltepe.edu.tr/en/about-program-55)

The Sociology Ph.D. Programme provides a high level of continuing education for students who have already obtained bachelor’s and master’s degrees. The programme, with its academic staff and content, is structured in order to provide its graduates with knowledge and experience on a level that can easily compete with the graduates of qualified doctoral programmes at national and international institutions. There are 15 students in this programme started in the 2011-2012 Academic Year. (http://ects.maltepe.edu.tr/en/sociology-0)

The Logistics and Supply Chain Management Ph.D. Programme makes it unique in Turkey. Our PhD programme is an excellent educational option compared to similar programmes offered abroad. There are 15 students in this programme started in the 2012-2013 Academic Year. (http://ects.maltepe.edu.tr/en/international-trade-and-logistics)

The Public Relations and Publicity Ph.D. Programme recognizes the impact of communication and technological developments in all areas of life and society and in particular on the profession of Public Relations and Publicity. This Ph.D. programme gives students the competency and the ability to conceptualize in the field of communications and public relations. The Public Relations and Publicity Doctoral Programme, trains and educates individuals who will contribute to communication sciences with
critical, flexible, original, transformative and innovative works. Students are encouraged to take elective courses as well as those required for the degree in order to have a more well-rounded sense of the areas which interest them. There are 11 students in this programme started in the 2012-2013 Academic Year. (http://ects.maltepe.edu.tr/en/public-relations-and-publicity3)

The Business Administration Ph.D. Programme provides a high standard domestic alternative to various overseas educational institutions for those who want to undergo doctoral-level business education in Turkey. There are 30 students in this programme started in the 2012-2013 Academic Year. (http://ects.maltepe.edu.tr/en/business-administration3)

**Departments Affiliated to the Rectorate**

**History of Atatürk's Principles and Reforms**
The aim of this department is to make our students aware of the principles of Mustafa Kemal Atatürk which constitute the basis of the modern Turkish democratic state. Our department’s focus is on Atatürk as a military strategist, as a statesman, as a revolutionary leader, and as a nationalist. Additionally, students will learn about how Atatürk rejected racism and his efforts to establish the foundation of the Turkish republic while preserving international peace.

**Turkish Language and Literature**
This department aims at developing the undergraduates' word attack skills in Turkish. There are courses on verbal and written narrative forms, speed reading and writing techniques, children's literature, rhetoric, and Turkish Language 1-2. There are also elective courses offered: Turkish for foreigners and Ottoman Turkish.

**2.2.4.2. Centres, Units and Offices**
- Alumni Communication and Career Research Centre
- Health Law Research and Application Centre
- Eurasia Studies Research and Application Centre
- Entrepreneurship and Job Development Centre
- Human Rights Research and Application Centre
- Human and Social Sciences Research and Application Centre
- Project Making Research and Application Centre
- International Trade and Arbitration Law Research and Application Centre
- Street Children Research and Application Centre
- Atatürk’s Principles and Reforms Research and Application Centre
- Turkish Language Teaching Research and Application Centre
- Environment and Energy Technologies Research and Application Centre
- International Relations Unit
  - European Union Education and Youth Programme Coordinator
  - Distance Education Unit
- Quality Assurance Office

**2.2.4.3. Maltepe University Hospital**
Maltepe University Faculty of Medicine has an increasing number of dynamic and young academic staff. We have 132 academicians, consisting of 23 professors, 19 associate professors, 42 assistant professors, 14 specialists, 1 instructor and 33 research assistants.

Maltepe University where modern sciences and free thought prevail is home to one of the leading health centres in Turkey. The Maltepe University Hospital in affiliation with the university’s faculty of Medicine has been servicing the community for over twenty years with the aim to protect and improve the health of Turkish citizens. Maltepe University Hospital provides qualified and affordable health service, while educating the next generation of medical practitioners and healthcare providers in Turkey with the latest hands-on technology like the equipment recently installed in the Maltepe University's Hospital for Gynaecology and Obstetrics.
At Maltepe University’s Faculty of Medicine Hospital, priority is given to protect human health and life through the work of its well-trained doctors and medical staff in line with the most current scientific advancements in the field of medicine.

Our university’s core values are rooted in compassion, respect for patient rights, corporate and social responsibility, accuracy and technology. We are also driven by creativity in scientific research, training, preventive health services and procedures designed to help people lead healthier lives. These priorities are offered to everyone in our hospital’s units and departments.

2.2.5. Academic Authorities
2.2.5.1. Academically Related Activities and Bodies
According to the LHE, the highest academic position in the university is the rector. The vice-rectors and one advisor assist the rector in academic issues. The main platform for the discussion of academic issues is the senate. In faculties this role is carried out by the faculty boards. The senate usually assigns commissions to carry out specific ad hoc and continuing tasks (for a detailed list of commissions please see http://www.maltepe.edu.tr/en/university-committees).

The forthcoming high-priority targets of Maltepe University will be to increase the quality of education and to emphasize research activities. In order to realize these targets, the development of organizational standards has been suggested, including:

- Offering sabbaticals at foreign universities as periods of paid leave of up to six months to academicians with adequate seniority among other required conditions,
- Paying the admission fees and other travel and accommodation expenses to the academicians presenting papers in academic conferences,
- Paying copyright fees and incentives for academic publications.

2.2.5.2. Organizational Structure Chart
Please find our university’s organisational chart on the next page.

Picture 2: Maltepe University Organizational Structure Chart
2.2.5.3. The Senate, the University Executive Board, Faculty Boards and Faculty Executive Boards

The Senate
In accordance with article 14 of the Law of Higher Education (number 2547) Maltepe University describes the senate as follows:

"Under the chairmanship of the rector, the senate shall consist of the vice-rector(s), the deans of the faculties and graduate schools; a teaching staff member selected for a term of three years by the respective faculty board and directors of the vocational school affiliated to the office of the rector. The senate shall convene at least twice a year, once at the beginning and once at the end of each academic year. The rector may call for a meeting of the senate when deemed necessary.

It shall be the duty of the senate to:
- decide on the principles relating to the university's educational programmes, research, and publication activities,
- prepare drafts of laws and regulations concerning the university as a whole or to express its views thereof,
- prepare regulations concerning the university or its attached units to take effect upon publication in the Official Gazette following approval by the rector,
- examine and decide on the university's annual academic programme and calendar,
- award honorary academic titles on the recommendations of the faculty board,
- intervene in the case of objections raised against decisions of the faculty boards and the boards of the vocational schools affiliated to the office of the rector,
- elect the members of the executive board,
- perform other duties assigned by this Law and these statutes.

The University Executive Board
In accordance with article 15 of the Law of Higher Education (number 2547) Maltepe University describes the University Executive Board as follows:

"Under the chairmanship of the rector, the executive board shall consist of the deans (of the faculties and graduate schools) and three professors representing various fields in the university to be selected by the senate for a period of four years. The rector may call for a meeting of the executive board when deemed necessary. The vice-rector(s) may participate in the meetings of the executive board as ex-officio members.

It shall be the duty of the University Executive Board to:
- Assist the rector to apply the decisions taken by the Higher Education Institutions and the Senate within the frame of plans and programmes.
- Ensure action plans and programmes are implemented; examine investment programme and budgetary plan draft regarding the suggestions on the units attached to the university; present them to the Rectorate and to the Board of Trustees in foundation universities.
- Decide on the issues proposed by the Rector about university management.
- intervene in the case of objections raised against decisions of the faculty (and graduate school) boards and the boards of the vocational schools affiliated to the office of the rector, and give the final decision.
- perform other duties assigned by this Law and these statutes.

Faculty Board
In accordance with article 17 of the Law of Higher Education (number 2547) Maltepe University describes the Faculty Board as follows:

"Under the chairmanship of the dean the faculty board shall consist of the head of departments (of the faculties and graduate schools) and directors of the vocational schools and institutes affiliated to the faculty if they exist, and three professors elected among them, two associate professors elected among them and one assistant professor elected among them for a period of three years.

The faculty board shall convene once at the beginning and once at the end of each academic year. The dean may call for a meeting of the faculty board when deemed necessary.
It shall be the duty of the Faculty Board as an academic organ to:
- decide on education, research and publication activities of the faculty and determine the principles and the agenda for them.
- choose members for the Executive Board.
- perform other duties assigned by this Law and these statutes.

Faculty Executive Board
In accordance with article 18 of the Law of Higher Education (number 2547) Maltepe University describes the Faculty Executive Board as follows:

"Under the chairmanship of the dean the faculty board shall consist of three professors, two associate professors and one assistant professor elected by the Faculty Board for a period of three years.

The faculty board shall convene with a call of the dean.

It organizes working groups, educational coordination and their duties.

It shall be the duty of the Faculty Executive Board as an assisting organ to the dean to:
- assist the dean in applying the principles determined by the Faculty Board.
- ensure educational plans and programmes and the agenda of the Faculty is applied.
- prepare investment, programme and Faculty budgetary drafts.

2.2.6. Administrative Structure and Staff

2.2.6.1. Administrative Units
Information Process Centre:
The Information Process Centre aims at supplying a modern information and communication infrastructure for our university. There are 15 computer labs and one information process centre. These are supported with 50 virtual servers, 22 servers, 1,233 computers, 1,500 Gigabit network ends and 118 peripherals such as network projections, printers and scanners. In our labs in addition to practical courses, we conduct research and development activities. Our students and academic staff have free internet access around the clock. Our university is a member of EDUROAM. There is free wireless internet access all across campus.

Student Affairs Office:
Our office offers the following services for students during their education and after graduation:
- Registration
- Student ID Card
- Student Travel Card
- Student Documentation
- Military Service Affairs
- Free of Charge Student Passport Document
- Transcript
- Scholarships and loans
- Information on regulations, rules and online systems
- Information on registration, exam schedules and average calculations
- Diploma Supplement
- Graduation

The Students Affairs Office is responsible for all items listed above for all students at any level.

Press and Public Relations Office:
The Press and Public Relations Office aims at having corporate communication and improving collaboration with society for knowledge exchange. It is responsible for information, coordination, organisation and promotion of the university. The Press and Public Relations Office maintains relationships with society and the media, through technical services and the hosting of important guests.
Its major responsibilities are focused on promotional activities, gathering information for the administrative leadership of the university for the purposes of strategic decision making, organising social and cultural activities and informing staff about goals and targets of the university.

Additionally, the campus is home to Maltepe University’s Film Production Studios. Maltepe University hosts directors and film makers who can bring their creative visions to life in the production facilities available in the Marmara Education Village. Producers, directors and makers of film, television, and advertisements can work without spatial and technological restraints thanks to the university’s state of the art production studios.

The Maltepe University Film Production Studios are located on the main campus of Maltepe University, 20 minutes from the Fatih Sultan Mehmet Bridge. There are 9000 m² of indoor studio space and hundreds of metres of outdoor shooting space making Maltepe University’s Film Production Studios an ideal candidate for film production centre of Turkey, Europe, Central Asia and the Middle East.

The film production studios were opened on May 15, 2011. With their unusual column-less design and open unobstructed work space 14 metres high and 2,100 m² in total, the studios are unique in Turkey. The production studios are all fully insulated with the latest in soundproofing technology offering unlimited ease and efficiency to production teams, film crews and performers. The production facilities also include private rooms for actors, make-up and changing rooms, offices, a dining hall and a cafeteria on site. In addition to the studios themselves, there are wood, iron, paint, and costume workshops situated in an area of 1.000 m² and a 60-person guest house. The studios have their own light, sound and video equipment making a variety of shooting options possible. In meeting the varied demands of film, television, and advertising production the Maltepe University Film Production Studios look to become a leading figure in the entertainment and communications industries both in Turkey and around the globe.

The Marmara Education Village with its 7,000 students and 500 academic staff, its 8,000 seat open air amphitheatre, 2,500 seat congress hall, 120 room congress centre, 240 seat cinema, Olympic indoor swimming pool, outdoor swimming pool, fitness centre, ice-skating rink, petting zoo, astronomy tower, mock court room, library, preschool, primary, high school and university, also offers outstanding film production studios helping the students of Maltepe University’s Faculty of Communication and Faculty of Fine Arts stand out in whichever sector they choose to pursue.

**Personnel and Finance Department:**
The goals of the Personnel and Finance Department are to use available resources efficiently and effectively while planning and performing all services and activities in an equally efficient and effective manner.

In this respect, optimum productivity is aimed by following new regulations, work planning, improving processes, and informing and educating staff.

Our department is responsible for the following in accordance with the current laws and regulations:

- Purchasing sources,
- Storing and distributing sources,
- All salary transactions,
- Preparing salaries,
- Calculating social security stoppage,
- Calculating additional course payments,
- Registration,
- Budgeting,
- Planning budgeting plans.

Besides all issues considering the personnel are carried out by this department.
Library:
Our library offers:
- a shelf capacity for 200,000 volumes in an area of 2,500 m²; drawing sections where students have the opportunity to study alone,
- computers and access to wireless Internet,
- rare books and special donation collections in different sections; books included in the collections are self-categorised in an open shelf arrangement,
- print, audio and visual learning resources (books, academic journals and periodicals, e-books, online databases, DVDs, VCDs, etc.)

The Maltepe University Library is a member of ANKOS and TÜBİTAK-EKUAL.

Health, Culture and Sports Office:
Our office is an important planning centre for our university's social and cultural activities. The Health, Culture and Sports office organises all professional activities in individual and team sports and provides complete health services using up-to-date technological equipment.

Construction Office:
Within the goals and principles of our university, our office aims to improve the overall productivity of the university by offering the best service possible to students, staff, teachers and guests. We are responsible for the construction of all buildings and facilities in the Marmara Education Village campus, the Maltepe University City Centre campus and the Maltepe University Hospital.

Rescue Team:
In the event of natural disasters, traffic accidents or other dangerous and unsafe conditions we aim to provide emergency assistance quickly and efficiently to the campus community at large. As first responders our experienced staff effectively evaluates and acts with speed and skill. We offer the following emergency services to all members and guests of the university:
- first aid,
- disaster awareness,
- rescue,
- nature sports,
- training for alternative sports and giving field exercise,
- collaborating with other institutions such as national and international organisations, foundations, association, governmental and non-governmental organisations which have the same aim,
- giving consultancy service,
- support for state-run emergency services.

2.2.6.2. Administrative Activities
The highest administrative body of the university is the Board of Trustees, directed by the Chairperson of the Board. The Rector is a member of the board and reports directly to the Chairperson. The Rector is also a natural member of the Board of Rectors of the CHE, which is the national governing authority for higher education in Turkey. The Rector is nominated by the Board of Trustees and assigned by the CHE.

The Vice Rectors and the Secretary General, as well as the Rector himself, are natural members of the Senate, which is the central governing body of the university. Members of the Senate are Deans of all faculties, the Administrator of the School of Foreign Languages, and one professor from each faculty as a senate representative and the President of the Students' Council is an observer to the senate. The Senate is concerned with academic issues. The university’s Executive Board consists of the President, Deans, the Secretary General, and elected members from each faculty. The Executive Board is concerned with administrative issues.

Two Vice Rectors and the Secretary General assist the Rector. One of the Vice Rectors is concerned with the academic centres while the other is in charge of student affairs, internationalization, research and development activities and the centres affiliated to the Rectorate. The Secretary General is responsible for all other administrative issues. Additionally there are six advisors to the Rector responsible for Information System; Bologna Process, Quality Studies in Education and Accreditation; National and International Promotional Activities; Communication; and legal affairs.
A dean who is assigned by the Rector for three years governs each faculty. The Dean may assign up to three Vice Deans. The Dean and Vice Deans are members of the Faculty Board and the Faculty Executive Board. One associate professor and one assistant professor are nominated by colleagues and assigned by the Dean as members of these boards.

2.2.7. Financial Management

2.2.7.1. The Financial Structure of Higher Education in Turkey
In Turkey, Higher Education is provided by both state and foundation universities. Higher education financing supplies necessary resources for the operation of higher education institutions. As the main financial server for public education is the government, higher education services are also financed through the government. In Turkey, generally, higher education is financed by public revenue and student tuition at times awarded in the form of scholarships and loans. Student tuition is collected from families, foundations and associations, scholarships from organisations, bank loans and government scholarships. On the other hand, foundation universities’ financial resources come from student tuition, government aid and the foundation itself.

2.2.7.2. Financial Resources and Budget Formation of Maltepe University
Maltepe University's main financial resource is student tuition. The university does not receive a share from the State Budget and is independent in terms of expenditures. All finances are centrally managed by the Financial Management Department.

2.2.7.3. Management of the Financial Strategy
As it is known, concerning the “Regulations Concerning Higher Educational Institutions” the board of trustees is the only responsible organ for Management of the Financial Strategy. The financial strategy is formed by investments, fixed and variable costs. The execution of financial strategies is carried out by the rector and the executive board.

2.2.8. General Information for Students

2.2.8.1. Cost of Living
Maltepe University is located in Istanbul. If Istanbul is compared with other cities in terms of living costs (food, accommodation/housing, clothing, transportation, personal care, entertainment, etc.) it is less expensive than other major cities such as London, New York, Paris, etc. and more expensive than other Turkish cities such as Ankara, Izmir, and some international cities as well, like Cairo, for example. It should also be mentioned that as Maltepe University is located on the Asian side of Istanbul, certain living expenses will be lower than on the European side. The estimated costs for some living expenses are given in the table below. For students residing in the university dormitories, their monthly living expenses will not exceed 500 euro.

The monthly living expenses estimated for students:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td>€100-250 (per month)</td>
</tr>
<tr>
<td>Accommodation (Dormitory fee)</td>
<td>€200-500 (per month)</td>
</tr>
<tr>
<td>Housing (Rental Fee for a Furnished Flat)</td>
<td>€400-750 (per month)</td>
</tr>
<tr>
<td>Clothing</td>
<td>€50-250</td>
</tr>
<tr>
<td>Transportation</td>
<td>€50-100</td>
</tr>
<tr>
<td>Personal care</td>
<td>€50-100</td>
</tr>
<tr>
<td>Entertainment</td>
<td>€50-100</td>
</tr>
<tr>
<td>Books</td>
<td>Per book €10-30</td>
</tr>
<tr>
<td>Stationary</td>
<td>€25-100</td>
</tr>
</tbody>
</table>

2.2.8.2. Accommodation
The Maltepe University dormitory consists of 14 different buildings which can accommodate nearly 700 students. The university’s campus is 15 minutes from Maltepe’s city centre. The dormitories have three storeys, consisting of two flats on either end of each floor with a studio flat in between. The normal flats have three rooms; a bedroom with a shared bath, a common area and a kitchen. One or
two students at most live in each flat. In the studio flats, there are two rooms, a shared bath, common area and kitchen. Male and female students stay in separate buildings.

In order to enable the students to live in a safer environment, electronic gate and camera systems are installed in the entrance of the buildings.

Giving particular importance to our students’ comfort, all rooms have wall-to-wall carpeting, a bed, a wardrobe, a desk with a book shelf and a desk chair. Unlimited wireless internet connection is available in all rooms. In the living area situated in each flat there is a table and chair set, a fridge and kitchen unit, a bathroom with a shower cabin, a Hilton bathroom cabinet, and a hall stand for common use. Apart from the living and sleep areas, the student houses include study rooms which have computers with internet access, desks, drawing tables and a recreation area designed solely for student use. The cleaning of common areas is carried out every day by a professional team. Rubbish is collected and controlled by the directorship of student housing.

Pay-per-use laundry facilities are available for the students living in the dormitories. Students are free to use irons in their flats, but they can also utilize the ironing service of the laundry facilities for a small additional fee.

A central heating system is used in all student housing buildings.

The Marmara Education Village safety unit serves campus with a professional security team. The entrance doors of the student houses are opened with electronic cards encoded for each student. All entries and exits are monitored 24 hours a day using security cameras.

