PAMUKKALE UNIVERSITY

INSTITUTIONAL

SELF EVALUATION REPORT

February 2009

Denizli, Turkey

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ABBREVIATIONS

EU	European Union
EU Office	European Union Education and Youth Programmes Office
ABET	Accreditation Board for Engineering and Technology
ABOY	EU Office Software
ADEK	Academic Evaluation and Quality Improvement
ADIM	Aydın, Denizli, Isparta, Muğla, Afyon, Burdur, Kütahya, UŞak Universities" Consortium (Denizli Pamukkale University, Isparta Süleyman Demirel University, Aydın Adnan Menderes University, Muğla University, Burdur Mehmet Akif Ersoy University, Afyon Kocatepe University, Kütahya Dumlupınar University, UŞak University
AHCI	Arts and Humanities Citation Index
AKBİS	Academic Information System
AKY	Smart Card Software
AOS	Research Automation System
ARBİL	Research & Development Information System
BAP	Scientific Research Projects Unit
DEÜ	Dokuz Eylül University
DPT	State Planning Organization
ECTS/AKTS	European Credit Transfer System
EUA	European University Association
FTRYO	Higher Education School of Physical Therapy and Rehabilitation
İKBS	Human Resources Information System
İKK	Human Resources Commission
JCI	Joint Commission International
KALDER	National Quality Association of Turkey
KASUAM	Women"s Issues Research and Application Centre
KKK	Quality Coordination Commission
KPSS	Public Personnel Selection Exam
KUDEP	Institutional Evaluation Programme
LLP	Lifelong Learning Programmes
MÜDEK	Engineering Inspection Committee
ÖBS	Student Information System
ÖSS	Student Selection Exam
ÖSYM	Student Selection and Placement Centre
PAUMED	Pamukkale University Alumni Association
PAUSEM	Pamukkale University Continuous Education Centre
PAU TECHNOPARK	Pamukkale University Technology Development Zone
PDÖ	Problem-oriented Education
PÖDEG	Pamukkale University Self-Evaluation Group
SCI	Science Citation Index
SSCI	Social Sciences Citation Index
SGG	Continuous Improvement Group
SPK	Pamukkale University Strategic Plan Commission
SWOT	Strengths, Weaknesses, Opportunities, Threats
TBMM	Grand National Assembly of Turkey
TUS	Specialisation in Medicine Exam
TÜBİTAK	The Scientific and Technological Research Council of Turkey

ULAG	Coordinate of International Relations and Research & Development
ULAKBİM	Turkish Academic Network and Information Centre
UNESCO	United Nations Educational, Scientific and Cultural Organization
VDM	Data Evaluation Centre
YÖDEK	Commission for Academic Assessment and Quality Improvement in Higher Education
YÖK	The Council of Higher Education of the Republic of Turkey

1. INTRODUCTION

1.1. Pamukkale University Self Evaluation Group

Pamukkale University Self Evaluation Group, which is formed by academicians from different units of the university, students, administrative representatives and members of the Quality Coordination Commission, has been designated on 20 January 2009 and approved by the Chair of the Quality Coordination Commission (the Rector). The titles of the Self-Evaluation Group members and the units they belong are shown in Table 1.

Table 1. PAU Self Evaluation Group (PÖDEG)

Group Title	Name	Unit
Chair	Prof. Dr. Özzettin HATİP	Faculty of Medicine
Members	Prof. Dr. Sabahat Bayrak KÖK	Faculty of Economic and Administrative Sciences
	Assoc. Prof. Dr. Beyza AKDAĞ	Faculty of Medicine
	Assoc. Prof. Dr. Açkıner GÜNGÖR	Faculty of Engineering
	Assoc. Prof. Dr. Oğuz KARADENİZ	Faculty of Economic and Administrative Sciences
	Assoc. Prof. Dr. Milay KÖKTÜRK	Faculty of Arts and Sciences
	Assoc. Prof. Dr. Osman KULAK	Faculty of Engineering
	Asst. Prof. Dr. Safi AVCI	Faculty of Education
	Lect. Yeliz İğar	Higher Education School of Sports Sciences and Technologies
	Hülya UYGUN	Departmental Manager of Personnel
	Metehan YANA	Pamukkale University Student Representative
	Toros DOYURAN	Erasmus Student Representative
Reporter	Makbule Özge ÇALIşAL	The Rectorate
Secretary	Özlem AKGÜÇ	The Rectorate

After their formation, the Self-Evaluation Group (PÖDEG) prepared the Pamukkale University Self Evaluation Report by following an intensive work programme. The members of the Self-Evaluation Group fulfilled their duty of writing the report by work distribution and allowed for the input of the whole group through regular meetings. The Self-Evaluation Group gathered necessary information which was used in their work, with the collaboration of many departments and units of the university.

1.2. The Self-Evaluation Process

The Quality Coordination Commission (KKK) was formed in July 2008 with the intention of observing and guiding the quality improvement practices of the University, under the chairmanship of the Rector. Pamukkale University has applied to the Institutional Evaluation Programme (IEP) of the European University Association (EUA), which it is a member of, in June 2008 and the preparation process was initiated upon making the application.

The Quality Coordination Commission, whose job description was established as "making the consciousness of quality widespread throughout the institution, determining the ways and methods of quality improvement practices, evaluating the developments during this process", has been meeting regularly since its formation,

occasionally calling for agenda specific meetings. The meetings and activities of the committee are still in progress.

Within the scope of the quality improvement process, the Quality Coordination Commission has organized meetings in October 2008 to spread quality-consciousness and practices of internal quality improvement to all of the university‟s departments and units. The teaching staff and administrative personnel have also been informed about the EUA-IEP process and the scope of the university‟s quality improvement journey, during these meetings. It was decided to form Continuous Improvement Groups (SGG) within each unit in order to initiate quality improvement studies and to achieve continuity in November 2008. SGG‟s for each unit were formed with the drafting of a pilot directive which identified the job description, the work format and principles of these groups. Members of SGG‟s have been chosen, with a participative approach, by the committees of the units with the suggestions from the sub units which form the unit, and not by the KKK, thus promoting a collaborative approach. The SGG‟s have undertaken the duties of developing proposals and projects on education, research and service production activities and the identification of area of development in administrative and academic processes of the units they are a part of.

The sub-units of each unit have been asked to prepare self evaluation reports, with the intention of seeing their current state by evaluating themselves and discovering areas for development. The SGG member of each sub-unit has played a leading role in this process and all of the departments of the university have prepared their own self-evaluation reports. Subsequently, the SGG of each unit has written the self evaluation report of their unit using the reports of the subunits in December 2008. The Pamukkale University Self Evaluation Group (PÖDEG) was formed in January 2009 and began preparing the institutional self-evaluation report. The reports which were prepared by the SGG‟s and which contain the self evaluation reports of all units of the university have formed the basis for the drafting of the institutional self-evaluation report. The self-evaluation report which aims to give a complete and accurate description of our university came to be after the completion of the process which included the participation of academic and administrative staff as well as the participation of students.

KKK has performed the coordination and the planning necessary for the healthy execution of the processes and offered the required training and consultancy services to SGG‟s (Figure 1).

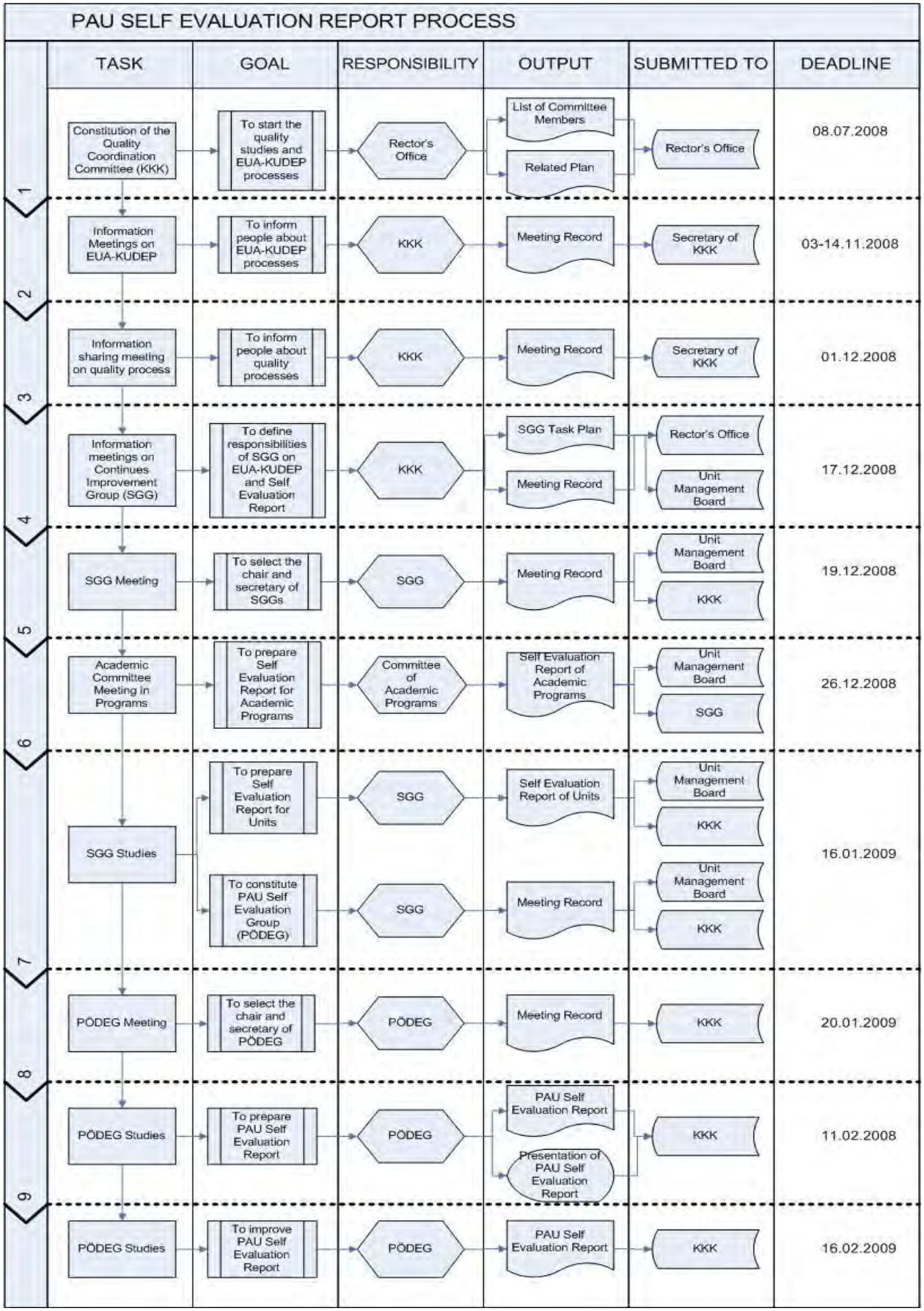


Figure 1. PAU IEP Self-Evaluation Report Preparation Process

2. INSTITUTIONAL INFORMATION

2.1. Brief Historical Overview

Although Pamukkale University became a legal entity with the foundation law in 1992, the roots of some of its units go back much further. The core of Faculty of Education has been formed by the School of Female Primary Education Teachers, which was founded in October 1957 under the Ministry of Education. The School of Female Primary Education Teachers, was transformed into Denizli Education Institute, which trained teachers, in 1974. With the enactment of the Higher Education Regulation numbered 2547 in 1981 it was named Denizli Higher Education School of Education and it was connected to Dokuz Eylül University (DEU) Buca Faculty of Education. The restructured institute gave its first graduates in 1982. In 1992, after the establishment of Pamukkale University, it was converted to Faculty of Education operating under our university.