Marmara Education Village, where the student dormitories are located, provides students with a natural sports area set amongst the wooded hills which neighbour campus. The nature paths, Olympic sized swimming pool, sunbathing terrace, basketball and football fields, are available to all students. The outdoor and indoor tennis courts and fitness saloon can be used by students at a discount from the normal membership rate.

Our dining hall has a fully equipped kitchen and professional staff in accordance with hygienic measures. Our students can utilize the dining hall all year round by buying food coupons which they can redeem for meals whenever they’d like. Half (dinner only) and full (breakfast and dinner) meal plans are also available. Our cafeteria is designed in the service of our students with game equipment (pool, table football, etc.) and sitting areas where students can invite guests. The dormitory cafeteria also offers a delivery service to all students living on campus. Apart from the dining hall, on-campus cafeterias serving a variety of food are located in the buildings of every department.

Students can inform the directorship of student housing in the event something in the flats is unsafe, breaks, or is in need of replacement or repair. Maintenance requests are responded to immediately by the technical staff of the university.

Students are welcome to use the university’s Health Centre during normal working hours or the fully equipped polyclinic situated nearby which is open on holidays and during night-time hours. Additionally, Maltepe University Hospital is located 15 minutes from campus.

On campus, there is also a small well-stocked market within walking distance from the student dormitories.

Dormitory registration for our continuing students opens in April and May and for new students in September.

For the 2012-2013 academic year the annual housing fee per person for a double room with a kitchen, (taxes included) was 8.046 TL or € 3.500.

2.2.8.3. Meals
Students who live on campus are served breakfast and dinner at the dining hall located adjacent to the student dormitories. In the the main cafeteria on campus, lunch and supper are also provided. The main cafeteria serves a variety of options from traditional Turkish cuisine to fast food. Students can
buy 5 or 6 different dishes for 5 Turkish Liras (approx. €2). Also, they can choose from any of the faculty cafeterias, restaurants or cafes on campus. The small supermarket on campus is open between 9:00 am-9:00 pm and has a variety of snacks and prepared foods as well as fresh fruit and vegetables. In addition, Maltepe’s city centre is just 15 minutes from campus easily accessed by shuttle or public bus.

2.2.8.4. Medical Facilities
A healthy and secure environment for education is vital for educational success. Our university is well aware of this and its healthcare services are provided in our health centre. Basic objective of the healthcare services provided in this context is to protect individuals from illness, enhance healthcare capacity, offer primary care in case of a medical incident and ensure patient follow-up. Studies conducted for these purposes come under 4 main headings:

1. Protective health studies
2. Primary healthcare services
3. Psychological counselling and rehabilitation
4. Health – safety training, actions to promote health capacity

The doctor in charge of the health centre provides healthcare services within working hours. In addition, one nurse, three health officers, three ambulance drivers and one ward attendant are on staff in our health centre open 24 hours a day, 7 days a week. In case of emergency, patients are taken by health centre ambulance accompanied by the centre’s health officers to Maltepe University Medical Faculty Hospital. Maltepe University Medical Faculty Hospital is directly affiliated with our university and is located 10 to 12 minutes from the Marmara Education Village campus. Our students are examined and treated within the scope of primary healthcare services provided in cooperation with our university hospital, and referred to other healthcare organizations when needed. The hospital situated the closest distance from our campus is Süreyya Paşa Training and Research Hospital (5 to 6 minutes from campus).

Main health service centres in Istanbul and their telephone numbers are as follows:

<table>
<thead>
<tr>
<th>Centre</th>
<th>Telephone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lütfi Kirdar Education and Research Hospital</td>
<td>+90 216 441 39 00</td>
</tr>
<tr>
<td>Süreyya Paşa Education and Research Hospital</td>
<td>+90 216 421 42 00</td>
</tr>
<tr>
<td>Maltepe University Medical Faculty Hospital</td>
<td>+90 216 444 06 20</td>
</tr>
<tr>
<td>Fatih Sultan Mehmet Education and Research Hospital</td>
<td>+90 216 578 30 00</td>
</tr>
<tr>
<td>Delta Hospital</td>
<td>+90 216 388 99 99</td>
</tr>
</tbody>
</table>

2.2.8.5. Facilities for Otherwise Abled Students
A Disability Support Unit was established to support MU students that have special needs and to ensure that students who are otherwise abled enjoy an equal and accessible academic experience. The primary objectives of the unit are to facilitate the daily educational and practical needs of otherwise abled students’ and to act together to formulate solutions to existing and future problems. Students with orthopaedic issues, hearing and visual impairment and speech disorders can all benefit from the unit’s services. In addition, students suffering from attention deficit, hyperactivity disorder, dyslexia, epilepsy and diabetes can also benefit from the services offered by the Disability Support Unit.

Any student that has any disability that would curb his or her academic and/or social life at MU is welcome to make an application to the Disability Support Unit where they will see a specialized academician regarding the issue. Besides, a Commission of Otherwise Abled Students composed of academicians and administrative unit representatives was founded to provide consultancy services for planning and coordinating unit’s activities.

Studies conducted for physical accessibility and accessibility in education have been included in our university’s strategic planning studies. Within this framework, academic advisers of otherwise abled students whose needs and requirements are identified are kept informed. Accessibility information meetings are held and in-service training is provided.

2.2.8.6. Insurance
A doctor and a nurse are in service for the students, expenses of treatments to be administered by the personnel within the university shall be covered by students’ regular insurance. Expenses of treatments administered at any hospital outside the university shall be covered by students’ private
health insurance or alternatively, by their families’ social insurance facilities. It is strictly recommended foreign students and exchange students that will study at MU to take out an internationally recognized insurance prior to their arrival.

2.2.8.7. Financial Support for Students
Students who qualify may receive financial aid in the form of need-based scholarships offered by our university during their period of study.

1. Need-Based Scholarships
An annual quota of grant recipients, set by the SSPC Student Guide, ensures eligible students funds amounting to 25%, 50% or 100% of their yearly tuition fee. Students qualifying for this scholarship pay a reduced rate for their annual tuition.

2. Achievement Scholarships
It is a scholarship restricted to a definite number of students. Recipients may be any department (except from the prep programme) if they achieve to GPA (Grade Point Average) of 3.5 for both the spring and autumn terms of any given year provided that they maintain a full course load. Students who are eligible for an achievement scholarship pay a reduced rate for their annual tuition as determined by the Board of Trustees.

Achievement Scholarships are not granted to:
- Prep school students and freshmen,
- students who have failed to attend their courses
- students who have failed all their courses in any given term
- students who neglect to take courses that they were exempted from by a university they attended previously

Eligible students may be granted an Achievement Scholarship beginning in their 2nd year of study according to the final grades they receive at the end of their 1st year. A list of potential candidates for an Achievement Scholarship is complied and given to the Board of Trustees by May of each academic year.

Students who are entitled to an Achievement Scholarship pay their tuition fees at a reduced rate beginning the term following the year for which their academic performance was accessed by the Board of Trustees.

3. Cancellation of Scholarship
Scholarships may be revoked in cases where the scholarship holder has:
- failed prep school at the end of their first year.
- received final grades lower than 2.00 in a single term in two or more classes.
- failed to register for classes in any given term.
- transferred to another department.
- exceeded the normal four year academic cycle for completion of their undergraduate degree (excluding prep school) or has had any disciplinary action taken against them apart from a “warning” or “reprimand”.

In the event that a student fails a particular course, their Need-Based Scholarship will not be revoked as long as the student’s end-of-year grade point average is 2.00 or higher.

2.2.8.8. Student Affairs Office
MU Student Affairs’ Office (SAO) functions to perform educational procedures of students and to come up with solutions for their problems and inquiries. Accepting enrolment of the students placed by the Student Selection and Placement Centre, keeping students’ records of academic standing, providing graduation information and issuing other official transactions of a similar nature are handled and exercised by the Student Affairs’ Office.

Necessary documentation for international exchange students are received from the Office of International Affairs and sent over to the Student Affairs’ Office for completing the enrolment procedures.
Personnel assigned to keep track of enrolment procedures for full-time foreign students and exchange students hold office at the SAO.

2.2.8.9. Learning Facilities

a. Premises and Classrooms

The Marmara Education Village campus, home to Maltepe University, was established on 300,000 m$^2$ of indoor space and 750,000 m$^2$ of outdoor space, including:

- 188 classrooms with a capacity of 8324 seats,
- 27 laboratories,
- 41 workshop places,
- sport facilities,
  - 2 indoor tennis courts,
  - 3 basketball courts,
  - 3 football pitches,
  - 1 FIFA regulation size, 4 small football pitches,
  - 4 tennis outdoor tennis courts,
  - 1 indoor swimming pool,
  - 1 outdoor swimming pool,
  - 1 athletics area (with running, long jump, high jump and hammer throwing courses)
- 7 conference rooms with a 4,506 person seating.

The campus offers 14.12 m$^2$ indoor and 116.5 m$^2$ outdoor spaces per student. Our best efforts were made to design the buildings, grounds and facilities for the convenience of otherwise abled students.

b. Library

Our library has a shelf capacity of 200,000 volumes in an area of 2,500 m$^2$. It is equipped with drawing sections where students have the opportunity to study alone as well as on available computers. The library building offers wireless internet access. Rare books and special donation collections are catalogued according to the benefactor responsible for the contribution or in appreciation of a valuable educational partner; there are shelves dedicated to Prof. Dr. Nermi Uygun, the linguist Halidun-Seba Şen, Armağan Yuksel, Prof. Dr. Erkut Ozel (architecture), Naf Gureli, and Arif Hikmet. Books included in the collections are self-categorised in an open shelf arrangement. The shelf dedicated to Vedat Günyol is located in a separate building on campus.

The library continuously strives to service the campus community by providing students and faculty with up-to-date academic resources in the form of books, academic journals and periodicals, e-books, online databases, and DVDs-VCDs etc.

The ‘Official Journal Archive and Codes of Law’ dating back to 1941 are available in the ‘Periodicals Section’ and accessible for all users. In addition to 1,008 hardbound magazines and 167 national and foreign subscriptions, 2,155 magazine headings are also available in the Periodicals Section arranged alphabetically in an open shelf order. Additionally, 29 database subscriptions, including one for E-brary, full text, excerpt, e-reference and bibliographic are available.

The shift from the Dewey Decimal Classification system (DDC) to the Library of Congress classification system (LC) has been applied to our library’s system of classification. The Maltepe University library is also party to the Inter-Library Lending system (ILL).

c. Data Processing Services

The General Directorate of Data Processing maintains high operations standards to ensure our university has a data processing infrastructure in tune with the contemporaneous requirements and conditions of our modern world. The department has one IT centre and fifteen computer labs. The main processing units are supported by a set of peripheral units including 50 servers, 1,500 PCs, network topologies, projectors, printers and scanners. In addition to applied courses, development activities are also conducted by the Data Processing Department. In addition, our students and faculty members have access to free wireless internet around the clock.

2.2.8.10. International Programmes

Students at Maltepe University are encouraged to join international programme that will enhance their academic careers. One of these programmes is ERASMUS Student Exchange Programme supported
by European Commission. Maltepe University was awarded ERASMUS University Charter in 2004 and the first exchange was done in 2005.

In 2007 we were awarded by Wide ERASMUS Charter and ERASMUS Policy Statement which enabled us to join Internship and Academic Staff Exchange. With bilateral agreements with various countries in Europe our students are able to benefit from Internship and Exchange programmes and as a result our university’s recognition has increased. Our academic staff has been encouraged to join these programmes in order to make them gain professional and academic experience.

ERASMUS

At MU, students are encouraged to take part in international programmes that could lead to valuable contributions to their future careers. The ERASMUS student exchange programme is one such programme, which is also supported by the European Commission. MU received ERASMUS University Declaration for the first time in 2004 and the first student exchange occurred in 2005. In 2007, an expanded ERASMUS Declaration and ERASMUS Policy Statement (EPS) was granted allowing participation in internships and faculty exchange programmes. Within the scope of agreements secured with different universities throughout Europe, MU students can benefit from both the ERASMUS academic and internship exchange programmes; exchange periods are academically recognised by MU. Moreover, our academicians are also encouraged to pursue the ERASMUS faculty exchange programme, enabling them to gain experience in their area of research or expertise.

Academic Collaboration Protocols

Independently of ERASMUS programme, MU has executed academic collaboration protocols with some of the universities domiciled in USA and Germany. Under these protocols, students may spend one or two terms in these countries and the term they will spend in a foreign university will be academically recognised by MU.

2.2.8.11. Practical Information for Mobile Students

At the beginning of the enrolment process, the International Relations Unit and the ERASMUS Programme Office provides exchange students with detailed information on its webpage (http://llp-erasmus.maltepe.edu.tr). The given link offers information on the cities, lodging and social life of participating exchange universities. Additionally, the “LLP-Erasmus Student Club” founded by former ERASMUS students helps exchange students that will be studying at MU to adjust to life abroad and specifically life in Istanbul. See below for some practical information intended for exchange students.

Visa Obligations

Before arriving in Turkey, students have to get a student visa from a Turkish Consulate in their home country. Student visas cannot be obtained after arrival in the destination country and tourist visas will not be accepted to study abroad. It is recommended that incoming students apply for their visas a minimum of 2 months in advance of the term they will attend. Dependent individuals that must be looked after by a diplomatic visa holder and individuals that have a valid Turkish work permit are the only exceptions to this requirement.

Dependent individuals that must be looked after by a diplomatic visa holder, individuals that have a work permit in Turkey are the only exception.

Necessary documents for visa application:
- Passport (valid for minimum 1 year)
- Completed and signed visa application form obtained from the Turkish Foreign Embassy or Consulate
- Passport-sized photo
- Student certificate obtained from the receiving university
- Letter of acceptance from MU
- Non-refundable application fee

Since visa requirements are likely to change without notice, students are advised to contact the Turkish Embassy or Consulate nearest to them in their home country to ask for information about the updated documents they may require.
Residence Permit
The visa you will be granted allows you to stay in Turkey for a period of 3 months. After the third month, students must obtain a residence permit. All foreign students must apply to the Foreigners’ Branch of the Istanbul Central Police Station to secure a residence permit before the expiration of their student visa.

As stated in their student visa, students will obtain residence permits for the period they will be studying abroad. Students should carry the permit with them at all times. The required documents for a residence permit for a foreign student are a student certificate, 5 passport sized photos, a valid student visa attached to a photocopied passport and the residence permit fee. Application forms can be obtained from the Foreigners’ Branch of the Istanbul Central Police Station in Fatih or online at: http://yabancilar.iem.gov.tr (Phone number: +90 0212 636 1874).

Currency
Local currency of Turkey is Turkish Lira (TL). Local currency is available in banknotes and coins given below:

<table>
<thead>
<tr>
<th>Banknote</th>
<th>Coins</th>
</tr>
</thead>
<tbody>
<tr>
<td>200 TL</td>
<td>1.00 TL</td>
</tr>
<tr>
<td>100 TL</td>
<td>0.50 TL</td>
</tr>
<tr>
<td>50 TL</td>
<td>0.25 TL</td>
</tr>
<tr>
<td>20 TL</td>
<td>0.10 TL</td>
</tr>
<tr>
<td>10 TL</td>
<td>0.05 TL</td>
</tr>
<tr>
<td>5 TL</td>
<td>0.01 TL</td>
</tr>
</tbody>
</table>

Climate
Even though Turkey is situated in a geographical location where Mediterranean climatic conditions of a mild temperate zone prevail, its climate varies dramatically from one region to another. Coastal regions are milder, whereas the Central Anatolia Plateau receives less rain with warmer summers and colder winters. In the Marmara region where Istanbul is located, winters are wet and cold and summers are dry and hot.

The climate in Istanbul is dominated by the Mediterranean, Black Sea, Balkans and the continental climate of Anatolia all at once. Warm south western air currents from the Mediterranean in winter are followed by cold weather conditions from the Balkans and rainy weather from the Black Sea. The average yearly temperature is 13.5°C, and the annual rainfall is 720-788 mm; 40% of that rainfall is in the winter and 20% occurs in the spring. It is often dry and hot in summers and cold and rainy in winters. On a yearly basis temperatures can range between -14°C and +41,5°C. Istanbul receives on average 10 days of significant snowfall per year.

Access to Maltepe University
By Airline:
The closest airport to Maltepe University in Istanbul is Sabiha Gökcen. Another option is Atatürk Airport, which is approximately 2 hours from the university but offers a much wider variety of flights to and from international destinations. From Maltepe’s city centre there are HAVAS shuttle services or municipal buses that run to both airports. Additionally, students may prefer to take the fast ferry from the neighbouring coastal area of Bostancı to Bakırköy on the European side from where they can then easily travel to or from Atatürk Airport by taxi or minibus. Foreign students are advised to have Turkish Lira on them or to exchange some of their own currency for lira before leaving the airport.

By taxi:
Taxis from Sabiha Gökcen Airport, take 30 minutes and cost roughly €20. From Atatürk Airport, a taxi would take between 1.5 to 2 hours and cost approximately €60. Pay particular attention to make sure that the taxi driver turns on the taximeter when you depart.

By bus:
There are two public bus lines (19B and KM40) which service campus at varying intervals depending on the time of day, and the day of the week; there are separate schedules for weekends and holidays. The normal 19B runs between Kadıköy and Maltepe along the E5 motorway. At certain times of the day there are also 19Bs which run directly to the Marmara Education Village. The KM40 runs between Maltepe and campus and offers the most direct public transit option from campus to the Maltepe metro stop. During rush hour there are also Express KM40s to and from campus which bypass certain sections of the normal KM40 route. International students should obtain a smart city travel card or
‘akbil’ that is accepted on all bus, metro, tramway and ferry lines throughout the city and can be purchased at designated municipal transportation points.

By ferry:
From Maltepe the most useful ferries to access the European side depart from Kadıköy, Üskudar, and Bostancı. Return ferries to the Asian side run from Besiktas, Eminönü, Kabataş and Karaköy.

By metro:
The nearest metro station to our campus is “Maltepe” located along the Kadiköy/Kartal metro line. From the Maltepe station it is possible to reach our campus by taxi and/or public bus (KM40).

How to get a mobile phone number?
Exchange students are recommended to have a Turkish mobile phone number for reasonably inexpensive calls. Exchange students can get a mobile phone number from Turkcell, Avea or Vodafone operators.

Useful Web Sites:
- Turkish Ministry of Tourism and Culture: http://www.goturkey.com
- Social Life in Turkey: http://www.mymerhaba.com
- About Istanbul: http://www.istanbul.com/sehir-rehberi
- Turkish Higher Education Council: http://www.yok.gov.tr
- Turkish Ministry of Foreign Affairs: http://www.mfa.gov.tr

2.2.8.12. Language Courses
The medium of instruction is English at MU, and some departments/programmes teach in Turkish. All undergraduate students enrolled in departments/programmes where medium of instruction is Turkish are obliged to prove proficiency in English so as to follow compulsory English courses (English I and English II).

If the students wish to prove their English level without completing English I and II, they can take the English Proficiency Exam held by Maltepe University's School of Foreign Languages or they can present documents that prove their success in national (KPDS or UDS) or international language exams (IELTS or TOEFL). The validity of the scores of these exams is 3 years.

Vertical and undergraduate transfer students need to present their documents to be assessed and approved by the School of Foreign Languages if they have completed the prep school or are exempted from it.

If they cannot meet Maltepe University’s criteria for English proficiency, they must attend the English preparatory programme offered by the School of Foreign Languages. Apart from the English prep school, they can also take courses in one of eight different foreign languages (Arabic, Chinese, French, German, Italian, Latin, Spanish and Russian). In this way, both Maltepe University students and foreign students can pursue international education opportunities to increase their personal development and competency.