The Faculty of Engineering, which was one of the first units of the university, began its educational activities through Mechanical and Civil Engineering Departments in the academic year of 1976-1977, under the name of Denizli Architecture and Engineering Academy. After the establishment of Dokuz Eylül University (DEU), Denizli Architecture and Engineering Academy continued its education and training activities as the DEU Denizli Faculty of Engineering from 1982. During these years, an area of 3750 acres was expropriated for the Faculty of Engineering in the Kınıklı area. This area is now the main campus of Pamukkale University.

The Faculty of Medicine was first established as The Denizli Faculty of Medicine, operating under DEU. The faculty gave its first graduates in the 1987-1988 academic year. Although the Faculty of Medicine was connected to Pamukkale University in 1992, it continued its education activities under Dokuz Eylül University in Izmir, until its infrastructure reached a certain level. Starting from the 1996-1997 academic year, the Faculty started education activities under our university.

Although it is a relatively new university, Pamukkale University is developing rapidly. As of the 2008-2009 academic year it has 27.996 students and 2470 personnel of which 1443 are academic and 1037 are administrative. Our institution has given 28.912 graduates throughout its 17-years-long existence as an institute of education. Today it has 3 institutes, 7 faculties, 5 higher education schools offering a 4 year programme and 8 vocational higher education schools which exist within it. The proposals for the establishment of a Faculty of Architecture and Design and a Higher Education School of Tourism and Hotel Management have been accepted by the Council of Ministers in 2007. Works on the establishment of the mentioned units are continuing.

2.2. Geographic Location

Pamukkale University is located in one of the important cities of the Aegean region, Denizli, which is the centre of agriculture, industry, trade and tourism in our country. Located at the southwest of the Anatolian Peninsula and at the southeast of the Aegean Region, Denizli (Figure 2.) is an industrial city where intensive production is made in sectors like machinery, textile, marble, glass and food.

Denizli has distinctive characteristics due to its historical and geographic structure; it is surrounded by Hierapolis (Pamukkale) which was declared as a world heritage site by UNESCO, and the antique cities of Laodikeia, Tripolis, Colossae, Eumenia, Herakleia Salbace, Dionysopolis, Anava Trapezopolis, Attuda ve Apollonia. Additionally, Denizli and its surroundings are important areas of settlement due to the availability of thermal water sources around them, which are suitable for health tourism. Being the only university of the city offers Pamukkale University a number of opportunities. Besides the city having an important employment potential for graduates, it offers national and international scientific collaboration opportunities for academics with its geographic surroundings and industrial production environment which form extensive areas of study for research projects.

Pamukkale University has a total of 6 campuses of which two are located in the city centre and remaining in the districts. The vocational higher education schools are in the districts of Bekilli, Çivril, Honaz, Buldan and in Denizli Çamlık Campus; faculties, higher education schools, institutes and social facilities are located in the Denizli Kınıklı Campus. As mentioned above, the Kınıklı Campus is the main campus and it is situated on an area of approximately 3750 acres of land.

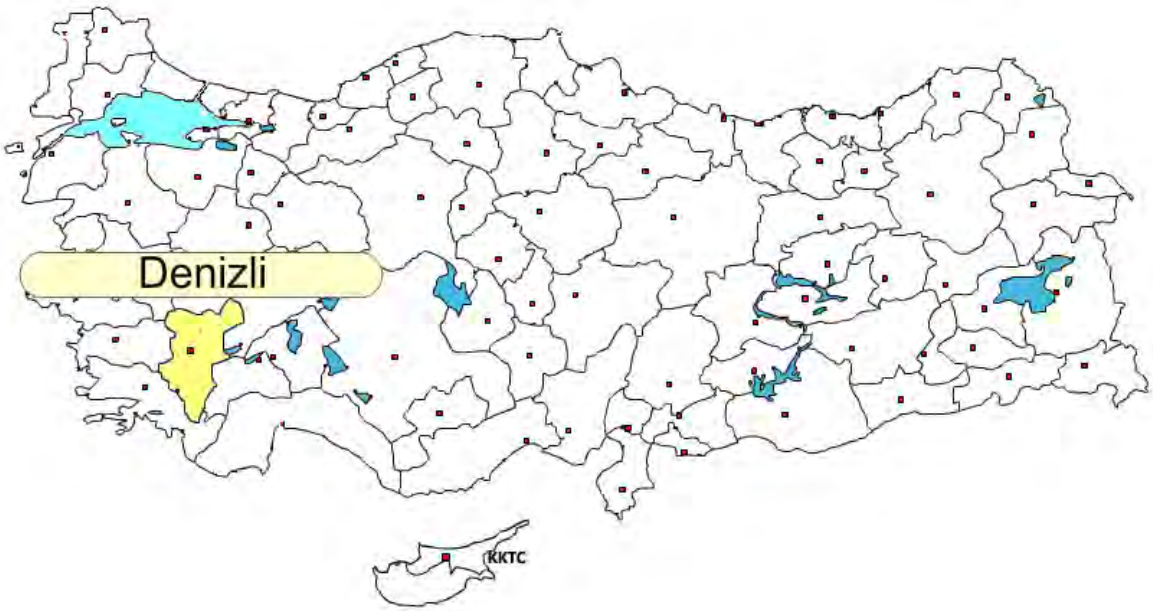


Figure 2. Denizli's Geographic Location

2.3. Institutional Infrastructure

Pamukkale University had a total of 14.000 m² closed and 800.000 m² open areas when it was founded in 1992. Seventeen years later, this figure has now reached a total of 201.915 m² closed and 1.444.204 m² open areas with the expropriations which took place. The distribution of the closed areas consists of 188.775 m² at the Kınıklı and Çamlık campuses in the city centre and 13.140 m² at the vocational high schools in districts. While the totals of open areas of the central campuses are 1.255.429 m², this figure is 61.860 m^2 in the districts. The overall sum of land for the campuses of the vocational higher education schools in the districts is 75.000 m². The physical infrastructure of the Kınıklı Central Campus is not completed as of yet and the construction process is continued within the limits of the granted investment allocations of the budget which is provided by the central government (Figure 3).

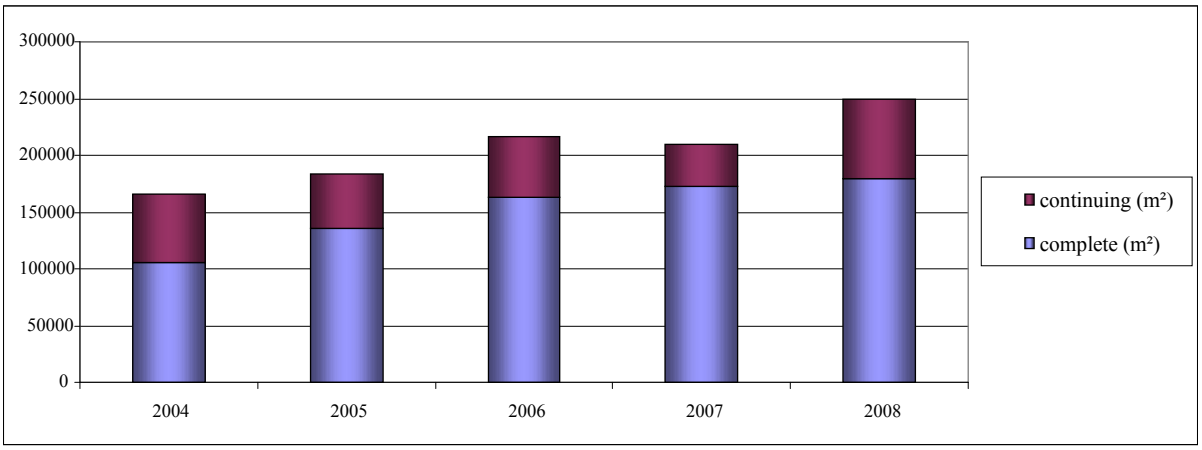


Figure 3. The changes of the ongoing and completed areas of construction of closed areas by years

Although attempts are being made to overcome the insufficiencies of the physical infrastructure, there are problems in the institution"s current physical structure. The use of purpose-built buildings for functions other than their original function, like the Rectorate building, affects the productivity of services negatively. The fact that higher education schools and institutes are continuing with their education-training activities at the Rectorate building, the Morphology building and some parts of the Sports Facilities due to not having buildings of their own not only has negative effects on their teaching-

educating activities but also on their administrative services. The lack of central classrooms and laboratories also constitute an important problem.

The arrangement of the units on campus and planning of the transportation network within the campus do not suit basic principles of city planning. When service buildings of units are evaluated from the point of view of interior architecture, it can be seen that they do not possess suitable functionality for current indoor areas. It is observed that there are no cooling devices in some of the service buildings which is a requirement of the regional climate conditions. In addition to this there are not any technical facilities or a disabled-friendly structural planning in some of the buildings for disabled individuals.

Another defect of the buildings of the institution is that they neither reflect the institutional identity nor have historical and modern aesthetics. The fact that the buildings have not been constructed with a combination of traditional architectural style and modern architecture show that the constructions have been conducted carelessly.

Service buildings of the Higher Education School of Sports Sciences and Technologies, which opened at the end of 2006, consist of outdoor and indoor areas. The School"s physical infrastructure is suitable for every kind of sports and it is available for the use of all internal and external stakeholders. One of these facilities is the sports complex which includes an indoor Olympic swimming pool and has an area of 18.000 $m^{2.}$ The complex is one of the best facilities not only in our country but also in Europe for different sports and recreation activities. Additionally, a football field with artificial grass which allows for the possibility for practicing all kinds of sports activities was put into service in 2007. The Turkish National Olympic Committee has given our University"s sports facilities with an Olympic flag. Our university is the only university in Turkey, which was rewarded with this award.

The most important unit which represents and characterises a university is its library. It is an immense shortcoming for our University not to have an independent building for its library. Our library provides its services in the Rectorate building within an area of 1400 $m^{2.}$ Here, 20 students per square metre can benefit from the facility; admittedly this is quite a high ratio (Figure 4). As of 2008 the number of books which are contained in the Library has reached 46.500.

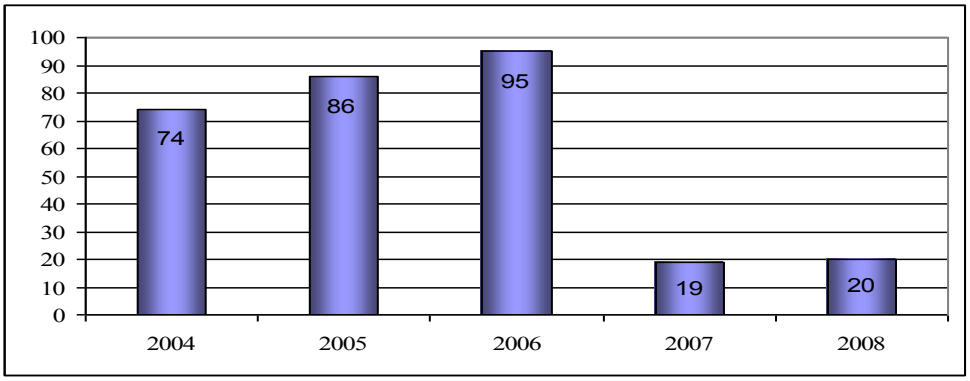


Figure 4. Number of students per square metre in the Library

When it comes to the information processing infrastructure; internet access is provided with a network connection of 100 Mbps at the main campus, and 2 Mbps at the other campuses. Our university is included in the high performance computing project carried on by TÜBİTAK-ULAKBİM and within our university, 16 dual-processor 4-core servers provide service to projects within and out of the University, which require high processing support. 538 members of the academic staff and most of the rest of the academic and administrative staff have computers provided by the University. Approximately 1500 computers have been allocated to the use of the staff by the end of 2008. Currently, 2500 computers in total serve the institution. Limited wireless internet service is also provided in our university. A total of 29 computer laboratories exist in our University. The students are given IT education with 1000 computers from these laboratories. Students can use these computers for research outside of classroom hours. However, due to the fact that there are 27 students per computer and that the IT labs are not open 24 hours a day indicates that there are deficiencies in providing information technologies services".