2.2.8.13. Internships
Our students are expected to do internships in order to enhance, apply and improve the theoretical knowledge they learn in a real word context.

Application
Every student first needs to get their “internship admittance form” signed by the institution they will do the internship and then give it to the faculty/graduate school commission or to the department internship coordinator and the admittance form should be approved at least four weeks before the internship starts.

For the compulsory internships required by some faculties due to its education characteristics, the application dates are announced by the faculty/graduate school internship commission or the internship coordinators at the faculties.
Duration and quality
The minimum duration of internships for students attending a regular academic department as well as the vocational school has to comply with the duration stated in the faculty/vocational school internship regulations. The actualization conditions of these internships are settled by the Senate by faculty/departmental proposal.

Students do their internships in institutions which conform with the regulations decided and stated by the internship commissions. The acceptance of an institution becomes definite with the approval of the related faculty/vocational school commission.

Students whose unexcused absences total 10% or more of their internship time are considered to be inactive or non-participatory.

Students can do their compulsory internships abroad unless they hinder their normal designated education programme. After the internship admittance documents are evaluated by the related commission, it is decided if the student will be allowed to do their internship abroad.

Submission of Internship Report
Each student has to write an internship report and has to submit it before deadline. The report is written in the course language of the programme in accordance with the content and writing rules stated in the internship regulations of the faculty/department. The reports are submitted to the commission within the prescribed time.

For graduation, the submission and the evaluation of the reports have to be completed by the time the results of the additional courses of the senior class students are announced. If these processes are not completed, students in such positions will not be permitted to graduate.

The Evaluation of Internship
Internship reports are examined and evaluated by the commission of the faculty/vocational school or by assigned instructors. If required, the student can be interviewed about their internship, be made to perform in lieu of their application and/or be asked to write their report again.

Internship evaluations are conducted under the conditions stated in the regulations and evaluated as successful or unsuccessful. The results are given to Student Affairs via the faculty dean's office/vocational school management. If the student is considered unsuccessful in their internship, it is repeated in a different institution under the same conditions.

2.2.8.14. Sports and Leisure Facilities
The Maltepe University students can use the Marmara Educational Institutions Gymnasium located in the campus of Marmara Education Village at a discount with the aim of gaining the habit of healthy life and improving their sports abilities. Inside the Marmara Educational Institutions Gymnasium, there is a gym with a capacity of 1200, an Olympic indoor swimming pool and a children's pool, indoor basketball and volleyball fields, football fields, outdoor sports fields. Moreover, inside the gymnasium, there is a badminton hall, an ice rink, a gym, a mini golf course and a fitness centre.

In our university, there are basketball (men), football, tennis (men/women), volleyball (men/women), swimming (men/women) and chess sports teams.

2.2.8.15. Student Clubs and Council
Maltepe University Students Council is serving as a bridge by providing communication between the university management and the students. It ensures students' participation in the decisions made by the management. The election of this council is held democratically in accordance with the Students Council Election Regulations. The chief and the members of the council attend the meetings of Board of Trustees and the Senate and share the opinions and the suggestions of the students with the management. The chief of the council has the right to represent Maltepe University in higher education institution.

Student clubs function with the aim of maintaining students' physical, mental, cultural and artistic improvement and enhancing their abilities and qualities in these fields besides their academic studies.
The dean's office holds a meeting with the club chairmen once in fifteen days and evaluates the activities so as to have a healthy communication.

Following are the name of the associations (clubs), short introductions, e-addresses and activities:

**Music Club:** Any type of music can be made here. Anyone who is able to play an instrument, feels confident in their singing voice or confident in the music field in general can join this club. The club has set high goals and participates in all kinds of activities inside and outside the campus, with two notable annual events at the beginning and end of each academic year. The club includes its own band, "Group Doğu’dan Batıya" who were featured on Kral TV. In addition, a jazz band, choir and symphony orchestra are all in the works. More bands and musical groups are welcome to apply. (muzikklb@maltepe.edu.tr)

**ACTIVITIES:** concert “Music to support the Red Cross Blood Donation Campaign”, music club meetings “Live Music and Karaoke”, “Live Music Concert”.

**Folk Dance Club:** In this academic year, folk dances of at least 10 regions will be taught by the trainers and performed on stage in traditional costumes. Back by popular demand, courses in "kolbasti" are planned. Additionally, the folk dance groups will prepare for both national and international festivals. Our university is also planning to host some of these festivals in the near future. (halkoyunlariklb@maltepe.edu.tr)

**ACTIVITIES:** Nevruz Celebrations, Spring Fest

**Sports Club:** Performances and activities including all kinds of sports will be held. At present, football, basketball, volleyball and swimming teams are active. New members will be assigned to these teams in place of our recent graduates. (sporklb@maltepe.edu.tr)

**ACTIVITIES:** Başıbüyük Sports Club 29 October Republic Cup Football Tournament, Faculty Football Tournament

**Theatre Club:** The theatre club is one of the university's longest running student run organizations. The club will perform new plays adding to the ones which are staged every year and join in theatre activities held outside the university aswell. Students from the Faculty of Fine Arts in addition to students from other non-art related faculties are all welcome to join. The club plans to attend and perform the club's annual theatrical selection at a number of theatre festivals in the coming year. (tiyatroklb@maltepe.edu.tr)

**ACTIVITIES:** theatre outings “İstanbul Efendisi”, conference “Everything about Theatre”

**Photography Club:** Photography is an art. Students who are interested in this field will find the opportunity to work here comfortably and improve themselves. They will be able to hold exhibitions inside and outside of campus. (fotografcilikklb@maltepe.edu.tr)

**ACTIVITIES:** outings “Eminönü, Sultanahmet, Balat and Galata”

**Cinema Club:** In this club, in addition to the practices about cinema known as the 7th art branch, artistic films will be shown (sinemaklb@maltepe.edu.tr)


**Travelling Club:** Our club plans to organize educationally enriching trips in and out of the country in a systematic and well organised fashion thanks to our wealth of previous experience. (geziklb@maltepe.edu.tr)

**ACTIVITIES:** trip “Going to Nature’s Heart: Abant”

**Chess Club:** By educating students, our club aims to develop chess masters able to attend both national and international competitions. (satrancklb@maltepe.edu.tr)

**ACTIVITIES:** chess tournament “FMV Işık Schools 8th Team Chess Tournament”

**Philosophy Club:** Our club celebrates “World Philosophy Day” annually and discusses controversial issues at the newly opened “Philosophy Café”. Our current seminar focus points include: “New Researchers, Young Researchers” and the “University outside the University” project. Members of this club can also join the meetings designated for students of the Philosophy Department. All club studies are supported by the Philosophy Department. (felsefeklb@maltepe.edu.tr)
Entrepreneurship Club: Students who want to have their own business need to be entrepreneurs both mentally and spiritually. That's why they need some entrepreneurial experiences when they are at university. These experiences can be had through active participation in the Entrepreneurship Club.

Communication Club: This club involves anyone who has an interest in the field of communications.

Management and Economy Club: Our club gives students information about modern organisations and their structures.

Psychology Club: Our club is a place for learning and discourse where students of Psychology and others who are interested in this subject are able to study and meet voluntarily.

Psychological Counselling and Guidance Club: A club where the students of the Psychological Guidance and Counselling Department and others who are interested in this subject are able to study and meet voluntarily.

Conscious Consumer Club: People are challenged by an increasing consumption craze both in Turkey and in the world. Students can be united in this club and cooperate with consumer rights organizations. The club will be comprised of those who have an interest in this subject.

Science and Technology Club: We are a new club brought into being by the application of 10 charter members. Students interested in the study of science and technology are welcome to join.

Animal Rights Club: This club aims to protect the rights of animals, which are a part of our environment as human beings. The club works to improve the living conditions of animals living on and off campus. During the 2011-2012 Academic year, several projects were started to help animals. The club plans to pursue similar projects in the future. Those who are interested in improving the living conditions of animals, zoology and animal rights are welcomed to join our club.

Special Education Club: In our university there is an official ‘Otherwise Abled Students Unit’. Anyone who wants to work voluntarily with otherwise abled students can join this club. Currently, club members are all from the Faculty of Education but everyone from any faculty is welcome. In our lives we encounter many people who live with difficulties in their life whether they are blind, deaf or
otherwise-abled in a variety of ways. We aim to organize activities (watching films, school tours, charity festivals, etc.), inform our students about the activities (posters, handouts, seminars, etc.) and get in touch with people needing special education socially and academically. (engelsizlerklb@maltepe.edu.tr)

ACTIVITIES: trip "Private Alemdağ Rehabilitation Centre" and conference "They are Aware.... We are Aware, Are You?"

Harmony Club: As Harmony Club, our aim is to call to mind important days and people that have affected our lives deeply and organize programmes based on the influence such people have had on our growth and development. With this aim, we organize historical, social and cultural activities, seminars, tours and conversations such as the "Victory of Canakkale", "Conquest of Istanbul", "Hz. Muhammed (as)", "Ghazi Mustafa Kemal Atatürk", "Fatih Sultan Mehmet", "Mimar Sinan", etc.

ACTIVITIES: Birth Week

Social and Cultural Activities Club: Our club organises social and cultural activities to make us see our university from different and effective points of view. (sosyalkulturelklb@maltepe.edu.tr)


Eurasia Club: Our club is aimed at learning about, discussing and keeping Eurasian cultures alive. (avrasyaklb@maltepe.edu.tr)

ACTIVITIES: concert "Mehteran", conferences "Terror and Turkey" and "Hocalı Genocide and Turkey – Azerbaijan Relationships"

Career and Job Club: Our club helps students to develop an awareness of the working world before beginning their professional careers. We invite speakers to discuss their internship experiences in Turkey and abroad. We hope to make it easier for students to start on their future career paths. (kariyerklb@maltepe.edu.tr)

ACTIVITIES: seminar "Career in Public"

Healthy Life Club: This club aims at increasing awareness about obesity and healthy lifestyle choices. (saglikyasamklb@maltepe.edu.tr)

ACTIVITIES: conference "Stop Shrinking Worlds in Growing Bodies! Obesity and Psychological Reflections on Obesity"

Underwater Sports Club: Our club aims to introduce students to the underwater world. We hope to help each other grow and improve. (sualtiklb@maltepe.edu.tr)

ACTIVITIES: talk "Discover a New World", trip "Kartepe"

Internal Auditing Club: This club offers information about internal auditing needed by students who wish to pursue work in modern organisations.

ACTIVITIES: panel discussion "Use of Technology in MIS"

Children's World Club: This club, founded by the Faculty of Education, Preschool Teaching Department, tries to put our academic knowledge into practice. What we learn in our courses we discuss and apply in different club activities. We welcome all university students interested in children and education regardless of their faculty. (cocukdunyamklb@maltepe.edu.tr)

ACTIVITIES: conference "Do you Hear Us? ", campaign "No Toy without an Owner", orphanage visits

INACTIVE CLUBS WHICH HELD GENERAL BOARD MEETING IN 2012 -2013

Dance Club: This club attracts intense attention. Almost all kinds of dance, notably Latin dance will be performed. Our Argentinian Tango Group has begun regular practices. All with an interest in dance are welcome. (dansklb@maltepe.edu.tr)

LLP-ERASMUS Student Club: Our club is organised by students who have benefited from the ERASMUS Programme and who are interested in organising activities in collaboration with the ERASMUS Office.
International Trade and Logistics Club: We aim at organising activities emphasising the importance of national and international logistics. (lojistikklb@maltepe.edu.tr)

Community Volunteers Club: This club's priorities are peace, human rights and young people. Our main issues are volunteerism, project management, human and social rights. As a club we plan to carry out activities to increase student’s volunteer experiences. (toplumgonulluleriklb@maltepe.edu.tr)

INACTIVE CLUBS WHICH DID NOT HOLD GENERAL BOARD MEETINGS FROM 2011 TO 2013

Tennis Club: At present, our club makes use of the two main tennis courts on campus. Moreover, for table tennis, the number of tables will be increased and placed in each faculty. During the year, on and off campus tennis tournaments will be organized. (tenisklb@maltepe.edu.tr)

Book Lovers Club: Even in an era where there is a huge explosion of internet and visual media, basic knowledge and culture stems from books. For example, in Japan the number of books read per person is 25 in a year, in Russia its 21 and in England, 18. However, in Turkey the number is 6 which means the rate is 1%. Students interested in this club will be book lovers and be aware of the current trends in reading and the issues facing the future of books. The club will organize various activities to encourage book reading and will try to organize a highly effective Book Fair on campus. It will also carry out various literary studies. (kitapklb@maltepe.edu.tr)

Conscious Youngsters Club: This club is based on voluntary participation, a topic which has been included in the programme of the Higher Education Council and is an important issue for all young people. We view universities as centres to create and develop ideas. The members of this club come together to have conversations about local and global problems. Young people who grow up among these practices can easily find a position in society and become successful as an aware citizen. We believe that speaking actually means learning how to listen and in line with that belief we aim to develop a culture of discussion and also democracy. (bilincli.gencertoplulugu@maltepe.edu.tr)

Fine Arts Club: Students who are interested in all branches of art will find opportunities to learn, practice and improve in our club. (guzelsanatlarklb@maltepe.edu.tr)

AKUT club: With the cooperation of AKUT, this club works on the basis of theory, not practice. (akutklb@maltepe.edu.tr)

Civilization club: Anatolia marks an unique intersection of civilizations. Students interested in historic, current and future issues such as western civilizations and eastern mysticism should join this club. We plan to organize trips, seminars, conferences and similar activities. (uygarlikklb@maltepe.edu.tr)

Quality Club: Quality is an indispensable term for anyone in search of something better, especially in the business world. The KALDER organization is active in this field and occupies the agenda of the country with its activities in education and research. For university students in today’s modern competitive job market, ‘quality’ awareness is an invaluable asset. (kaliteklb@maltepe.edu.tr)

European Union Projects club: Students who like politics and creating projects are welcome to join this club. (avrupabirliligiklb@maltepe.edu.tr)

International Relations and European Union Club: This is a working group for those interested in international issues. (uluslararasiliskilerabklb@maltepe.edu.tr)

Republic and Enlightenment club: The formation of the Turkish Republic was a revolution of enlightenment. Thanks to this enlightenment movement, Turkey is a civilized country. To protect and develop our civilization and to ‘bring our country to a degree above civilized nations is the will of Atatürk for young people. Any young person who wants to participate is welcome to join this club. (cumhuriyetklb@maltepe.edu.tr)

Law Club: “Everybody needs law”- this saying has become a slogan. That’s why, not only law students, but anyone who is interested in law can be a member and join the activities in this club. (hukukklb@maltepe.edu.tr)
Sociology Club: Our club consists of students of Sociology and others who are interested in sociological issues working together voluntarily for the common good. (sosyolojiklb@maltepe.edu.tr)

Activity Organisations Club: Being an organiser requires skill and leadership characteristics. It is the job of our time. This job is learned through experience and living the role of organiser. The members of this club can train themselves by participating in the activities held at the university. The role of organiser is learned through experience. (etkinlikorganizasyonlb@maltepe.edu.tr)

2.2.8.16. Career Research Centre
The Alumni Contact and Career Research Centre (MIKAM) exists to enable our students and alumni to realize the dynamics of business life, to equip them with knowledge and skills necessary on their career path and to ensure they find a job that responds to and meets their personal qualities and objectives. During the ‘Career Days’ events that are organised on a yearly basis, panels to discuss industrial developments and professional orientations in areas in which our university prepares and trains its students are held. In addition, personal development seminars are offered to enhance students’ qualifications at the time of job-hunting; appointments and meetings are held with professional directors and occupational representatives that heighten students’ awareness of their own knowledge and experiences applicable in their future careers.

Projects that function to improve contacts in business life are carried out in which associate degree students, graduate students and post graduate students are also involved in the scope of industry-university cooperation. Students can have access to job postings and draw up their own résumés at http://ik.maltepe.edu.tr; an on-line platform prepared with the collaboration of KariyerGenc.

“Self-Knowledge” inventories and by-appointment career counselling services help students to determine their fields of interest, skills, wishes and values and support them as they embark on their professional lives.

Faculties offer cooperative internship practices and seminars are organised to increase student awareness of internship opportunities.

Contact Info:
Ali ÖZCAN, Head of Coordination of Contact with Alumni and Career Research Centre
Phone: +90 216 626 1050-2580
E-mail: aliozcan@maltepe.edu.tr

2.2.8.17. Academic Guidance
Lecturers of MU are appointed as academic guides for students beginning their course of study to offer guidance to them during their time at university. Academic guides help students with course selection and other academic issues.

3. Web Based Information Systems

3.1. MUBIS: Maltepe University Information Process Systems
MUBIS is an integrated soft-ware system servicing academic staff, the Student Affairs Office, the Financial Department and students. It covers all processes from student registration for Undergrad, Masters, and PhD programmes to graduation. MUBIS is used to prepare all official documents for students such as transcripts, diplomas and other necessary paperwork.

With the MUBIS system, students can choose their courses, add and drop courses as necessary, view their course programmes, view their grades and complete course evaluation and satisfaction questionnaires. Academicains can enter their syllabi, attendance and grades. MUBIS gives the opportunity to enter syllabi in a specific format in accordance with the Bologna process. MUBIS also provides information for CHE audit reports.
Additionally, MUBİS regulates scholarships, student tuition fees and prepares tally-sheets in conjunction with the Financial Department. MUBİS works with “password only” and “e-mail” systems and has access to the General Directorate of Credit and Dormitories Agency and ID Share Service.

For MÜBİS, it is priority to ensure secure access for students, academic faculty and administrative staff.

MÜBİS will launch a newly updated and restructured version in 2013-2014.

3.2. ECTS Web site (http://ects.maltepe.edu.tr/en/main-page)

The ECTS is a learner-centred system for credit accumulation and transfer based on the transparency of learning outcomes and learning processes. It aims to facilitate planning, delivery, evaluation, recognition and validation of qualifications and units of learning as well as student mobility. ECTS is widely used in formal higher education and can be applied to other lifelong learning activities.

The ECTS is also a system to follow-up the files of outgoing and incoming students which consist of Learning Agreement, Transcript of Records after the mobility period and document showing full recognition of credits.

The ECTS Web site is available in both Turkish and in English to provide easy access for all interested parties to meet the requirements of the Lifelong Learning Programme (LLP) of the Bologna Process. The site is organized well in advance for students to have sufficient time to make their academic decisions.

Our ECTS web site also offers information about the Diploma Supplement programme (DS). The DS programme has been adopted as part of national legislation in many countries since 1999. In 2005, within the framework of the Bologna Process, European academic ministers committed to issuing Diploma Supplements automatically, free of charge and in a widely spoken European language. The Diploma Supplement has also been incorporated in the Europass established by the European Parliament and the Council of Ministers in 2004. Our students and graduates can easily view a sample copy of the Diploma Supplement at http://ects.maltepe.edu.tr/en/diploma-supplement.

The Maltepe University ECTS Web site has many links under the following main headings:
- Main Page
- Maltepe University
- Degree Programmes
  - Associate (Short Cycle)
  - Bachelor's Degree (First Cycle)
  - Master's Degree (Second Cycle)
  - Doctorate (Third Cycle)
- Schools
- General Information for Students
- Diploma Supplement
- Erasmus Policy Statement
- National Qualifications
- Bologna Commission and Unit Coordinators
  - The Bologna Process at Maltepe University
  - Strategic Plans
  - Monitoring and Evaluation
  - Regular Meetings
  - Presentations
  - Announcements
- FAQ

3.3. EUA Web site (http://eua.maltepe.edu.tr)

3.3.1. About the European University Association (EUA)

The European University Association (EUA) is the main voice of the higher education community in Europe. EUA membership is open to individual universities and national rectors’ conferences, as well as associations and networks of higher education institutions. With over 850 members in 47 countries, EUA is building strong universities for Europe through targeted activities aimed at supporting their
development. These activities include policy discussions, conferences, workshops, projects, and more targeted services such as the Institutional Evaluation Programme, and an independent service dedicated to Doctoral education.