2.4. Academic units and departments

Pamukkale University, which was founded within the scope of the Law on Organisation of Higher Education Institutions Numbered 2809, is continuing its educational activities through 3 institutes, 6 faculties, 5 higher education schools, and 6 vocational higher education schools (Appendix–1). There are 9 departments at the Faculty of Education, 12 departments at the Faculty of Arts and Sciences, 7 departments at the Faculty of Economic and Administrative Sciences, 10 departments at the Faculty of Engineering, and 3 departments at the Faculty of Medicine which offer undergraduate programmes.

Post-graduate education activities are carried out by the institutes. 22 master‟s and 9 doctorate programmes are offered in the Institute of Applied Sciences, 17 master‟s and 5 doctorate programmes are offered in the Institute of Health Sciences, 17 master‟s and 7 doctorate programmes are offered in the Institute of Social Sciences and the "Specialisation in Medicine" programme is offered in the Faculty of Medicine (Appendix-2).

2.5. Research Centres

The R & D activities of Pamukkale University are carried out, under Article 7 of the Law Numbered 2547, with 17 R & D Centres (Appendix-3). All of the research centres have been structured according to regulations and the objectives of each centre have been determined by the directives on organizational schemes and areas of activity. Some of the research centres do not function with the desired level of productivity. This is a result of them being recently activated and not having completed their institutionalisation works. Additionally, a web site was established to provide information on the centres and their activities to all stakeholders under Pamukkale University‟s web site.

There has been a considerable increase in the number of EU, TÜBİTAK (Technical Research Council of Turkey), DPT (State Planning Organization) and BAP (PAU Scientific Research Project Unit) supported research and development projects, after the establishment of the research centres and the centres being given certain opportunities. These centres which were primarily established for carrying out the research and development activities of the University also provide services for society. Some of these centres conduct continuous education activities.

2.6. Students

The enrolled student number for the 2007-2008 academic year has reached 27,669 with 26,876 of these being undergraduate level students and 1,129 being postgraduate level students. According to the data collected from the last academic year, the percentage of students enrolled to postgraduate programmes compared to the total number of students is 4%. This percentage is quite low for a research oriented university target. As it can be seen in Figure 5, the number of enrolled students has increased each year. When the number of enrolled students for 2004 is compared to the number of enrolled students for 2008, the increase rate is found to be 48.4%. While the change rate for pre-graduate and graduate programmes was 49.7%, it was 22.8% for postgraduate programmes. The heavy demand of our country‟s young population for pre-graduate and graduate programmes and the continuing increase of this demand make it difficult for the institution to reach its target of giving priority to postgraduate programmes.

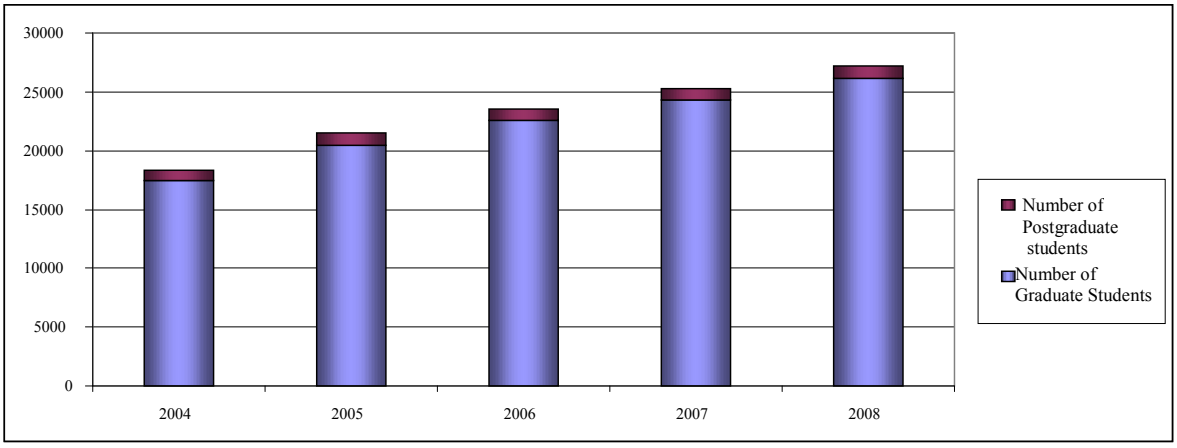


Figure 5. The changes to the numbers of graduate and postgraduate level students by year

The changes to student enrolment according to institutes, faculties, higher education schools and vocational higher education schools for the last five years have been shown in Figure 6. When the number of enrolled student for 2004 is compared with the data from 2008, an increase of 40.1% is seen in the faculties. This is followed by 72.3% in the higher education schools and 70.2% in the vocational higher education schools.