The EUA is a representative organization that consists of the universities of 47 countries and national rectors’ conferences. Its mission is to improve a unified education and research system within European academic standards knowing the full importance of cooperation in managing disparities. It also aims at strengthening corporal governance. The EUA is a pioneer in its service to members, its educational projects and also dedication to improving partnerships in higher education and research in Europe and between Europe and the world.

3.3.2. Why EUA?
EUA activities are characterised by a focus on peer-to-peer learning and the promotion of innovative practice. With over 850 member institutions in 47 countries, EUA is best applied to bring together institutional leaders and other higher education and research professionals to offer a truly unique European perspective (http://www.eua.be/eua-membership-and-services/Home/join-eua.aspx).

As a centre of expertise in higher education and research, EUA supports universities by:
- promoting European policies that will strengthen universities’ role in the development of Europe’s knowledge society,
- influencing key decision makers at all levels,
- informing members about policy debates impacting their development,
- developing universities’ knowledge and expertise through projects that involve and benefit individual institutions while also underpinning policy development,
- strengthening the governance, leadership and management of institutions through mutual learning, exchange of experience and the transfer of best practices, and
- enhancing the international dimension of undergraduate and graduate programmes and research training through improved cooperation among its members and in particular by establishing dialogue with partner organisations in other world regions.

The principles to determine the research and innovation strategies to meet the demands of European universities and Europe of Knowledge are as follows:

Universities should;
- have basic research,
- give special importance to researcher education,
- be aware of the fact that they are research driven institutions that function as an integral link between education and research,
- have disciplinary research and create an interdisciplinary work environment,
- be the knowledge centres that create, keep and transfer knowledge for social and economic prosperity,
- have an active role in knowledge transfer with an innovative approach,
- cultivate a tendency to collaborate and communicate intensively with other universities and sectors.

3.3.3. EUA Council for Doctoral Education (EUA-CDE)
The mission of the EUA Council for Doctoral Education (EUA-CDE), an integral part of EUA, is to contribute to the development, advancement and improvement of doctoral education and research training in Europe (http://www.eua.be/cde/Home.aspx).

The EUA-CDE fulfil its mission through the organisation of conferences, training seminars and other events on topics of interest to its members, the commissioning of research and analyses, advocacy, the provision of information and the dissemination of good practice. It also provides policy advice to the Board and Council of the EUA on new trends and developments in relation to doctoral programmes and research training in Europe.

“Doctoral education is a major priority for European universities and for EUA. It forms the first phase of young researchers’ careers and is thus central to the drive to create a Europe of knowledge, as more researchers need to be trained than ever before if
the ambitious objectives concerning enhanced research capacity, innovation and economic growth are to be met.”

Professor Georg Winckler - EUA President 2005-2009

As a result of the studies carried out by the EUA, it has been observed that suggested doctoral programmes are more oriented, multi-guided, more integrated and give more importance to improve multi-skills training and more exchange programmes. The crucial factors that affect doctoral studies and research are flexibility and determining the needs and interest areas of the candidates. In doctoral programmes, education and research must be complementary.

3.3.4. European University Association Institutional Evaluation Programme (EUA-IEP)

The IEP has provided external evaluation services to higher education institutions in the context of their own aims and profiles since 1994. To date, IEP evaluation teams have carried out around 300 evaluations and follow-up evaluations of diverse higher education institutions in 45 countries worldwide. On request of local stakeholders in higher education (ministries, national rectors' conferences, NGOs), IEP also conducts coordinated evaluations at national or regional levels.

The Institutional Evaluation Programme (IEP) is an independent membership service of the European University Association (EUA). IEP is a full member of ENQA (the European Association for Quality Assurance in Higher Education) and is listed in EQAR (the European Quality Assurance Register for Higher Education).

EUA/IEP evaluates the international universities registered by ENQA in Europe. This organization has evaluated more than 300 universities in 45 countries of which 28 are in Turkey. Turkish universities have an effective role in this institution which has contributed extensively to improve quality culture, quality management and quality assurance in education, research and civil service in European universities.

Within the framework of EUA Institutional Evaluation Programme, Higher education, institutions will be assessed in detail by a group that consists of experienced higher education leaders. The procedures and processes in these universities will be benchmarked considering the best international application and necessary advice will be given to those universities in order to improve and sustain the development potential, and the development of inner quality culture and strategic management.

In order to help universities to reach their goals of education and research in their fields, the aim of this programme is to;

- spread quality culture in the university,
- strengthen and adapt the institutional structure,
- increase universities’ accountability through self-assessment.

Institutional evaluation programme looks for answers to these questions:

- What is the institution trying to do?
- How is it trying to do this?
- How does it understand whether this works or not?
- How does the institution change to improve?
- How does it contribute to develop and improve?
- How does it evaluate the capacity of change evaluating decision making process, organizational structure and functions?

The institutions that are evaluated within this Institutional Evaluation Programme the following units and processes are examined and given advice.

- Academic Units
- Research Management
- Management Processes
- Students Affairs
- Relations with Shareholders
- Relationships between Administration and Faculties
- Internationalization Policies

3.3.5. Turkey and EUA
Globalisation has led to a reshaping and a redefining of higher education. 61 Turkish universities out of 168 are members of the EUA. Turkish universities need to have a more active role in this Union. The functions, dimensions and tools of higher education have changed. According to UNESCO’s Institute for Statistics there are roughly 4 million students studying abroad annually. It is estimated that this number will rise to 7 million in 2020. There have been many changes in several areas due to the shifting global trends. In recent years, political and economic developments on an international scale have necessitated a series of changes in the academic world. These changes demand greater academic independence, public interest and quality assurance. In this context, Turkish universities with full and associate membership in the EUA will contribute significantly to the European higher education system and benefit from communication and collaboration with the EUA.

3.3.6. Maltepe University and EUA
Maltepe University first applied for EUA membership in 2009. Notification of the university’s membership application was received on February 2, 2010. The acceptance of Maltepe University to the EUA does not only contribute to the development of our university but also helps the EUA strengthen its bonds with political authorities and societies in Turkey and elsewhere in Europe. As a member of the association, Maltepe University will have a chance to take part in conferences, educational seminars and institutional assessment sessions, while becoming a part of a broader academic community of European Universities.

3.4. The Hospital Information System (HIS)
We have been using the Hospital Information System at Maltepe University since 1997. The software language of the programme is Xbase and its database is the Advantage SQL Server.

Within this system we have these major modules: Patient Check-in, Appointment Follow-up, Inventory Control, Invoicing for Formal Organisations, Health Data Feedback, Statistics and Reporting

We have been outsourcing service for Radiology and Laboratory work. We have dual integration with our outsourcer and our Hospital Service System so that we can see test and detection results. We store all data in our database and backup all data twice in different storage areas.

4. Constraints

4.1 Evaluation of Institutional Autonomy:
Staff Recruitment Policies and Staff Qualifications

4.1.1. Selection and Appointment of Academic Staff
According to the current Law of Higher Education (LHE), universities are free to select and appoint teaching and research personnel. The CHE has agreed that selection and appointment of research assistants (araştırma asistanları) and lecturers (öğretim görevlileri) are to be made from candidates that have met the required scores on the Entrance Examination for Academic Personnel and Postgraduate Education (ALES) conducted centrally by the Student Selection and Placement Centre (SSPC) (Öğrenci Seçme ve Yerleştirme Merkezi). They must also pass a valid language exam. The candidates are listed in the order of the score they receive and the list is announced on the web page of the University. The top four on the list are invited for an interview. The Board of Trustees makes all final decisions on the recruitment of academic staff at the university. Issues about appointment and promotion are discussed by the Executive Board and then approved by the Rector.

Considering academic tiers, the majority consists of research assistants who are at a beginning level and assistant professors (yardımcı doçent) who have completed their Ph.D. studies. The associate professors (doçent) form the minority. This situation requires attention, as a balanced dispersion is desired. Full-time professors frequently join the university after retiring from a state university; the associate professors of state universities prefer not to leave positions where they have seniority and considerable retirement and fringe benefits. As a result, the number of associate professors is relatively low and time is needed before our current young faculty members can become associate professors.

Standards for promotion issued by the University Executive Board are rather high (for details on conditions of appointment and promotion to the positions of assistant professor, associate professor and professor, please refer to the Academic Promotion Regulations document in Annex 1).
4.1.1. Number of Academic Staff (2013)

Table 1. Number of Academic Staff (2013)

<table>
<thead>
<tr>
<th>Title</th>
<th>Number (2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>81</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>20</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>161</td>
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<tr>
<td>Lecturer (Öğretim Görevlisi)</td>
<td>63</td>
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<tr>
<td>Instructer (Okutman)</td>
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<td>Research Assistant</td>
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<tr>
<td>Expert</td>
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<tr>
<td>Lecturer (Dr.)</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
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</tr>
</tbody>
</table>

4.1.2. Selection and Appointment of Administrative and Technical Staff

Non-academic staff (personnel) recruitment is done by the University within the limits of the budgetary policy. Administrative staff is also structured out of academic staff. (Please see Section 2.2.6 for selection and appointment of administrative staff in detail.)

4.1.2.1. Number of Administrative and Technical Staff (2013)

Table 2. Number of Administrative and Technical Staff (2013)

<table>
<thead>
<tr>
<th>Title</th>
<th>Number (2013)</th>
<th>Title</th>
<th>Number (2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretary General</td>
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<td>Admin. Specialist</td>
<td>4</td>
</tr>
<tr>
<td>Centre Directors</td>
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<td>Consultant</td>
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<tr>
<td>Manager</td>
<td>2</td>
<td>Clerk</td>
<td>37</td>
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<tr>
<td>Press-Public Relations</td>
<td>40</td>
<td>Driver</td>
<td>27</td>
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<tr>
<td>Health Service</td>
<td>3</td>
<td>Technician</td>
<td>10</td>
</tr>
<tr>
<td>Graphic Designer</td>
<td>2</td>
<td>Informatics</td>
<td>9</td>
</tr>
<tr>
<td>Cleaning Service</td>
<td>72</td>
<td>Secretary</td>
<td>25</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>238</strong></td>
<td><strong>TOTAL</strong></td>
<td><strong>238</strong></td>
</tr>
</tbody>
</table>

4.2. Selection of Students

The admission of students to Maltepe University and other Turkish universities is administered through a central examination system organized by the SSPC. Approximately 1.5 million high-school graduates take the SSE annually. A student is placed in a higher education programme according to his/her high-school GPA and score on the SSE exam. This exam does not give autonomy to universities in student selection. It is, however, a reasonably objective system and it has been the only operational system in Turkey for over 30 years.

Foreign students wishing to study in institutions of higher education in Turkey must take the Examination for Foreign Students (YOS). This examination is prepared and administered by the SSPC. Successful candidates apply directly to the universities of their choice. The examination results are one of the most important requirements for acceptance.

Foreign candidates can also apply to Turkish Universities with some other international examination results. International examinations are the Scholastic Aptitude Test (SAT1), American College Testing (ACT), General Certificate of Education (GCE) A Level, International Baccalaureate (IB), ABITUR and French Baccalaureate. The matriculation decision is done by universities.

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1 These numbers are subject to change.
As the medium of instruction in some departments is English at Maltepe University, foreign students are not required to pass the Turkish Language Proficiency Test. However, they are expected to take Turkish language classes to increase their familiarity with Turkish culture and the Turkish language. Additionally, the courses will help them to understand and adapt to daily life in Turkey. There are currently 13 foreign students at Maltepe University.

There are 13 foreign students at Maltepe University.

Quotas for first-year students are set by the CHE based on estimates provided by the university. Generally, CHE tries to increase departmental quotas (mostly in state universities) and the universities resist this. However, some reverse cases may also occur: even though quota increases are demanded by some foundation universities, the desired changes cannot be made unless the CHE approves.

Student admissions to some of the departments within the body of Maltepe University are made through special aptitude tests. The departments applying special aptitude tests emphasize the necessity to increase the base score required of candidates. Following the exams, main and reserve lists are formed. If a student in the main list is not enrolled within the specified period, then a student from the reserve list is enrolled. During this process, time is considered a constraint. In cases where the candidates' and/or their parents' do not follow the lists carefully or in a timely manner, they may lose their rights to enroll in the University.

A specific constraint for foundation universities is the relatively high financial imposition in the form of tuition and other expenses. Many families are unable to cover these expenses and therefore many talented prospective students prefer state universities given the relatively low tuition and limited expenses. To overcome this constraint, the university's administration provides scholarships to nearly one third of the student body which amounts to almost three times the legal requirement for foundation universities. This effort elevates Maltepe University above other foundation universities in Turkey.

4.3. Evaluation of the Student/Staff Ratio
Maltepe University has a total of 475 permanent teaching staff members (81 full professors, 20 associate professors, 161 assistant professors, 65 lecturers (öğretim görevlisi), 165 instructors (okutman) 100 research assistants (araştırma görevlisi) and 2 specialists as of March 2013.

There are 6717 undergraduate and graduate students; association degree: 370, Undergraduate Degree: 5205 Master's Degree: 930 Doctoral Degree: 142.

The student-academic staff ratio in the undergraduate degree programme is 11.24% which is quite low. This ratio by department is 16.68% in the School of Social Sciences, 4.38 in the School of Natural Sciences and 0.66 in the School of Health Sciences.

4.4. Teaching and Learning
One imposition of the CHE upon university teaching and learning is the compulsory Turkish and History of the Turkish Revolution courses offered as separate courses over a period of two semesters. The CHE does not stipulate these courses be for credit. Maltepe University has chosen them to be credit courses.

The official approval procedures of the CHE for new undergraduate and graduate programmes are relatively long, which cause long and tedious establishment and formation processes of new programmes and faculties.

4.5. Research and Publication
Maltepe University is a non-profit university whose budget is primarily based on students’ fees. Thus, the internal research funds coming from the university budget may be insufficient and inconsistent as they can fluctuate. In addition, the existing limited internal funds are intended mainly for applied research projects.

The faculty is encouraged to seek external funding for their general research and development projects. For this, they have to compete for funding from TUBİTAK (the Turkish Research Council), Regional Development Agencies, State Planning Organizations, Ministries, and private industry.
The faculty believes that the teaching load is too high for them to spare time for conducting rigorous research. Although, this pressure will be diminished as the employed number of faculty members increases in time, the university is putting their utmost effort into raising the motivation and encouragement of its faculty, particularly its younger members, to get them involved in research activities.

In a few areas, the PhD programmes are relatively new, with no graduates yet. This seems to be an important limitation in conducting research; however, we expect the number of Ph.D. students to grow rapidly, in a few years time.

Finally, despite the existing restrictions, it is our conviction to reduce or in some cases to eliminate the limitations with regard to research funding.

4.6. Finance
There are essentially no financial constraints. The board of trustees of the foundation is planning investment approaches that are carried out by the administrative staff of the university. However there is some difficulty securing funds for travelling abroad. Scholarship regulations by CHE create some financial constraints.

4.7. Job Opportunities

4.7.1. Current Regional and National Job Market
Although Maltepe University’s mission is “to educate students who do not seek jobs, but who are sought by the market or in their field”, we face some constraints in the job market dependent on national conditions. The job market is affected directly by any change, negative or positive, in the economic conditions of Turkey and around the world. The current positive status of national economic indicators and the very young average age of the Turkish population boost the demand for more qualified professionals in the job market, especially professionals in industry, engineering, medicine, education, law, natural and social sciences, research and development, communication and architecture. Our university also works to equip students with foreign language skills which create a competitive advantage for them in the market.

4.7.2. Alumni Communication and Career Research Centre
The aim of the Career Support Centre is to give advice and assistance to our students and graduates to equip them with the necessary qualifications needed in the demanding global business world. The centre provides advisory service to all students and graduates to enable them to think critically about their career options in their target field. Additionally, advisors emphasize opportunities for student's academic careers and beneficial tools to apply in their decision making process. The activities of our student clubs are organized in accordance with the demands of the business world and have similar objectives to the career support centre.

4.7.3. Student Preference and Alumni Employability Data
Maltepe University started to examine Alumni Preference Data after the 2006 Student Selection Exam (SSE) with reports prepared by the Student Affairs Office. The rector's office seriously examines the reports for publicity and administration purposes.

From time to time “Career Days” are organized. These events are designed to introduce students to different businesses and companies. Students are provided with information on specific professional and business related opportunities. At these events students are also counselled about their future career options.

Employability data of alumni is currently available within the studies of the Career Support Centre. The Alumni Association has completed its establishment phase; however there is inefficient contribution by our graduates.
4.8. Infrastructure
Maltepe University's present campus can meet all structural demands of students, faculty and staff. We need to improve our public transportation opportunities. The construction of an accessible campus for those with special needs is an ongoing process.

5. Total Quality Management Activities in Maltepe University

5.1. Institutional Norms and Values

5.1.1. Vision
Our vision is to become a world university structured on the expression; “Free in thought, modern in education and universal in science”.

5.1.2. Mission
To educate students who are conscious of today's global changes and who are able to adapt easily, who are creative thinkers and change makers, who are proactive. We cultivate individuals who are able to produce knowledge and service projects with a sense of social responsibility and awareness; who are able to improve and use current knowledge and technology. We want students to be authorities in their fields of study, knowledgeable about future global trends and prepared to conduct scientific research to contribute to our country's and the world’s prosperity.

5.1.3. Core Values
- Dedication to the principles of Atatürk and the Republic,
- Giving importance to social values and having social responsibility,
- Having respect for nature,
- A commitment to human rights and the rule of law,
- Freedom in thought and expression,
- Modernity in education,
- Universality in science and education; enriching education through national and international interaction (internationalisation),
- Production of scientific knowledge based on ethical principles,
- Considering research as an integral part of higher education,
- Openness, transparency and accountability in communication and management,
- Trustworthiness,
- Being innovative and creative,
- Giving importance to continuous development, improvement and lifelong learning,
- Contributing to the community, the country and humankind,
- Involving all shareholders in university issues,
- Encouraging team work and interdisciplinary studies,
- Autonomy,
- Respect, love, and tolerance to people, cultures and diversities.

5.1.4. Policies and Academic Priorities
The content of education has accelerated due to globalisation. Considering this rate of change the management of our university has determined policies parallel to our vision to "be a university of the world" with a holistic approach. Below are these policies:

A. Administration
1. The management must be based on mutual trust, love and respect.
2. There must be transparency in all work and transactions.
3. There must be a participative management; with involvement at all levels and team work must be encouraged.
4. Decisions must be made with objective knowledge.
5. Worthiness, competence and justice must be the principles in right and task distribution.

B. Education and Research
1. There must be principles based on research, production, creation and learning which help free thought and expression.
2. Curriculum must be developed with flexibility and an innovative approach.
3. The projects and scientific research which contribute to science and serve our environment
and the country must be encouraged. Research and development activities must be encouraged in the university. Within this aim:
   a) The number of master programmes must be increased and new doctoral programmes must be developed. To do so, a portion of the budget must be allocated to encourage all research at the masters and doctorate levels.
   b) We should give priority to projects, technology development and the improvement of university-industry relations.
   c) Inter-department, inter-university and international collaboration opportunities in research must be increased.

4. Students must be encouraged to join exchange programmes within the European Union education and youth programme framework to enable them to learn about different cultures and the educational philosophies in these countries. Additionally, careful consideration should be paid to increase the number and satisfaction of incoming students.