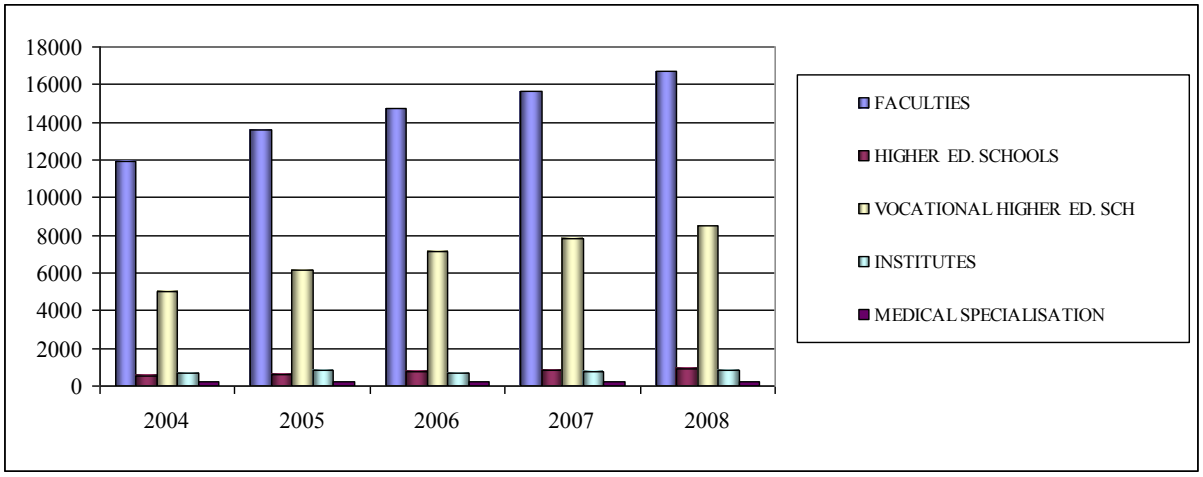


Figure 6. The changes to the number of students by year

The distributions of the numbers of female and male students who are enrolled to Pamukkale University are shown in Figure 7 according to years. While 43.6% of all the students were female in the year 2004, this percentage rose to 46.3% in 2008.

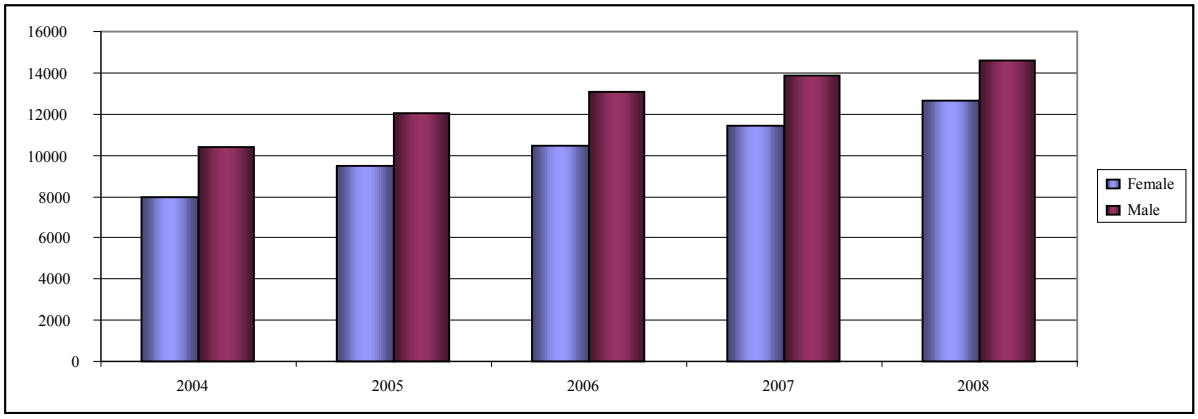


Figure 7. The changes to the number of female and male students by year

When the success ratings and the percentages of the central exam scores of students who have chosen to study in Pamukkale University are looked at, an upward trend is seen. This trend shows that with each passing year the university is chosen by more successful students. It is expected for the University to be chosen by more successful students from the year 2008 and onwards as English preparatory education has been added to many programmes of the university.

The number of students who chose the university according to the regions is shown in Figure 8. Upon the examination of the data it is seen that with 50.03% the Aegean region is the region from which the most enrolled students come from while the Marmara region comes in 2nd with 16.19% and the Eastern Anatolia region coming last with 3.00%.

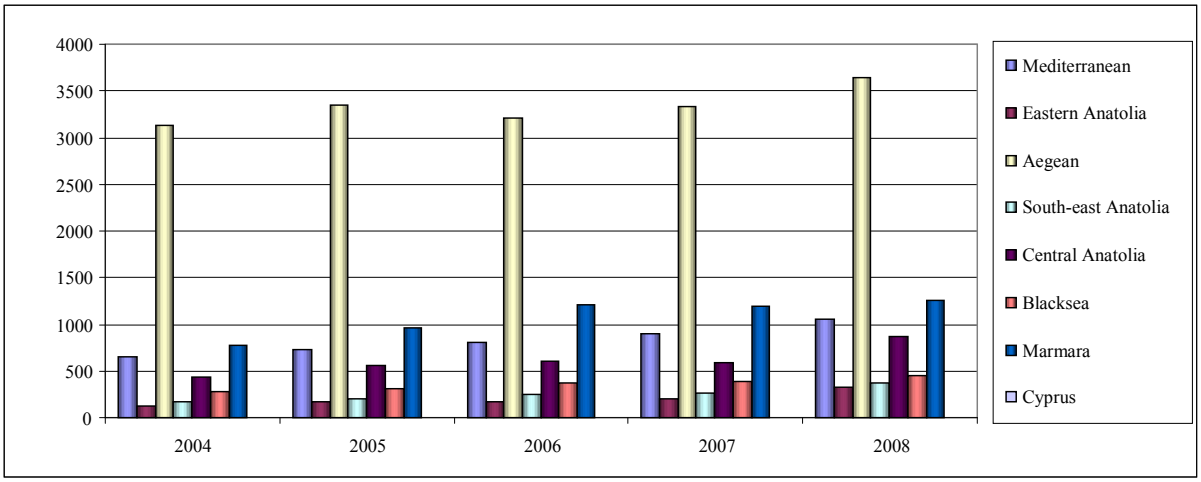


Figure 8. The number of students by region

There are 2470 staff members in total, 1443 being academic and 1037 being administrative, performing the educating-teaching and administrative activities of the institution. With the aim of making comparisons between the increase of students and academic staff, the number of students per academic staff in the faculties, higher education schools and vocational higher education schools are shown according to years in Figure 9, Figure 10, Figure 11. It is seen that there is a continuing yearly rise to the number of students per academic staff in all faculties excluding the Faculties of Medicine and Education. Another matter, which is drawn to attention when Figure 12 is viewed, is the high number of students per academic staff in all vocational higher education schools. The main reason for this is believed to be due to the fact that students are allowed to transfer to these schools without being subjected to any exams.