C. Human Resources
   1. There must be future plans for academic and administrative staff appointment, and all staff must be involved in all activities to ensure the continuity of functions, goals and plans of the university.
   2. Academic and administrative staff recruitment at the appropriate time and for required positions must be a basic principle.

D. Publication
   1. Administrative staff should be encouraged to publish their work and research and these publications should be shared for the social benefit.
   2. The university should begin work to produce refereed journals and citation index journals.
   3. Electronic journals should be improved with new technology.
   4. The main duty of academicians is to educate, to do research / publications and to contribute to social responsibility projects. The university management should take this into consideration and allocate their workload equitably.

E. e-Learning and Life-long Learning
   1. As one of the few universities which have e-learning and also e-learning degree programmes we should continue this trend and set an example for other universities in the process.
   2. Our university should structure e-learning with a continuing education approach with the aim of serving professionals who are in need of education for their career path. Our programmes should also be geared towards those who want to complete their education and improve themselves. We should have modular programmes designed according to the needs and schedules of working professionals. Our university must strive to become a leader in this educational method in Turkey.

F. Contribution to the European Higher Education Field and Related Activities
   We should improve academic quality, mobilisation and the social dimension of our courses, give support to improve a European based policy for quality assurance in education and take an active role in all these activities with a strong institutionalisation focus.

G. Assumptions for Future Internal and External Relations
   Between 2011-2015 it is assumed that:

1. In the University;
   1.1. Students will go on trusting our university/faculty/school/vocational school.
   1.2. The collaboration between academic units will increase as desired.
   1.3. The administration of university/faculty/school/vocational schools will enhance convenience and accessibility.

2. On the Board of Trustees;
   2.1. The support to the university administration to enable it to achieve university’s function.
   2.2. The current departments will be supported in their quantitative and qualitative development and new departments will be opened.

3. In the Turkish Higher Education System;
   3.1. The Higher Education Council will go on supporting foundation universities.
3.2. It will support our university to open various graduate and undergraduate programmes.
3.3. It will provide coordination and have the role of facilitator to analyse and solve existing problems of universities.

4. In National Scientific Institutions;
   4.1. TÜBİTAK will go on supporting our projects.
   4.2. TÜBİTAK will go on providing student and researcher scholarships.
   4.3. TÜBA will go on supporting research.
   4.5. Our strong relationships with the National Agency within the framework of European Union Education and Youth Programmes will continue.

5. In Media;
   5.1. Turkish media will recognise the position of foundation universities in Turkish Higher Education.
   5.2. Foundation universities will play an active role in earning the trust of Turkish society in matters related to knowledge production and student relations.

6. In Turkey;
   6.1. Respect and trust in universities as knowledge centres will increase.
   6.2. Public and private institutions will benefit more from scientific work and research.
   6.3. It will be understood that foundation universities will revitalize Turkish Higher Education.
   6.4. The public trust in foundation universities will increase.
   6.5. The public will benefit from international peer institutions which have relationships with foundation universities.
   6.6. Students and graduates of foundation universities will be recognized for their sensitivity towards national and international issues.

H. University and Environment
   It is assumed that;
   1. The knowledge and experience gained at universities will be presented as a public service in order to improve life standards starting at the community level.
   2. The university will maintain positive relations with its surrounding environment through its "city-campus" approach.
   3. The academic staff and students will play an active role in environmental support.

I. Physical Infrastructure and Campus Life
   It is assumed that;
   1. Areas outside of the classroom where students can meet, discuss, and improve themselves will be expanded.
   2. The advantages of being a university with a cohesive campus culture will be applied to promote team work and participation among the student body.
   3. The fast and easy reach opportunities to knowledge for students will be increased.
   4. The library will be enriched adding various academic and scientific publications.

5.2. Quality Monitoring and Quality Management
   Our university has structured a Strategic Planning and Evaluation Team which reports to the Centre of Quality Assurance (QA) in Education. The team has made a promising start in the monitoring and development of a quality assurance system and culture in the university.

   The process followed by the team does not remove responsibility from the faculties and university. The focus of the team is intended to ensure the operation and effectiveness of all quality assurance processes.

   The main objectives of quality monitoring and quality management process are to:

   - ensure that course outputs match their purpose, are student-centred and are updated according to student feedback.
   - implement life-long learning programmes.
   - ensure internationalization.
   - increase the transparency and accountability of the university.
In general, we intend to meet the demands of the Bologna process, the intentions of the CHE which promises initiatives in this field and the imperatives of all shareholders.

To spread the QA culture within the university we should ensure that the scope of QA is comprehensive and encompassing mainstream teaching, knowledge transfer, research and continuing education. Additionally, QA culture must encompass the administration, administrative support and the effectiveness of the administrative leadership.

Our quality monitoring and management activities are carried out by adhering to our strategic plan and considering the juxtaposition of our total quality management (TQM) approach with other conventional QA frameworks used in Higher Education.

In our TQM policy there are external dimensions which might be pursued,
- external shareholders/industry
- international peer groups (research, subject development)

Our quality team could foster greater co-ordination with a view to standardise and harmonise different aspects of the university:
- standardising/harmonising instruments across the University
- monitoring follow-up procedures and data
- collaboration in QA
- updating for improvement
- reporting to the Rectorate.

Finally, the University rightly prioritises the development of a robust quality culture. The Bologna label awarded to our university in 2012 is evidence that this goal is becoming a reality.

5.2.1. National Higher Education Quality Monitoring Policy
In Turkey the quality management approach for academic issues is based on regulations for academic promotions and appointments.

The CHE’s administrative duty is to inspect all universities on a yearly basis and ask them to prepare an annual activity report to be submitted before an inspection board visit, conducted by a group of CHE members. During the inspection visit, the board has to carry out an assessment process and prepare a report presenting the findings directly to the CHE.

In September 2005 the Inter-University Board established the YÖDEK Commission (Higher Education Academic Monitoring and Quality Improvement Commission) to meet the ‘Quality Assurance Indicators’ set forth by the EUA. The commission is based on the National Regulatory Act No. 25942 dated September 20th 2005 named “Regulations for Academic Monitoring and Quality Improvement at Institutions of Higher Education” (for the text of the regulations, please refer to Appendix M). The YÖDEK Commission has developed a series of regulations and principles for self evaluation and quality monitoring purposes announced in May 2006 in the Higher Education Academic Monitoring and Quality Improvement Guide, where institutions of higher education were requested to establish an “Academic Monitoring and Quality Improvement Committee” and to prepare a strategic plan that covers results of the 2005 Self-Evaluation process. The Committee has been established and the Strategic Plan has been delivered to the CHE.

Striving for a nationwide quality assurance system in engineering education, The Engineering Deans Council (Mühendislik Dekanları Konseyi – MDK), a non-governmental platform founded in 2001 by 88 ex–officio members as deans of engineering faculties in Turkey, formed a task force on the establishment of a national accreditation system for engineering programmes. After 18 months’ of work, this task force decided to initiate an outcome-based evaluation system for engineering programmes and the Engineering Evaluation Board (Mühendislik Değerlendirme Kurulu - MUDEK) was formed to conduct this evaluation process in 2002 (for detailed information on MUDEK, please refer to the MUDEK Web Site URL= http://mudek.me.metu.edu.tr/accreditation.htm)
5.2.2. TQM Policy of Maltepe University
Maltepe University Total Quality Management Policy is based on a continual improvement process. It involves all students, academic and administrative staff and all shareholders in TQM disciplines and tries to integrate these various perspectives into the culture and activities of the University. Maltepe University TQM Policy is:

- Student-centred: all academic activities and programmes are organized according to the needs of students and the skills required for their future careers. It empowers the students with the judgment to determine whether the efforts of the university are worthwhile.
- Total employee involvement: All academic and administrative staff participates in achieving common goals. Total employee commitment can only be obtained after fear has been driven from the workplace, when empowerment has occurred, and when the administration has provided a communicative working environment.
- Process-centred: Maltepe University approaches quality improvement as a never ending, ongoing and crucial process.
- Integrated system: All departments and units of the university belong to this system and they cooperate in order to achieve the appointed goals. Horizontal processes interconnecting all the functions of the University is the focus of TQM studies at Maltepe University.

5.2.3. Organization of TQM Activities at Maltepe University
The Maltepe University Quality and Evaluation Unit began operations in 2010. It consists of a core unit and a wider team with members from all faculties and schools under the supervision of a coordinator who is also the advisor to the rector. This unit directly reports to the rector and is responsible for organising all activities and programmes related to the maintenance and development of the quality.

5.2.4. TQM Activities of the Faculties/Schools
The faculties and schools try to meet all the requirements of the quality assurance process within the scope of maintaining a consistent culture of quality. Each unit has members that contribute to the studies of the quality assurance team. These members also coordinate the studies of the unit and the team itself.

5.2.5. TQM Activities of Maltepe Hospital
Our hospital was given the certificate of ISO 9001:2008 by Turkish Standards Institute in 2011 regarding “Out-patient and In-patient Diagnosis and Treatment Services”.

Being aware of the national, international and global responsibilities as a university hospital Maltepe University Medical Faculty Hospital's Quality Policy is as follows:

- providing preventive medical treatment which is beneficial, cost-efficient and considerate of the satisfaction of those receiving care.
- improving the conditions of laboratory facilities, emergency services, polyclinic intensive care units and treatment services to increase patient satisfaction and patronage; collecting follow-up data on patient and patient relative’s experiences to make the necessary improvements accordingly.
- Improving the quality of in-patient care in clinics and intensive care units by offering periodical trainings for nurses.
- measuring staff satisfaction through periodical questionnaires and maintaining a stable long-term work force by involving staff in quality management decisions.
- implementing a transparent hospital management model with a total quality management approach focusing on service, performance follow-up and continuous improvement.

5.2.6. Internal Analyses
Our internal analysis is conducted under the supervision of our quality team. The team helps all units of the university make a SWOT analysis to prepare their strategic plans and gives feedback on those strategic plans. The team then integrates the unit strategic plans into the university's broader strategic plan and ensures that all these processes run smoothly (http://ects.maltepe.edu.tr/en/monitoring-and-evaluation). A detailed internal analysis will typically give us a good sense of our basic competencies and the desirable improvements to meet the requirements of all shareholders. For each unit our quality team specifies the materials required in the quality processes, performs follow-up activities, and goes over the submitted materials in detail asking for additional information or corrections when necessary (Annex 8).
6. Strategic Planning and Continuous Improvement Activities

6.1. SWOT Analyses

The SWOT analysis is a method that analyses the strengths, weaknesses, threats and opportunities of an organization and helps develop strategies accordingly. SWOT analyses help administrative leadership understand the factors that significantly affect the university's (the organisation) performance and develop a plan that will help them to be ready to improve in the future. "Strategic issues" are the internal and external factors that help an organisation to reach its goals. It is not possible for the administrative leadership to monitor and know what is going on in all departments. With the help of the SWOT analysis it is possible to determine strategic issues at all levels and inform the administrative leadership in detail. In all departments Strengths, Weaknesses, Opportunities and Threats are determined and dealt with accordingly. It is quite natural that different organisations or universities have different strategic issues or that the same universities have different strategic issues at different times. Therefore it is difficult for administrative leadership to determine the future conditions of such issues and to decide which ones are of the greatest importance.

In 2010, following the completion of the 2006-2010 Strategic Plan, we initiated the development of the 2011-2015 Strategic Plan and organised a Strategic Planning Team (Annex 2). In every faculty and school a strategic planning commission under the supervision of the department heads and school supervisors was arranged according to the framework in Annex 3. Our university’s SWOT analysis and Strategic Plan was structured integrating the data gathered from the strategic plans of each faculty and department. A final version of the plan was agreed upon after a meeting of the deans and department heads to discuss the strategic plan sent to them beforehand. (http://ects.maltepe.edu.tr/en/strategic-plans).

The SWOT analysis studies have been conducted in accordance with the Quality in Education / Bologna Process Studies. You can follow the process on http://ects.maltepe.edu.tr/en/regular-meetings.

Our current Strengths, Weaknesses, Threats and Opportunities in micro and macro environments determined by the SWOT analysis are provided below:

**Strengths**
- S1. Our university's location in Istanbul.
- S2. A large campus and earthquake resistant buildings.
- S3. Having all departments in Marmara Education Village campus except the Faculty of Medicine and providing a campus life for students.
- S4. Providing health, sports, social and cultural activities on the campus.
- S5. Having physical conditions to host international scientific meetings.
- S6. A wide range of associate degree, undergraduate and graduate programmes.
- S7. Wireless connection in all units.
- S8. Focus on the improvement of technological opportunities.
- S10. Young, dynamic and qualified academic and administrative staff.
- S11. Providing guidance and help for students and their parents when needed.
- S15. Practical projects for social benefit.
- S17. The variety of students' clubs and supporting the activities organised by them.

**Weaknesses**
- W1. The problems in the institutionalization process.
- W2. The lack of academic research activities in quantity.
- W3. The lack of academic and administrative staff and the unbalanced allocation of courses and workloads among them.
- W4. Insufficient support of research by the university.
- W5. Insufficient infrastructure (library, labs etc.) for research.
- W6. Undesired consultancy in graduate research advising processes due to lack of qualified advisors and time. Unequal student/lecturer ratio among faculties.
- W7. Insufficient and ineffective communication, collaboration and cooperation between units.
- W8. Lack of promotional activities to attract students.
- W9. Ineffective and limited alumni communication network.
- W10. Not having a correspondence etiquette, feed-back channels and archiving
- W11. Not providing part-time jobs for students who need them.

**Opportunities**
- O1. A large number of collaboration with private and public sectors (having an industrial zone near university).
- O2. European Union projects, international collaboration projects and the increasing support of the State Planning Organization, the Turkish Scientific and Technological Research Institution; the European Union Framework programmes especially for research projects and scientific activities.
- O4. Encouraging ERASMUS programmes.
- O5. Giving importance to life-long learning.
- O6. Increased demand for courses, seminars and certificate programmes due to the demand for qualified employees.
- O7. Offers from non-governmental organizations and local authorities for partnerships in social responsibility projects.
- O8. The graduate education requirement for appointments and promotions and the attractiveness of graduate education with the changes in regulations.
- O9. A young, dynamic and innovative human resource in terms of employment.
- O10. The increasing importance given to research and development.
- O11. Increasing transportation and accommodation facilities at our university.

**Threats**
- T1. Too many new foundation universities in Turkey and in close proximity to our location.
- T2. Successful student's preference for state universities due to their relative reputation and economic incentives.
- T3. The increasing attractiveness, variety and efficiency of promotional activities by other foundation universities.
- T4. Insufficient level of university-industry collaboration.
- T5. The preference of well-trained lecturers to work in industry rather than education due to the higher salaries offered in industrial positions.
- T6. The change in Horizontal Transfer.

**6.1.1. SWOT Data Collection Templates**
SWOT data was collected in 3 steps. In the first step the SWOT analysis forms (Annex 11) were given to the heads of the departments and they were informed about the process (Annex 2A-2010 and 2B-2013). Then the SWOT analysis commission checked the analysis from each department, gave feedback and integrated these into the university’s SWOT analysis. In the final step of the SWOT analysis, in the meeting with the deans and heads of all departments and schools, the strengths, weaknesses, opportunities and threats of the university were shared and discussed using a brainstorming technique.


Below is the summary of our main strategic goals and targets.
EDUCATIONAL ACTIVITIES

STRATEGIC GOAL 1. To Increase and Maintain the Quality of Academic Programmes

- **Target 1.** To make academic programmes parallel with the European Union Higher Education Norms.
- **Target 2.** To make academic staff of both the university and outside the university contribute to the improvement of syllabi and the quality of programmes.
- **Target 3.** To improve English language proficiency in the long term.
- **Target 4.** To increase the number of minor/major programmes.
- **Target 5.** To enable administrative and academic staff and students to improve their knowledge, experience and skills in universities abroad.
- **Target 6.** To have incoming academic/administrative staff to make them contribute to our university.
- **Target 7.** To attract young and successful academicians in their fields to the university to increase the job tenure of existing faculty.
- **Target 8.** To increase the effectiveness of field studies.
- **Target 9.** To increase the educational service quality of language skills offered to students.
- **Target 10.** To decrease the rate of associate degree, undergraduate, and graduate students who leave the university within their first year.

STRATEGIC GOAL 2. To Improve the Quality and Quantity of Students and Academic Staff to Ensure Balanced Development

- **Target 1.** To increase the percentage of acceptance based on the university entrance exam.
- **Target 2.** To have qualified students for our graduate programmes.
- **Target 3.** To increase the GPE scores of graduates.
- **Target 4.** To increase the number of students without losing the current ratios.
- **Target 5.** To increase the number of academic faculty members who are able to lecture in English in accordance with the criteria of the Higher Education Council.
- **Target 6.** To improve the quality of current academic staff.
- **Target 7.** To improve collaboration with the industry to make projects for the employment of graduates.
- **Target 8.** To involve students in all decision making processes at all levels of the university.

SCIENTIFIC RESEARCH ACTIVITIES

STRATEGIC GOAL 1. To Improve Research Conditions, Infrastructure and the Research Environment

- **Target 1.** To increase the number of projects carried out with funds from organisations such as the EU, the Turkish Scientific and Technological Research Council (TÜBİTAK), the State Planning Organization (DPT), etc.
- **Target 2.** To develop relationships with other universities and research organizations and to be a member of international information networks.
- **Target 3.** To access the latest academic and scientific publications.
- **Target 4.** To make research paper/research quality evaluation processes more transparent and effective.
- **Target 5.** To determine the primary research fields.

STRATEGIC GOAL 2. To improve the Quality and Quantity of Research Publications

- **Target 1.** To consider the quality and quantity of research papers of academicians in promotions.
- **Target 2.** To increase the number of publications based on Doctoral and Master research papers.

STRATEGIC GOAL 3. To Contribute to Science and Technology on a National and International Basis through Scientific Studies

- **Target 1.** To increase the number of national and international publications.

STRATEGIC GOAL 4. To Increase the Quality and Quantity of Interdisciplinary Projects

- **Target 1.** To organise meetings in each semester in which different disciplines come together to discuss mutual projects.
STRATEGIC GOAL 5. To Organise Scientific Meetings and to Encourage Academic Staff to attend them
• Target 1. To increase the number of national and international scientific meetings/conferences that academic staff attend.

ADMINISTRATIVE ACTIVITIES AND INFRASTRUCTURE SERVICES

STRATEGIC GOAL 1. To Increase the Productivity and Efficiency of the Processes on Administrative and Academic Activities
• Target 1. To have clear and detailed job descriptions for academic and administrative staff in all units of the university.
• Target 2. To plan human resources to serve the needs of academic and administrative staff.
• Target 3. To have regular in-service training to improve the performance of administrative staff.
• Target 4. To increase institutionalization and to improve organisational culture.
• Target 5. To increase the satisfaction of administrative and supporting service staff.

STRATEGIC GOAL 2. To improve the support services offered to students and employers
• Target 1. To improve the quality of student affairs service.
• Target 2. To improve health, culture and sports services, to enable student clubs to use campus facilities.

STRATEGIC GOAL 3. To Meet the Physical, Technical Infrastructure and Equipment Needs and to Increase Productivity
• Target 1. To supply current and new departments with needed equipment and services.
• Target 2. To strengthen the systems and equipment of IT and make them user friendly.
• Target 3. To start the construction of MU’s Technopark.
• Target 4. To equip classrooms with projectors and computers.
• Target 5. To encourage the use of social, health, cultural and sports facilities.

STRATEGIC GOAL 4. To have a campus for otherwise abled/special needs individuals
Target 1. To improve the infrastructure services to make our campus accessible for those who are otherwise abled.