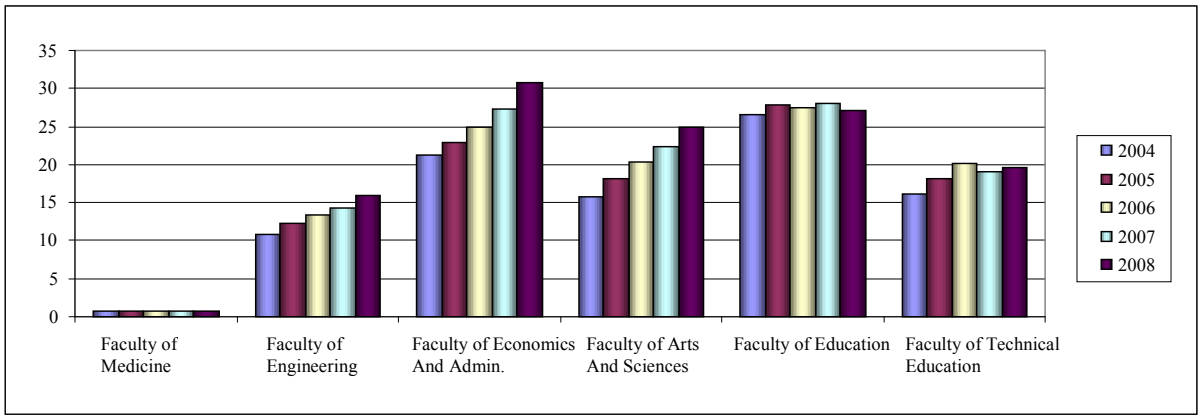


Figure 9. The number of students per academic staff of the faculties by year

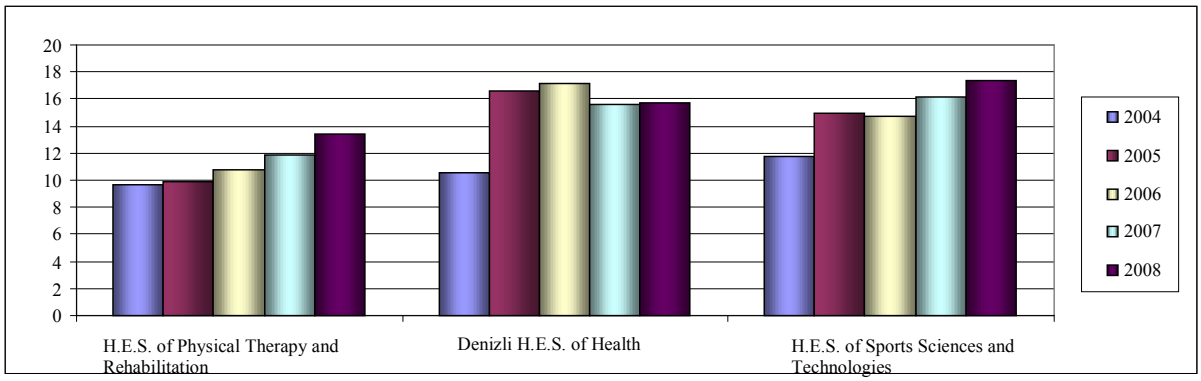


Figure 10. The number of students per academic staff of the Higher Education Schools by year

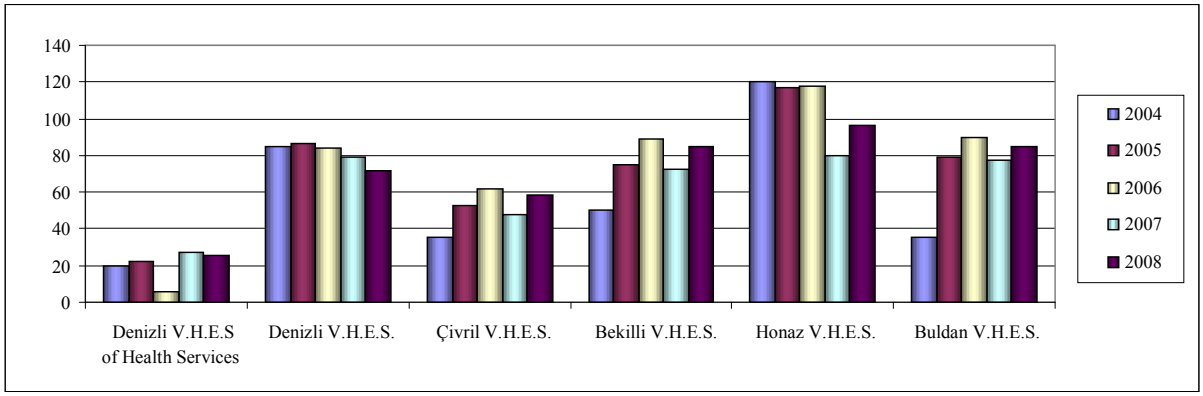


Figure 11. The number of students per academic staff of the Vocational Higher Education Schools by year

2.7. Finance

Since 1st January 2006 the universities in Turkey have had their place in Special Budgeted Institutions according to the Public Financial Management and Control Act numbered 5018. These Special Budgeted Institutions have been defined in this law as "institutions who are attached to a ministry or who have been assigned as the authority to carry out a public service, who have been given authorization to make expenditures from the income, whose foundation and work rules have been drafted with special laws". The sine qua non of being accepted as a special budgeted administration is to be an attached or assigned institution, to have a specific income of their own and to run the management of their cash themselves.

The financing of the Budget of Pamukkale University is provided by the aid from the Treasury and the core revenue. The monetary aid from the Treasury is provided in cash various times of the year in accordance with the Detailed Expenditure and Detailed Financing Programmes prepared at the beginning of the fiscal year. The University‟s core revenue is formed of; normal and common education incomes, evening education and summer school incomes, rental incomes, the shares transferred from the working capital income for Research Projects and from other service incomes. The student tuition fees which form a large chunk of the University‟s core revenue are determined by the government with the proposal of the Turkish Council of Higher Education (YÖK). The tuition fees differ depending on the faculty of the student. The tuition fees of Pamukkale University for the 2008 – 2009 academic year were between 125 TL (Turkish Liras) and 341 TL. The Financial Budget of Pamukkale University for 2008 was a total of 101,500,000.00 TL. When it is viewed as the Income Budget it is seen that the funding from the Treasury aid forms 80% of this sum and the remaining 20% is formed from the self-income (Figure 12).