SOCIAL ACTIVITIES

STRATEGIC GOAL 1. To Increase the Number of Public and Private Sector Activities Attended by Academic Staff
• Target 1. To increase the number of projects carried out with national and international external shareholders.
• Target 2. To improve the services of departments/programmes for industry.
• Target 3. To encourage projects, presentations, training and publications done in collaboration with industrial, governmental, non-governmental and scientific organisations keeping in mind that our academic staff is the most important promotional tool.
• Target 4. To be in the press.
• Target 5. To make sure that Alumni Association has an effective and continuous communication with the alumni.

STRATEGIC GOAL 2. To Increase the Number of Activities that Contribute to Social Development
• Target 1. To improve collaboration with private, public and non-governmental organisations and institutions.
• Target 2. To increase the variety of medical practices in our University Hospital.
• Target 3. To follow-up with the treatment of patients and their relatives in our Hospital.

6.3. Self Assessment Activities

6.3.1. Evaluation of Academic Programmes and Activities
The End-of-term Student Course Evaluations monitor whether course outputs are met and ECTS allocations are fair. Considering the evaluations, the Faculty Board makes necessary changes in the programme. Scientific developments are considered to determine whether to include or exclude a course.
6.3.2. Student Evaluations
6.3.2.1. End-of Term Student Course Evaluations
Student course evaluations are conducted in all faculties and schools in regular and standardized formats developed in accordance with the Bologna Process requirements. There are two forms handed out to students: The first form is used to determine whether the course/programme outcomes are met and if ECTS calculations are as needed (Annex 5). The other form evaluates the course outline and the lecturer (Annex 6). These forms are used to reconsider the programme outcomes, syllabi and ECTS credits. The forms are kept by the faculties to provide a back-up system to increase accountability. Additionally, at the end of each semester deans gather with 6 to 8 students from each course for a focus group style interview to get feedback about courses and lecturers; written records of the interviews are kept by the departments.

6.3.2.2. Student Satisfaction Studies
Student satisfaction was measured in 2011 by the Student Satisfaction Survey (Annex 7). For the results please see: http://ects.maltepe.edu.tr/en/monitoring-and-evaluation. We are planning to conduct a similar survey every two years.

6.4. Staff Satisfaction Studies
6.4.1. Academic Staff
Academic staff satisfaction was measured in 2010 by the Academic Staff Satisfaction Survey (Annex 8). For the results please see: http://ects.maltepe.edu.tr/en/monitoring-and-evaluation. We are planning to conduct a similar survey every two years.

6.4.2. Administrative Staff
Administrative Staff Evaluations’ (Annex 9) have been prepared but have not been conducted yet. We are planning to carry out the prepared survey at the beginning of the 2013-2014 Academic Year.

6.5. Independent Auditing
Our university is audited annually by the Higher Education Council. We were awarded ECTS and Diploma Supplement Labels by the European Commission and we have continued the development of this process.

6.6. Implementation of Bologna Process
ECTS and ECTS Label
ECTS is a system of academic credit allocation and transfer which has been developed experimentally by 145 universities in EU Member States and European Free Trade Association (EFTA) countries and is now being implemented by more than 1,000 institutions.

The European Credit Transfer System (ECTS) is intended to promote co-operation between European Higher Education Institutions and to enhance opportunities for students to study abroad which is an important element in academic and professional career development. To facilitate academic recognition, the majority of European universities have adopted the ECTS.

The European Credit Transfer System is a student-centred system based on the student workload required to achieve the objectives of a programme, objectives preferably specified in terms of learning outcomes and competences to be acquired. ECTS facilitates the recognition of periods of study abroad (but not of the final degrees) for ERASMUS students.

The ECTS provides a common credit scale for measuring the student workload required to complete course units. Each course module has a number of ECTS credits allocated to it.

ECTS provides an instrument to create transparency, to build bridges between institutions and to widen the choices available to students. The system makes it easier for institutions to recognize the learning achievements of students through the use of common measurements. ECTS has its own credit and grading system and provides a means to interpret the various national systems of higher education in member states.
ECTS label is awarded to institutions by European Commission which applies ECTS the proper way in all first and second cycle degree programmes. The label will raise the profile of the institution as a transparent and reliable partner in European and international cooperation.

**Diploma Supplement and Diploma Supplement Label**
A diploma supplement is a document that is prepared according to a template that was developed by the cooperation of the European Commission, European, European Council and UNESCO/CEPES and by using the official languages of the European Union (preferably English). Diploma supplements serve the purposes of ensuring academic and occupational recognition of obtained knowledge, skills and competences on an international level and reinforcing that recognition.

A Diploma Supplement Label is an “excellence document” that states that the diplomas are accepted at the European Union level and as equivalents to the diplomas given by the universities within the European Union. Diplomas and degrees given by universities that have a Diploma Supplement Label are accepted by the European Union Countries. Now that Maltepe University has Diploma Supplement Label, our students’ educational and occupational opportunities in European Countries will increase when they go abroad with the diploma supplements that will be given to them when they graduate.

**6.7. Maltepe University Image Study 2013**
This section comprises data that is related to Maltepe University as part of a larger-scale study named "The Image of Universities in Turkey: A Qualitative Study of Students Attending Universities in Istanbul (2013).

**6.7.1. Objective of the Study and Methodology**
The number of both state and foundation universities is rapidly increasing in our country. This situation leads to the questioning of the quality of university education. The number of studies that focus on the image of universities and university students is low for a country where not only the number of universities but also the number of university students is high. The subject is contextualised within a business management perspective. There is no doubt that these studies provide important hints; however, it will be useful to evaluate the subject in a broader perspective and to develop policies and make decisions for further improvement.

This research is only one part of the above-mentioned broad perspective and was carried out to find out how university students in Istanbul perceive university and university students, how they evaluate their place in society, if there are any differences between state and foundation universities, how Maltepe University is perceived/evaluated domestically and externally (to carry out data for the image management of our university) and to prepare the groundwork for more extensive research.

At present, approximately 200 universities exist in Turkey. One-third of these universities are foundation universities. In Istanbul, it should be noted that the situation is just the opposite: There are 9 state universities and 37 foundation universities. That is, foundation universities constitute an overwhelming majority, 80 percent, of all universities in Istanbul. However, it should be kept in mind that when evaluated in terms of the number of students and faculty members, despite the fact that they are in an institutional minority, state universities have a very high number of teaching staff and students.

That is why, the study was carried out with two state and two foundation universities in Istanbul. As responses could differ according to faculties and departments, care was taken to include universities with faculties of Law, Social Sciences, Natural Sciences / Engineering, and Medicine but this aim was not entirely successful.

Istanbul and Marmara (state) universities were chosen because they are very old and deep-rooted and have a large number and variety of students; on the other hand, Maltepe and Fatih (foundation) universities were chosen as they attract students with different socio-cultural backgrounds. Another reason why Maltepe University was chosen is that one of the aims of the study was to reveal the perceptions and expectations of the MU students about the institution they are studying at as internal stakeholders.
This study was carried out with second year sociology students as part of the course ‘Research Methods in Sociology II’ taught by B. Akşit during the spring semester of the 2012-2013 academic year. Data was collected from a total of 206 students from four universities between March and April of 2013. Data was collected in focus group interviews which is a qualitative data collection method. The framework and points for discussion for the 30 focus group interviews can be found in Appendix 10.

Due to the nature of qualitative research, as the study is not carried out with a sample that is representative and standard data was not collected, it is not possible to generalize the findings. That is why, it is expected that the results will be assessed with caution and viewed as important clues for studies with a larger-scale and quantitative approach.

6.7.2. Overall Results and Recommendations

Data that was gathered about Maltepe University as a part of the study named “The Image of Universities in Turkey: A Qualitative Study of Students Attending Universities in Istanbul, 2013” and the related results and suggestions can be found below:

1. Despite the fact that variations exist between different departments, most of MU students, perceive the quality of education they receive and the quality of their lecturers. They state that distance does not exist between lecturers and students, lecturers show interest in students, care for them, and allocate time for them; students are very satisfied with this situation. It was noted that the education provided is challenging although it is a foundation university. Similar statements were made about MU by students who are enrolled in different universities.

   This relationship and approach of lecturers should be recognized and actions should be taken to ensure the sustainability and improvement of the current situation.

2. MU emphasize MU students emphasised the increased number of social activities on campus (e.g. spring fest, concerts, student congress). Similarly, other university students highlighted these activities as an important quality of MU.

   It seems that the sustainability of these activities and increasing the variety of these activities will be beneficial. It will be a good idea to increase the participation and contribution of students, especially in scientific activities.

3. Both groups of students state that MU is a mediocre university among foundation universities in Istanbul.

   In accordance with findings related to this issue, one of the aims of MU should be to make connections/forges partnerships with the universities that are considered to be the best foundation universities. It is possible to reach this aim with an approach that prioritises the meaning of ‘university’ and internalizes current values. The efforts of MU in this respect should be recognized. For instance, the ECTS and Diploma Supplement labels that MU was awarded in the Bologna Process are a result of these efforts.

   - Internationalization that include encouragement of mobility and joint degrees;
   - Efforts for increasing the employment of alumni;
   - Quality assurance studies that require constant self-evaluation and improvement;
   - Life-long learning and importance given to social aspects,
   - Efforts for the encouragement of lecturers to carry out research

   Aims which are supported by the administrative leadership of MU and carried out with the efforts of all MU faculty show the intentions of MU in this sense.

4. It was emphasized that MU is convenient, there are dormitories on campus and this provides advantages for students. It was also noted that MU is located in a mountainous terrain and is in a natural environment. Moreover, it was stated that the hotel and auditoriums on campus are impressive. However, some students report that the campus is far from the city center and that transportation to the campus is difficult. They state that this situation affects MU negatively.

5. Generally, students at state universities, have the impression that foundation universities are
“organizations where unsuccessful students receive education in return for payment”. Nonetheless, a lot of people reported that opportunities which the ERASMUS and Farabi programmes provide are more widespread in foundation universities and this creates a positive image for external stakeholders and helps the promotion of the name of the university. Both group of students emphasized that there are not enough scholarship opportunities at MU and because of that MU is preferred less.

6. Both groups site the insufficient scholarship opportunities as why MU is preferred less.

7. Both MU students and other students highlight that MU is not well-known and efforts are not made to promote the university. The students who state that the university is heard/known, assert that MU gives an inaccurate image to people at times and this image should be corrected.

*Promotions and advertisements should be carried out, faculty should be highlighted, information should be given about scientific and meaningful social activities, and attractiveness of living on a campus and campus life should be emphasized with an environmental approach.*

*Student satisfaction about transportation should be enhanced and this should be reflected in promotions. In addition, the percentages of scholarships should be increased and this issue should be covered in promotions.*

*In promotional activities, the importance given to internationalisation and student mobility should be underlined.*

8. It was stated that some problems do exist in foreign language learning by MU students.

*This problem is caused by the fact that students who will study at departments whose medium of instruction is Turkish do not have to pass the preparatory class in order to start studying in their departments and there are not obligatory courses in English in the following years. In addition, it seems necessary that courses in English should be a part of the programme in each academic year of the undergraduate programmes no matter what the medium of instruction is. With this aim, coordinators of the programmes should review programme outcomes. Stated that some problems do exist in foreign language learning by MU students.*

9. It was said that MU students have problems or are inconvenienced as far as their basic needs on campus; students expressed that canteens on campus are expensive and food is limited in variety.

10. MU students stated that they wanted to work and earn money on campus like students do in other foundation universities.

*It would be a good idea to increase the number and variety of work opportunities that already exist on our campus. It is also important that these opportunities be promoted.*

11. The most remarkable result of this study is that the statements made by MU students and other students about MU are consistent.

*Then, increasing the satisfaction of our students will contribute to the positive external image MU has on external stakeholders and increase the degree which MU is preferred by students over other universities.*

12. A final suggestion is that research in this respect should be continued. It would be a good idea to carry out this type of research study as a prerequisite of quality assurance in a large scale format in terms of content, population and departments. Moreover, including graduate students in the sample will enrich the study.
6.8. Institutional Practices

6.8.1 Internationalization Plans and Policies
Maltepe University gives significant importance to internationalization. With this purpose, contacts were made with reputable universities around the world for student and lecturer mobilization, collaborative research and scientific studies. The number of these contacts is increasing every year. International mobility programmes and double major programmes are a sign of the growing international character of MU. Moreover, Diploma Supplements were given to graduates of undergraduate programmes in 2010. MU has developed all undergraduate and graduate programmes according to the ECTS in addition to complying with local credit systems for a more rapid route to integration with European Universities. By the end of 2012, MU was awarded with the ECTS and Diploma Supplement labels by the European Commission.

It is obvious that both the content and format of education has accelerated because of globalization. In accordance with this fast-pace, ever-changing environment and the need for international cooperation and interaction for success, policies adopted by our management about internationalization were developed with a holistic approach. These policies are parallel to the aim of our university to be a “world university” and provide the basis for this aim. These policies can be summarized as follows:

It must be encouraged that students go to universities abroad, learn about different cultures in different countries and see the educational approaches in these countries within the framework of EU academic and youth programmes. In addition, importance should be given to the number and satisfaction of foreign students from different universities and their number and satisfaction should be increased.

Plans should be made carefully in terms of the selection of personnel and faculty, the relationship between the university and the staff should be made sustainable so that the internal functioning of the university, its aims and plans will also be sustainable.

Faculty should be encouraged and promoted to public academic articles in refereed journals in the international indexes.

- Active role should be taken to institutionalize, to increase the academic level, to increase mobility and social aspects and to develop a policy framework for a quality assured Europe.

6.8.2. ECTS Credits
The European Credit Transfer and Accumulation System (ECTS) is a student oriented credit system based on the workload of the student for a specific course. It is a value which represents all the studies (theoretical courses, applications, seminars, independent studies, examinations, assignments, etc.) that a student needs to acquire in order to succeed in a course.

At Maltepe University, each course has both local and ECTS credits. The local credit hours of an undergraduate course are composed of all the weekly hours in theoretical courses, plus half the weekly hours in practical, studio, laboratory, and workshop sessions. Courses which are not included in the grade point average are determined by the Senate. Only the weekly theoretical and practical hours of such courses are to be specified.

The European Credit Transfer and Accumulation System (ECTS) is also used as a credit accumulation system in Europe at institutional, regional, and national levels. At Maltepe University, following the description of the learning outcomes and competencies for a specific course, ECTS credits are determined according to the exact workload of the student that they need to acquire in order to succeed in a course.

For the initial ECTS credit allocation, instructors envisioned the students’ average workload in order to be successful. The workload of each course has been checked with data collected from students using Workload Questionnaires at the end of each term. It was decided by the Senate that 1 ECTS credit would be equal to 25 course hours; ECTS credits for each course are calculated accordingly. The procedure for calculation of ECTS credits for each course is as follows: After the collection of Workload Questionnaires from students, workload means are calculated for each course. By taking into account compulsory courses, departmental, field and university elective courses and also keeping
in mind the standard of 30 ECTS credits per semester, the workload means are entered into an Excel Program developed for this purpose, resulting in a redistribution of ECTS credits of each course.

At MU, the minimum ECTS credits for successful completion of a programme per term (17 weeks including the examination period) is 30 ECTS credits which is equivalent to 750 workload hours per semester including all the activities of the students (lectures, assignments, projects, midterms, finals, etc.).

The calculation of the Cumulative Grade Point Average (CGPA) is made according to the local credit and grade of the students. It should be noted that presently both local credits and ECTS credits along with the students' grades are displayed on their official transcript. For ECTS credit allocations for each programme, please see information on the degree programmes page (http://ects.maltepe.edu.tr/en/degree-programs). Go to the course structure diagram including an ECTS credits section for the programmes within each faculty, graduate school and school. In the ECTS credits section of the course structure diagram, each course can be clicked on to access their syllabi and see details of the workload.

6.8.3. Lifelong Learning Activities

Being aware of the facts that graduate education is the basis of life-long learning we are trying to increase both the number and the quality of our graduate programmes. Our universities’ various life-long learning activities are carried out by several faculties in many different areas. Below is a list of the continuing education activities offered between 2010-2012.

FACULTIES:

Faculty of Arts and Sciences
- Mutual projects with various units of the university, especially with centres (Human Rights Research and Application Centre, Street Children Research and Application Centre),
- Studies with Secondary Schools,
- Student initiatives ("New Research, Young Researchers" conference hosted by the Philosophy Club and the Philosophy Department and the "University outside the University" project)
- Certificate programmes (Braas Roof Systems: Ethics and Human Rights),
- Family School in cooperation with the Istanbul Marmara Education Foundation (IMEV) (11th annual)
- "Philosophy Talks" (13th) organised together with Istanbul Marmara Education Foundation.

Faculty of Fine Arts
- "FILMHOUSE" Project as a social study,
- Cinema application training for specially gifted children within a collaboration with Istanbul Science and Art Centre in 2009,
- Public courses offered by our newly founded Department of Gastronomy and Culinary Arts.

Faculty of Communication
- Grundtvig adult training course in Fall 2010,
- Photography and radio workshops conducted with our Centre for Street Children,
- Joint projects with the Autistic Children Association.

Faculty of Architecture
- National Yacht Design Symposium,
- The International Architecture Biennial and Architecture Forum in Antalya
- Maltepe University Faculty of Architecture workshops within Istanbul Culture and Art Foundation Design Biennial “Weirdness in Knowing and Application”,
- Clean Energy Foundation Competition,
- Academic staff's participation in various boards (i.e. Cultural Heritage Protection Board),
- Academic staff's consultancy service in municipalities (Kayseri Municipality Culture Road Project) and in various scientific institutions (Istanbul Anemas Dungeons, Molla Zeyrek Mosque, Tekfur Palace Restorations)
- Turkish Lloyd Certificate Programme for all students of the Faculty of Engineering,
- Giving the “Yacht Training” course of Nautical Design Department Course Programme as practical on the sea and yacht.
- The 36th MOBBIG meeting (the department heads of the Architecture Communication Group)
Faculty of Engineering and Natural Sciences
- Organising conferences, seminars, panels etc inviting successful experts and organisations especially in engineering applications (from companies, non-governmental organisations and other universities) and making them open to all academicians and graduates,
- Encouraging the academic staff be referees, jury members and consultants in national and international journals and in various governmental (TÜBİTAK, TÜBİTAK- MAM, other universities, Inter-university Board etc.) and non-governmental (TOBB, TMMOB etc.) organisations,
- Presenting studies of Master and PhD graduates in seminars which are open to whole university.

GRADUATE SCHOOLS:
Graduate School of Sciences
- “Methodology” courses in Master’s and PhD programmes,
- Announcing and opening this course to all university and preparing a web page for it.

Graduate School of Social Sciences
- Scheduling courses between 17.30-22.30 to enable all professionals and graduates from various areas to have the opportunity to continue their education while working.

SCHOOLS:
School of Nursing
- Seminar given to Tepe İnşaat Primary School students and their parents on “Obesity and its Effects on Health” between 13:00-16:00.

School of Foreign Languages
- Beginner and Elementary English courses for children aged 8-12 on Saturdays between 09:00-13:00,
- University Language Course (ÜDS in Turkish) for our academic staff in 2011 (30 people attended)
- Beginner e-English online course provided to employees of a private company (25 graduates),
- e-English online courses at an undergraduate level (for the departments of Public Relations, Publicity and Business Administration),
- Online courses on Thursdays between 19:00-20:00.

6.8.4. Degree of Centralisation and Decentralisation
In Turkey, all state and foundation universities work under the CHE, which determines the general rules and regulations of Higher Education and organizes the student university entrance process. Therefore, in terms of how we are regulated as an institution we cannot say that our university is completely autonomous.

There are some differences between state and foundation universities in terms of financial support and financial and administrative activities. All state university expenditures are dependent on the general state budget and use this budget under the authority of the Ministry of Finance. Foundation universities on the other hand use different methods to raise their own funds such as student tuition and donations from the parent foundation or from other external sources.

The general administrative system is basically the same in both state and foundation universities. Academic regulations are established by the senate and administrative regulations are determined by the executive board. Personnel issues and minor managerial processes are dealt with by the University Executive Board. The administrative leadership consists of the rector, vice rectors, deans and the heads of the departments like in other European universities. However, one difference between state and foundation universities is that while the rector and deans in state universities are nominated by the faculty members and assigned by the CHE, in foundation universities the Board of Trustees is also involved in the nomination. In foundation universities, the Board of Trustees takes over the role of the Ministry of Finance. The Chairman of the Board of Trustees is the authority responsible and accountable for the total financial activities of the university on behalf of the Board of Trustees.
As a result, we can consider Maltepe University as a semi-autonomous university which has the authority to provide and manage its own financial funding but governed by the general acts, rules and regulations of the Turkish State.

In terms of the internal degree of centralization and decentralization, it must be expressed that all academic issues are decentralized. Faculties and faculty members are autonomous in academic matters such as academic appointments, promotions, development of course syllabi, selection of educational material, etc. Other issues such as finance, infrastructure, procurement and the like are extremely centralized.

6.8.5. Relationship to Funding Agencies
The internal research funding is based on the university budget. The University’s budgetary sources consist of students’ fees, donations, and contractual public or industrial application projects.

Although, there is currently a research funding procedure in place, recently the university has prepared a comprehensive package for its internal and external research funding procedures. The package defines regulations to be followed during the procedural stages, such as proposal preparation, evaluation, progress monitoring and completion. The package covers art, technology as well as science.

Within the package, the establishment of a new research office reporting to the vice rector responsible for R&D has been proposed. The office will coordinate internal and external research activities in the university. The office's objective would be to provide support concerning regulations, documentation and data from the research proposal to completion stages. The new package has been submitted to the University's Board of Trustees for approval. A prototype web site has been created as an R&D resource (http://research.maltepe.edu.tr) which can be enriched over time.

There are a number of research funding agencies which can be utilized by our faculty in Turkey, in addition to internal university funding. These are TUBITAK (the Turkish Science and Technology Research Council), the Ministry of Industry and Commerce, the State Planning Organization, regional development agencies such as the Istanbul Development Agency, EU sponsored programs, intergovernmental programs, KOSGEB, UNESCO and other public and private establishments or organizations.

Every year an increasing number of R&D projects are conducted. For example, in the 2011-2012 academic year, 26 faculty conducted R&D projects cited by the university and sponsored by a variety of the organizations listed above.

6.8.6. Relationships to Society
Maltepe University has established strong ties with the society since its founding. Activities such as providing health services, collaborations with different municipal governments and industry, consultancy over scientific, ethical and cultural issues and cooperation with governmental and non-governmental organizations help strengthen the profile and the function of the university. In order to meet the needs and demands of faculties, students and society, a great number of conferences, symposia, panels, workshops, seminars, congresses and exhibits are organised by various departments. Faculty members regularly contribute to public debate through TV, radio and various media channels. A growing number of departments offer community awareness and social responsibility courses promoting social outreach through volunteer work.

Corporate communications are a precious asset of social and public relations for our university and affiliated directly to the Rectorate. Publicity, advertising media production and one-on-one communication are the three dimensions of corporate communications activities. The university pays great attention to publicity in the forms of news, interviews, etc. In addition the corporate image and perception of the university is kept strong through informative advertising and media productions such as corporate catalogues and online materials.

Social responsibility is another critical issue in the institutional agenda of our university. Social responsibility towards all shareholders is applied. Our university offers equal opportunities in terms of recruitment and promotions. Strict smoking prohibitions are in effect inside the buildings. The university gives importance to the environment in and around campus, for example, by planting trees
and maintaining green areas. In addition, many departments and faculties are carrying out social-responsibility projects and activities.

The university thinks that reducing, reusing, and recycling trash brings environmental and economic benefits. Waste reduction is a preventive attitude towards the consumption of valuable resources. Examples of waste reduction efforts on campus include using e-mail correspondence rather than printed written notification, having personal glasses and mugs instead of using plastic cups and placing recycling collection units in each building.

In the “Construction Material Laboratory” of the Civil Engineering Department of the Faculty of Engineering and Natural Sciences, we offer the service of testing concrete and building material samples of current and in-construction buildings to determine their material and equipment quality. We also report the analysis results upon the request of both individuals and organisations.

6.8.7. International Relations
Maltepe University as an active participant in the globalization of education believes strongly that international interaction and cooperation in all fields is the keystone to progress and achievement. Developing and expanding relations with the international academic community helps Maltepe University enhance the educational experience for students and provide opportunities to enrich the learning environment on all levels through student and faculty member exchange programmes. Maltepe University gives importance to establishing international partnerships and agreements and maintaining flexibility in agreements for the development and growth of the various departments. The International Office at Maltepe University has been in operation since 2004 to support the university in its mission to achieve global academic status. As part of the wider scope of the International Office, the promotion of cooperation with internationally vibrant learning environments around the world is a constant process. Bilateral agreements, joint-degree programmes, internships, student and faculty member exchange programmes, and international conferences and meetings are all vital in creating an international community within the university campus and enriching the educational and cultural experience for all, both inside and outside the classroom. International students from over 23 different countries have the opportunity to study and socialize in a dynamic and supportive campus environment. The university has a growing number of international students so the international climate on campus enhances the Turkish students’ interests in studying abroad and in exploring the cultures of other countries.

Maltepe University is a scholastic partner of 3 universities in the U.S. and Canada, 93 universities in Europe (http://llp-erasmus.maltepe.edu.tr/erasmus-bilateral-agreements). Some of these partner institutions are involved in active student and faculty exchanges in joint conferences and seminars. Since being awarded the Erasmus Charter in 2004 the university has actively pursued agreements and exchanges with European Union member countries. In order to achieve a fast and smooth transition into the European higher education system, Maltepe University has developed ECTS credits for all its undergraduate and graduate programmes to be used alongside its own credit system, and all undergraduate and graduate programmes have developed their curricula according to the ECTS. After Maltepe University was awarded the Erasmus Charter, there have been 125 outgoing undergraduate students and 137 incoming students. The number of exchange students is growing rapidly and the numbers are expected to double each year.

The faculty of Architecture became a member of the EAAE (the European Association for Architectural Education) on May 13, 2013. (http://www.eaae.be)

In addition, the International Relations department became a member of the EAIE (the European Association for International Education) in 2012. (http://www.eaie.org/home.html)

In the faculty of Arts and Sciences, some academic staff members in the Philosophy department work as executives in international science institutions. Additionally, the UNESCO Philosophy and Human Rights Department at our university is supported by members of the Philosophy Department.

6.8.8. Students’ Participation in Administration: The Students’ Council
The Students’ Council is part of the university’s system of governance. The President of the Students’ Council is invited to the senate when decisions regarding students will be made. The students’ point of view is taken into consideration in planning and policy making activities.
6.9. Self-evaluation Results as of March 2013 and Changes in the Strategic Plan

The activities about self-evaluation of our university’s Strategic Plan are as follows:

- To have a self-evaluation team and determine the agenda (http://eua.maltepe.edu.tr/tr/birinci- geni%C5%9Fletim%C5%9F-kurul-toplant%C4%B1s%C4%B1-dok%C3%BCmanlar%C4%B1-28-%C5%9Fubat-2013),
- To prepare forms to be used in self-evaluation (http://eua.maltepe.edu.tr/tr/birim-%C3%B6z- de%C4%9Ferlendirme-s%C3%BCrecinde-kullan%C4%B1lan-dok%C3%BCmanlar),
- To inform units at the university,
- To have all units perform a self-evaluation,
- To determine the contributions of units to reach our goals, targets,
- To evaluate our university’s strategic goals and targets and to report the results. (Table 3-5 and for more detailed information please see Annex 12)

The results of the self-evaluation process are summarised considering the dimensions of our 2011-2015 Strategic Plan. The four dimensions of our Strategic Plan are:

- Educational Activities
- Scientific Research Activities
- Administrative Activities and Infrastructure Services
- Social Activities

Evaluation on Educational Activities:

In our university, our goals regarding Educational Activities are as follows:

1. To Increase and Maintain the Quality of Academic Programmes
2. To Improve the Quality and Quantity of Students and Academic Staff to Ensure Balanced Development

As we can see from the self-evaluation results in Table 3, our university’s recognition in the Bologna Process and in obtaining the ECTS and Diploma Supplement Labels at the end of 2012 prove the universities completion of the activities related to such awards and the achievement of their initial goals and targets.

In order to be in accordance with the standards of the European Union Higher Education system, the ECTS credits of elective courses are counted as 25% of the total credit average, all syllabi have been updated considering to what extent student workload, learning and programme outputs are met, speakers outside the university have been invited to faculties, schools, and vocational schools and the university has worked to ensure that a minimum of two resources were applied in all syllabi in the last five years.

Five new programmes in which the medium of instruction is English have been opened with the approval of the Higher Education Council, which will contribute to improving the level of English at MU in the long-term.

Four new foreign language courses have been opened by the School of Foreign Languages to improve the service quality for students in various language skills. 483 students attended these courses; 26 minor and 28 double-major programmes have been opened.

We have sent 15 academicians and 17 students abroad through the ERASMUS programme; two students have done internships abroad. Seven foreign academicians, four foreign lecturers and three foreign students have come to our university. We have renewed 59 ERASMUS Bilateral agreements and signed 34 new agreements.

We have been trying to attract young and successful academician while retaining existing faculty.
Full-time lecturer workload is 84 credits/hr in the fall semester and 81 credits/hr in the spring semester. According to our academic staff survey results, in the category of ‘overall satisfaction’ our staff average was approximately 4 out of 5. You can see the full results at: http://ects.maltepe.edu.tr/en/monitoring-and-evaluation.

In order to decrease the number of associate degree, undergraduate and graduate students who quit within the first year at university, we have been organising orientation programmes for freshmen. Academic advisors have helped students increase their academic success and adaptability to the university. Each advisor has 10 hours of advisory time which is posted on our web site.

Our university which has put great effort into increasing the percentage of student acceptance on the university entrance exam has taken part in 20 national education fairs, and collaborated with high schools and university entrance exam preparation courses to promote our university to successful students at these institutions. We have awarded scholarships to students who choose our university according to their scores on the university entrance exam. In addition, we have awarded scholarships to 1,066 students.

In order to increase the number and quality of students in our graduate programmes, we give importance to the Academic Personnel Graduate Education Exam and their undergraduate transcript. We also conduct interviews with candidates and examine their references to determine their overall eligibility. In order to increase the number of those students, we have organised promotional meetings and included announcements about graduate programme offerings in our general promotional activities.

In order to help our graduates to increase their GPE, we have tried different assessment tools such as projects and homework. We have tried to increase the number of students without detoriating the student/faculty ratio.

We have tried to increase the quality and quantity of academic staff who is able to lecture in English within the Higher Education Council criteria. We have tried to enable our academic staff to attend national and international scientific activities. We run an English course for the Academic Staff Appointment and Promotion Exam (KPDS/UDS).

New projects collaborations with industry in Turkey have been conducted to aid graduates in finding jobs.

Students were invited to administrative meetings to encourage them to participate in the decision-making process at all levels.
## Table 3. Self-evaluation Results of Strategic Goals and Targets on Educational Activities

<table>
<thead>
<tr>
<th>Strategic Goals</th>
<th>Targets</th>
<th>Evaluation Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To increase and maintain the quality of academic programmes</td>
<td>To make academic programmes parallel with the European Union Higher Education Norms</td>
<td>The target has been reached by completing all related activities. Our University was awarded ECTS and Diploma Supplement Labels at the end of 2012.</td>
</tr>
<tr>
<td>2. To make academic staff of both the university and outside the university contribute to the improvement of syllabi and the quality of programmes</td>
<td>The target has been reached by completing all related activities within the Bologna process. The ECTS credits of elective courses are kept as 25% of all credits, all syllabi have been updated considering to what extent student workload, learning and programme outputs are met, speakers outside the university have been invited to faculties/schools/vocational schools and a minimum of two resources were included in all syllabi in the last five years.</td>
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<tr>
<td>3. To improve English language proficiency in the long term</td>
<td>Five new programmes in which the medium of instruction is Turkish have been opened with the approval of the Higher Education Council, which will contribute to increasing the level of English in the long-term. These programmes are Sociology, Psychology, Architecture, Psychological Guidance and Counselling and Baking and Finance. In addition to the five existing programmes, three new programmes in English were opened in 2012-13: Interior Design, Civil Engineering and Industrial Engineering. The medium of instruction in the Faculty of Law is 30% English.</td>
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<tr>
<td>4. To increase the number of minor/major programmes</td>
<td>26 minor and 28 double-major programmes have been opened.</td>
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<tr>
<td>5. To enable administrative and academic staff and students to improve their knowledge, experience and skill in universities abroad</td>
<td>We have sent 15 academicians and 17 students abroad through the ERASMUS programme, and sent 2 students for internships. We have renewed 59 ERASMUS Bilateral agreements and signed 31 new agreements.</td>
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</tr>
<tr>
<td>6. To have incoming academic/administrative staff make them contribute to our university</td>
<td>7 foreign academicians and 3 foreign students have come to our university. There are 4 foreign lecturers in our university</td>
<td></td>
</tr>
<tr>
<td>7. To attract young and successful academicians in their fields to the university to increase the job tenure of existing faculty</td>
<td>We have been working hard on this. Full-time lecturer workload is determined as 84 credits/hr in Fall Semester and 81 credits/hr in Spring Semester. We have been trying to allocate workload fairly. Our academic staff satisfaction survey result is approximately 4 out of 5.</td>
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<tr>
<td>8. To increase the effectiveness of field studies</td>
<td>Field studies are carried out by some units. In Sociology department there has been one field study.</td>
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<tr>
<td>9. To increase the educational service quality of language skills offered to students</td>
<td>Four new foreign language courses have been offered by the School of Foreign Languages. 483 students attended these courses.</td>
<td></td>
</tr>
<tr>
<td>10. To decrease the rate of associate degree, undergraduate, and graduate students who leave the university within their first year</td>
<td>All faculties/departments/schools have been organising orientation programmes for freshmen. Academic advisors have helped students increase their academic success and adaptability to the university. Each advisor has 10 hours of advisory time per semester which is posted on our web page. Each semester one trip has been organised by our Health, Culture and Sports Office.</td>
<td></td>
</tr>
<tr>
<td>Strategic Goals</td>
<td>Targets</td>
<td>Evaluation Results</td>
</tr>
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</tr>
<tr>
<td>1. To increase the percentage of acceptance based on the university entrance exam</td>
<td>Our university has taken part in 20 national education fairs, collaborated with high schools and university entrance exam preparation courses to promote our university to successful students at these institutions. We have visited 8 high schools and courses throughout the year. We have welcomed 28 of them to our university. We have given scholarships to students who prefer our university according to their score on the university entrance exam. We have given scholarships to 1,066 students, of which 846 were full-scholarships and 220 were half-scholarships.</td>
<td></td>
</tr>
<tr>
<td>2. To have qualified students for our graduate programmes</td>
<td>We have given importance to the Academic Personnel Graduate Education Exam and graduation marks. School of Social Sciences ALES 60.44 GPE 2.45 School of Natural Sciences ALES 73.9 GPE 2.88 School of Health Sciences ALES 73.9 GPE 2.55 We have also had interviews with candidates and examined their references. In order to increase the number of those students, we have organised 2 promotional meetings each year and made 8 announcements about the programmes. We also make the announcements via our Web page. We have accepted 40 of our own graduates. Each department has informed their last year students about their graduate programmes to make them continue their education. We have 25% discount for our own graduates who choose to continue their education at our university.</td>
<td></td>
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<tr>
<td>3. To increase the GPE scores of the graduates</td>
<td>In order to make our graduated increase their GPE, we have tried to assessment tools such as project/homework. Our general average at university is 83/100 for students with scholarship and 73/100 for regular students.</td>
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<tr>
<td>4. To increase the number of students without losing the current ratios</td>
<td>We have 6,647 students registered. 142 of them are in the Doctoral Degree programme, 930 are studying towards Master’s Degrees, 5,205 are in the Undergraduate Degree programme and 370 are Associate Degree students. The number of foreign students is 13. The academic staff/student ratio is 11.24 in the Undergraduate Degree programme. In the Master’s Degree programme, this ratio is 16.68 for the School of Social Sciences, 4.38 for the School of Natural Sciences and 0.66 for the School of Health Sciences</td>
<td></td>
</tr>
<tr>
<td>5. To increase the number of academic faculty members who are able to lecture in English in accordance with the criteria of the Higher Education Council</td>
<td>We have tried to increase the number of academic members who are graduates of foreign universities or graduates of universities in which the medium of instruction is English</td>
<td></td>
</tr>
<tr>
<td>6. To improve the quality of current academic staff</td>
<td>Our academic staff has been encouraged to attend all kinds of activities on national and international levels. They have attended 286 national and 151 international scientific meetings. We have had 4 English courses for academicians. 64 academicians have benefited from them. We have tried to increase the number of research papers and tried to allocate them fairly. The number of research papers per academican is 7 for the School of Social Sciences and 1 for the School of Natural Sciences.</td>
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<tr>
<td>7. To improve collaboration with the industry to make projects for the employment of graduates</td>
<td>In each faculty at least 2 application projects have been carried out. We have had internship agreements with 45 industrial organisations in which our 40 students have completed their internships. We have had 41 career days organised by our faculties according to departmental needs. Besides 50 industrial organisation executives have been invited as speakers.</td>
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<tr>
<td>8. To make students participate in decision making processes at all levels of the university</td>
<td>Students have been invited to participate in 12 Senate meetings and 5 Faculty/Department/School meetings when a subject about students arises.</td>
<td></td>
</tr>
</tbody>
</table>
Evaluation on Scientific Research:

The goals at this dimension are as follows:

1. To Improve Research Conditions, Infrastructure and the Research Environment
2. To Contribute to Science and Technology on a National and International Basis through Scientific Studies
3. To Increase the Quality and Quantity of Interdisciplinary Projects
4. To Organise Scientific Meetings and to Encourage Academic Staff to attend them

The evaluation results in this dimension are shown in Table 4.

In order to improve research conditions, improve the infrastructure and the environment for research, we have been trying to increase the number of projects carried out with funds from organisations such as the EU, the Turkish Scientific and Technological Research Council (TÜBİTAK), and the State Planning Organization (DPT) etc. We have also tried to develop relationships with other universities and research organizations. To be able to reach this goal we have organised promotional meetings to inform academic staff, obtained memberships in four academic networks and carried out 32 projects.

In addition, we have managed to gain access to the latest academic and scientific publications, conducted research paper/research quality evaluation processes in a more transparent and effective manner and determined our primary research fields.

In order to increase the quality and quantity of scientific publications, we have started to consider the quality and quantity of publications by academicians as a criteria for recruitment and promotion with the help of the Maltepe University Recruitment and Promotion Criteria. We have also tried to increase the number of publications based on Doctoral and Master research papers, and increase the number of national and international scientific publications in which we take part. Through publications and national and international scientific meetings, we have tried to contribute to national and global scientific and technological communities.
Table 4. Self-evaluation Results of Strategic Goals and Targets on Scientific Research

<table>
<thead>
<tr>
<th>Strategic Goals</th>
<th>Targets</th>
<th>Evaluation Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To improve research conditions, infrastructure and the research environment</td>
<td>1. To increase the number of projects carried out with funds from organisations such as the EU, the Turkish Scientific and Technological Research Council (TÜBİTAK), the State Planning Organization (DPT) etc.</td>
<td>We have been informing our academic staff about the funds from organisations such as the EU, the Turkish Scientific and Technological Research Council (TÜBİTAK), the State Planning Organization (DPT) etc. The number of projects with these funds is 32. Two of them are research related, 8 consultancy, 16 training and 3 soft-ware projects; 3 projects are being conducted by the International Office.</td>
</tr>
<tr>
<td>2. To develop relationships with other universities and research organizations and to be a member of international information networks</td>
<td>2. To develop relationships with other universities and research organizations and to be a member of international information networks</td>
<td>We have held 12 meetings in order to foster joint projects with other universities and research institutions. 5 of them were organised by the Street Children Centre, 3 of them by the Human Rights Research and Application Centre, 3 of them by the Project Making Research and Application Centre and one by the International Office. Six of our academicians attended those projects. 17 students and seven academicians attended the projects carried out with European Union funds. The number of our network memberships is 4.</td>
</tr>
<tr>
<td>3. To access the latest academic and scientific publications</td>
<td>3. To access the latest academic and scientific publications</td>
<td>We have been able to Access the latest academic and scientific publications. In our library, there are 71,493 books, 1,008 covered journals and 114 donated journals. We have three periodical memberships. The number of books per student is 10.3. We have 30 electronic database memberships. 19,692 students/visitors have benefited from our library open 81 hours a week. We have off-campus access to the library. We have 697,127 visitors on our web site.</td>
</tr>
<tr>
<td>4. To make research paper/research quality evaluation processes more transparent and effective.</td>
<td>4. To make research paper/research quality evaluation processes more transparent and effective.</td>
<td>We have determined the criteria for research paper proposals; a format and a guide has been posted on our web site. We have officially announced thesis defence jury dates and locations in addition to sending e-mail notifications and mobile texts. Thesis defences have been opened to the public. We have given importance to having different jury members. 81 jury members have taken part (77 from the School of Social Sciences and four from the School of Natural Sciences).</td>
</tr>
<tr>
<td>5. To determine the primary research fields</td>
<td>5. To determine the primary research fields</td>
<td>We have tried to determine the primary and supported research fields in Turkey and in the world in the Social Sciences, Health Sciences, Engineering and Natural Sciences. We have had four meetings on this issue; one given by the Human Rights Research and Application Centre and three by the Project Making Research and Application Centre. We have announced these primary topics on the web pages of related research and application centres.</td>
</tr>
</tbody>
</table>
Table 4. Self-evaluation Results of Strategic Goals and Targets on Scientific Research (Cont.)

<table>
<thead>
<tr>
<th>Strategic Goals</th>
<th>Targets</th>
<th>Evaluation Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. To increase the quantity and quality of scientific publication</td>
<td>1. To consider the quality and quantity of research papers of academicians in promotions</td>
<td>Maltepe University’s Recruitment and Promotion Criteria has been prepared and is in the process of considering the quality and quantity of publications by academicians as criteria for recruitment and promotions.</td>
</tr>
<tr>
<td></td>
<td>2. To increase the number of publications based on Doctoral and Master research papers</td>
<td>We have been trying to develop regulations in order to have qualified research papers. We have had 7 publications based on Doctoral and Masters research papers. We have tried to increase the number of periodicals and journals published by our faculties. We have four journals by the Faculty of Communications, Arts and Sciences, Law and the Vocational School. We have started to revise and restructure the journal published by the Faculty of Administrative Sciences and Economics to be republished in 2013.</td>
</tr>
<tr>
<td>3. To Contribute to Science and Technology on a National and International Basis through Scientific Studies</td>
<td>1. To increase the number or national and international publications</td>
<td>We have had 18 publications in &quot;Citation Index&quot;; five ones uncategorised in SCI-EXPANDED, 20 publications in Social Sciences Citation Index’ (SSCI) and one in other indexes. We have had three books published in a foreign language. We have had ten books published in Turkish, and 24 chapters in books. We have had 1 chapter translation. We have had two national publications. In order to encourage publications, 22 academicians have been given financial awards. Allocating workload considering publication efforts has been brought into consideration.</td>
</tr>
<tr>
<td>4. To Increase the Quality and Quantity of Interdisciplinary Projects</td>
<td>1. To increase the number of national and international scientific meetings/conferences that academic staff attend</td>
<td>We have informed the academic staff about project opportunities by 6 formal announcements and 16 meetings. There have been 7 projects prepared.</td>
</tr>
<tr>
<td>5. To Organise Scientific Meetings and to Encourage Academic Staff to attend them</td>
<td>1. To increase the number of scientific national and international meetings academic staff attend</td>
<td>We have had 30 national and 5 international scientific meetings in our university. We have encouraged the academic staff to attend and prepared a promotional regulation. Our academic staff has attended 151 international and 286 national scientific meetings.</td>
</tr>
</tbody>
</table>
Evaluation on Administrative Activities and Infrastructure Services:
The strategic goals at this dimension are as follows:

1. To Increase the Productivity and Efficiency of the Processes on Administrative and Academic Activities
2. To improve the support services offered to students and employers
3. To Meet the Physical, Technical Infrastructure and Equipment Needs and to Increase Productivity
4. To have a campus for the otherwise abled

The evaluation results in this dimension are shown in Table 5.

As we can see in Table 5, we have clarified job descriptions for academic and administrative staff in all departments of the university and informed related parties as to the changes, met the need for academic and administrative staff, had regular in-service training to improve administrative staff performance, tried to develop healthy corporate communication by organising various activities to facilitate staff cooperation, collaboration and support. To encourage the staff to use university facilities more, we have offered a 50% discount in education and a 20% discount in health services.

In order to improve the quality of the student affairs office, we have revised student affairs' processes and made the necessary improvements. Students have access to health, food, sports and dormitory services through the university. We have organised 38 additional events/activities for students.

We have been trying to meet the physical, technical, structural and equipment needs of our university. We have strengthened IT systems and equipment and we have made them more user friendly. For current and new departments we have supplied and updated equipment and service requirements. To encourage the use of social, health, cultural and sports facilities, promotional materials such as posters and brochures highlighting the university's facilities have been prepared and various activities have been organised. We are still waiting for approval to start the construction of MU's Techno-park.

To make our campus accessible to those you are otherwise abled, we have renovated 24 buildings and 10 toilets. We are still carrying out these improvements.
Table 5. Self-evaluation Results of Strategic Goals and Targets on Administrative Activities and Infrastructure Services

<table>
<thead>
<tr>
<th>Strategic Goals</th>
<th>Targets</th>
<th>Evaluation Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To increase the productivity and efficiency of the processes on administrative activities</td>
<td>1. To have clear and detailed job descriptions for academic and administrative staff in all units of the university</td>
<td>In March of 2013, the current administrative staff signed notifications informing them about their job descriptions. The job descriptions of the academic staff are determined by the deans of their related faculty.</td>
</tr>
<tr>
<td></td>
<td>2. To plan human resources to serve the needs of academic and administrative staff</td>
<td>All academic staff needs have been met in all departments. We have tried to recruit and employ academic staff in order to meet demand and in accordance with the minimum 3+1 academic member standard set by the Higher Education Council.</td>
</tr>
<tr>
<td></td>
<td>3. To have regular in-service training to improve the performance of administrative staff</td>
<td>We have organised in-service training according to the needs of administrative staff.</td>
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<tr>
<td></td>
<td>4. To increase institutionalization and to improve organisational culture</td>
<td>We have tried to improve corporate communication by improving formal communication channels. We have worked towards a planned and organised internal communication system and tried to maintain a healthy communication network by organising various activities to make all staff come together for cooperation, collaboration and support. To encourage the staff to use university facilities more, we have offered a 50% discount in education and a 20% discount in health services.</td>
</tr>
<tr>
<td></td>
<td>5. To increase the satisfaction of administrative and supporting service staff</td>
<td>We have prepared an Administrative Staff Satisfaction Questionnaire which will be distributed in 2013 in order to determine the crucial factors in maintaining staff satisfaction. We intend to follow-up with necessary improvements.</td>
</tr>
<tr>
<td>Strategic Goals</td>
<td>Targets</td>
<td>Evaluation Results</td>
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</tr>
<tr>
<td>1. To improve the quality of student affairs service</td>
<td>1. To improve the quality of student affairs service</td>
<td>Student affairs processes have been reviewed and the necessary improvements have been made. The number of processes that have been reviewed and improved is five; namely, the selection and approval of elective courses online, giving the originals of the diplomas at once, giving official documents such as student certificates, certificates of exemption from military service, and passport fees at the moment of the request without delay, showing the student scores and days of absence instantly in the automation system and being able to access this information from anywhere. Again academic consultants were informed about the implementation of the regulations and a user’s guide was prepared for the automation system for choosing the elective courses. Groups have been formed between student affairs and academic consultants online: BilgiSK mail group and <a href="mailto:ekordsk@maltepe.edu.tr">ekordsk@maltepe.edu.tr</a></td>
</tr>
<tr>
<td>2. To improve health, culture and sports services, to enable student clubs to use campus facilities</td>
<td>2. To improve health, culture and sports services, to enable student clubs to use campus facilities</td>
<td>Students have access to university health services. Urgent care can be obtained at the Health Centre where patients will be treated and referred to the main hospital. 22,794 students made use of the cafeteria services of the university, while 374 students made use of the dormitories. 96 students participated in sports activities. 38 activities were organized for the students. The number of sports activities that have been organized is six.</td>
</tr>
<tr>
<td>3. To meet the physical, technical infrastructure and equipment needs and to increase productivity</td>
<td>1. To supply current and new departments with needed equipment and services</td>
<td>80% of the equipment and service needs of the existing and the newly created units have been met. The needs are being met in line with the requests of the departments and units.</td>
</tr>
<tr>
<td>2. To strengthen the systems and equipment of IT and make them user friendly</td>
<td>2. To strengthen the systems and equipment of IT and make them user friendly</td>
<td>Back-up systems have been empowered. The back-up system is Openfiler/16 TB. Uninterrupted power supply has been provided and it is 300 KW/2hours+generator. The web site has been made user friendly in line with the demands. The web pages are updated every day. Also 83 e-groups have been constituted.</td>
</tr>
<tr>
<td>3. To start the construction of MU’s Techno-park</td>
<td>3. To start the construction of MU’s Techno-park</td>
<td>Bureaucratic procedures related to the Teknopark continue.</td>
</tr>
<tr>
<td>4. To equip classrooms with projectors and computers</td>
<td>4. To equip classrooms with projectors and computers</td>
<td>Equipment/material, service and repair needs have been met considerably in line with demand. There are 105 classrooms equipped with sound systems, projectors and computers and 18 computer laboratories. The total number of computers in the university is 1,170.</td>
</tr>
<tr>
<td>5. To encourage the use of social, health, cultural and sports facilities</td>
<td>5. To encourage the use of social, health, cultural and sports facilities</td>
<td>Promotional materials such as posters and brochures have been prepared highlighting the facilities of the university. 116 activities have been realized on social, health and cultural issues. The resources and facilities have been introduced to students by these means.</td>
</tr>
<tr>
<td>4. To have a campus for otherwise abled/special</td>
<td>1. To improve the infrastructure services to make our campus accessible for those who are otherwise abled</td>
<td>Although we do not have any otherwise abled students we have 20 otherwise abled personnel. We continue to renovate all buildings on campus for otherwise abled individuals. 24 buildings and 10 toilets on campus have been remodelled to suit the needs of otherwise abled individuals.</td>
</tr>
</tbody>
</table>
**Evaluation on Social Activities:**

The strategic goals in this dimension are as follows:

1. To Increase the Number of Public and Private Sector Activities of Academic Staff
2. To Increase the Number of Activities to Contribute to Social Development

The strategic goal, the target and the evaluation results for the social activities on the other hand can be shown as in Table 6.

Academic faculty members were encouraged to prepare and implement projects to increase the number of university activities relative to the public and the private sector and to develop their services for industry (eight social responsibility, two research and 16 education projects have been realized). The scientific and cultural activities that have been organized were presented and commented on by academicians in the media. Also we have tried to continue an effective communication with past graduates.

For the purpose of creating activities that will contribute to social development, seven cooperative events were planned with the public and private sector and various non governmental organizations, a social responsibility project was implemented with the resources of the university and health services were administered to patients at the university hospital. Patient satisfaction was measured in the university hospital and it was seen that the satisfaction level of both inpatients and outpatients was high.
<table>
<thead>
<tr>
<th>Strategic Goals</th>
<th>Targets</th>
<th>Evaluation Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To increase the number of projects carried out with national and international external shareholders</td>
<td>Social responsibility projects are organized to increase the amount of activities between academic staff and the public and private sector. The number or social responsibility projects is eight. Two of these are run by SOYAÇ, four by the Human Rights Research and Implementation Centre, and four by the Project Preparation and Implementation Centre.</td>
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</tr>
<tr>
<td>2. To improve the services of departments/programmes for industry</td>
<td>Research and training work has been carried on issues that the industry requires. Two (2) research and 16 training projects have been realized by the academic personnel of our university.</td>
<td></td>
</tr>
<tr>
<td>3. To encourage projects, presentations, training and publications done in collaboration with industrial, governmental, non-governmental and scientific organisations keeping in mind that our academic staff is the most important promotional tool</td>
<td>An incentive regulation has been prepared for the projects, presentations, trainings and publications the academic personnel carries out with the industry, public, NGO's and scientific institutions.</td>
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<tr>
<td>4. To be in the press</td>
<td>Opinions were taken from academicians in the media. 65 academicians were interviewed. Scientific, cultural and social activities were shared with the media regularly. The scientific and cultural activities were in the press 46 times. Our university appeared in the visual and written media 146 times.</td>
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</tr>
<tr>
<td>5. To make sure that Alumni Association has an effective and continuous communication with the alumni. This goal has been changes as “communication with alumni”</td>
<td>Association of graduates was founded officially in our university and more importantly “Center for Communication with Graduates and Career Research-MİKAM” has been founded. The activities are realized by MİKAM. Therefore the target has been changed to “keeping regular communication with the graduates”. The number of graduates who are members is 10080. 15 graduates have been placed with the cooperation of the centre with the industry. Also the Centre is developing three (3) software projects with the participation of the students.</td>
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</tbody>
</table>

**Table 6. Self-evaluation Results of Strategic Goals and Targets on Social Activities**
6.9.1. New Strategic Planning Based on Self-evaluation Forms and Balanced Scorecard

Our university’s 2011-2015 Strategic Plan was prepared considering four dimensions: Educational Activities, Scientific Research Activities, Administrative Activities and Infrastructure Services and Social Activities. As a result of our self-assessment studies, we have decided that it will be appropriate to use Balanced Scorecard in our university which is used widely in performance management areas nowadays. We believe that with the help of this card, we can increase the effectiveness and productivity of our universities’ activities in education, research and social responsibility areas. Besides, internal and external shareholder’s satisfaction and governance can improve.

Balanced Scorecard developed by Kaplan and Norton (1996) has four dimensions: Finance, Customer, Innovation and Learning and Process. Balanced Scorecard planed to be used for our university has developed considering the dimensions in our Strategic Plan. We believe that it will be appropriate to add two more dimensions to those: Satisfaction and Finance. These dimensions are mentioned among strategic goals, targets and activities although they are not given as dimensions. As a result, we can say that our Strategic Plan has not been changed much. You can see Balanced Scorecard’s our dimensions and strategic goals under them in Table 7. Shadowed areas are new added dimensions and strategic goals.

Table 7. Maltepe University Balanced Scorecard

<table>
<thead>
<tr>
<th>PERFORMANCE DIMENSIONS</th>
<th>Strategic Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUCATIONAL ACTIVITIES</td>
<td>To increase and maintain the quality of academic programmes.</td>
</tr>
<tr>
<td></td>
<td>To improve the quality and quantity of students and academic staff to ensure balanced development.</td>
</tr>
<tr>
<td></td>
<td>To increase student mobilisation.</td>
</tr>
<tr>
<td></td>
<td>To train and develop academic and administrative staff.</td>
</tr>
<tr>
<td></td>
<td>To attract and keep successful and skilled academic staff.</td>
</tr>
<tr>
<td></td>
<td>To improve new educational programmes.</td>
</tr>
<tr>
<td>SCIENTIFIC RESEARCH ACTIVITIES</td>
<td>To improve research conditions, infrastructure and our research environment.</td>
</tr>
<tr>
<td></td>
<td>To increase the quality and quantity of interdisciplinary projects.</td>
</tr>
<tr>
<td></td>
<td>To contribute to national and international scientific and technological communities through scientific studies/research.</td>
</tr>
<tr>
<td></td>
<td>To contribute to national and international science and technology with scientific studies.</td>
</tr>
<tr>
<td></td>
<td>To organise scientific meetings and to encourage academic staff to attend them.</td>
</tr>
<tr>
<td></td>
<td>To determine new, cutting-edge research areas.</td>
</tr>
<tr>
<td>ADMINISTRATIVE ACTIVITIES AND INFRASTRUCTURE SERVICES</td>
<td>To increase the productivity and efficiency of the processes on administrative and academic activities.</td>
</tr>
<tr>
<td></td>
<td>To improve the support services offered to students and employers.</td>
</tr>
<tr>
<td></td>
<td>To meet the physical, technical infrastructure and equipment needs and to increase productivity.</td>
</tr>
<tr>
<td></td>
<td>To improve campus for individuals who are otherwise abled/special needs.</td>
</tr>
<tr>
<td>SOCIAL ACTIVITIES</td>
<td>To increase the number of public and private sector activities of academic staff.</td>
</tr>
<tr>
<td></td>
<td>To increase the number of activities to contribute to social development.</td>
</tr>
<tr>
<td></td>
<td>To increase social responsibility projects.</td>
</tr>
<tr>
<td>SATISFACTION</td>
<td>To increase student, academic and administrative staff satisfaction.</td>
</tr>
<tr>
<td></td>
<td>To continue alumni communications.</td>
</tr>
<tr>
<td></td>
<td>To develop communication with external shareholders.</td>
</tr>
<tr>
<td></td>
<td>To involve students in decision making process in all levels.</td>
</tr>
<tr>
<td>FINANCE</td>
<td>To increase revenues.</td>
</tr>
<tr>
<td></td>
<td>To increase the number of students.</td>
</tr>
<tr>
<td></td>
<td>To increase university’s recognisability.</td>
</tr>
</tbody>
</table>
7. Conclusion
Self assessment studies in our university have been completed with the help of the Bologna Process, forms developed for strategic planning and self assessment, meetings held to inform all relevant parties about the process, e-mail correspondence and the contributions of the university community at large. The last version of the report was reviewed in a meeting held on June 13, 2013. Written and oral feedback was gathered to finalise the report. As in all other activities, in these studies a “participative management” principle has been successfully applied.

As we know, our university undergoes an annual auditing process by the Council of Higher Education and reports are prepared for the European Commission in the Bologna Process. In addition to those, we have detailed and reported self-assessment studies which we view as part of a continuous learning and improvement process. We can also say that the effectiveness of the studies carried out and the reports prepared depends on the quality of our registered knowledge in our university. That is why during self-assessment processes we have prioritised gathering information in a systematic manner using forms, face-to-face interviews and meetings, and formal and informal communication channels. We believe that this also helps increase the performance and the social capital of the university.

In this report we are unable to present our university’s profile and performance in terms of the standards set at other universities. We strongly believe that in the near future the research and evaluations we are conducting will make it possible for us to give more concrete information such as the rank of our university among other universities and an increased rate of self-assessment over time.

To conclude, we can say that our university has made equality and student-centred education a lifestyle, increased accountability and transparency in both national and international platforms, given importance to life-long learning, contributed to science, and increased university-industry-society relations through research consultancy and social responsibility projects.

8. List of Annexes
Annexes (12 in total) are given separately. (http://eua.maltepe.edu.tr/annexes-self-evaluation-report)