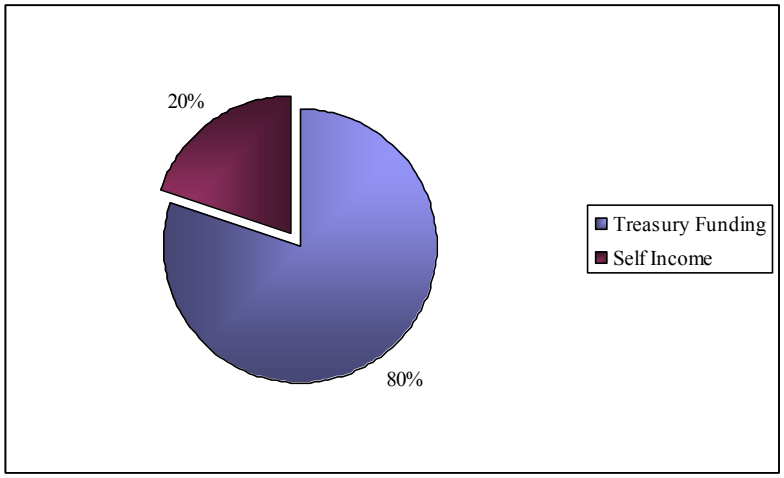


Figure 12. The distribution of PAU‟s income

Moreover, the T.R. Prime Ministry State Planning Organization (DPT), Technical Research Council of Turkey (TUBITAK) and the European Union also support the research projects in the university in cash. The amount of the budget received by these sources may be presented for 2003-2008. In addition to this, project encouragement bonuses, prizes to encourage publishings and support for congresses are important financial sources that motivate academic staff to carry out research studies.

On the other hand, donations by various individuals, institutions and establishments provide the institution with an amount of financial aid. However, these aids are of material value rather than of monetary value and allow for the development of the physical infrastructure.

3. THE PRINCIPLES AND VALUES OF THE INSTITUTION

3.1. Mission and aims

The strategic plan studies of the institution have commenced in 2005 and the mission, vision and the values of the institution have been identified within this context. The mission of Pamukkale University is as follows:

"It has taken it as its duty to train well qualified, creative individuals who are competent in all fields with moral values and public responsibility, to carry out scientific and cultural studies of superior quality which are sensitive to society and the environment and to present them for the benefit of mankind with its education, teaching and research activities based on universal values."

The vision of Pamukkale University has been identified as *"To be a research university which will contribute to its region, its country and universal science."* The institutes target for the future is to be a respected research university. In accordance with this aim, projects have commenced in the last few years which encourage research studies in the institution (please refer to Part 3.3.1.).

The values, which our university has and will transfer to its stakeholders, have been established to include fundamental values of society along with the universal values attributed to university life. *Openness and Transparency, Justice, Scientific, Respect for the Environment, Aesthetic Sensitivity, Participation, Seeking Perfection, Freedom, Social Responsibility, Being Practice Based, Training Highly Qualified Individuals*.

The mission, vision and values are continually referred to in the strategic plan and other institutional publications of the institution and thus are announced to the general public and all its stakeholders.

It is observed that strategic plan studies are carried out in the units and some of the sub-units of the institution and the units in question identify their own missions, visions and values. These activities are encouraged by the institutional administration. However, in spite of all these efforts it cannot be said that the internal and external stakeholders have taken on board the identified mission, vision and values or that they have been carrying out activities in support of this.

3.2. Institutional administration

3.2.1. What is the degree of centralisation and autonomy that the institution aims for?

The law has identified the decision-making authorities in the university and the authority has been given to the Senate and the University Administrative Board to share. The highest decision making organ of the institution is the University Senate. The Senate is comprised of the rector, vice rectors, deans, and professors representing the various education units and areas under the university who are elected for a period of four years by the Senate. The University Administrative Board consists of the rector, vice rectors, deans and elected members and has the function of acting as the organ which assists the rector with administrative duties. The rector shares his/her duties with three vice-rectors he elects from the full-time professors of the university. However, the rector is the sole individual who has a responsibility towards the Council of Higher Education (YÖK) and the Senate in terms of the general requirements and developments of universities.

The structure of all the academic units of our university is formed within the framework of the Act numbered 2547, which is similar to that of the university senate and administrative board, with Dean/Director, Faculty/Institute/Higher Education School Board and Faculty/Institute/Higher Education School Administrative Board. The faculties and higher education schools are structured from departments and sub departments.

A general secretary and departmental presidents, directors, legal advisors, experts, officers under the Civil Servants Law numbered 657 and other workers lead the administrative organisation of the university. There is a faculty secretary, an institute or higher education secretary who works under the leading administrators.

The administration model of Pamukkale University has been defined under the Act numbered 2547 like all the other universities in Turkey. As a result, a high level of centralisation is present in the administrative organization and practice, as it is also the case in all the other public universities. Due to the Act numbered 2547 which is based on fundamental logic in view of a bureaucratic and hierarchic, centralised and commanding understanding, the senior administration has a large authority and control area within its institution structure. As a consequence of this structure, where the power is centralised, the authority of the rector is much higher than the authority of the deans who are the administrators of various units within the institution, the head of departments and other academic administrators. This centralisation of power opens the way for serious problems. With the power shift to the centre, the authority for the academic duty areas such as units and departments becomes inadequate and with it the academic management falls under the custody of the administrative management. Another problem is, senior administrators being faced with a heavy workload due to the unbalance of centralization and centrifugal elements of this structure. As a consequence the central administration becomes forced to put aside a large chunk of its time to short-term studies.

The present administration is taking steps to overcome this centralisation caused by the law by forming various boards and commissions for the identification of preferences and priorities mostly regarding education, research and practice activities, by withholding its right to use a certain amount of initiative. The Strategic Planning Commission, Academic Valuation Board, Human Resources Working Group, Commission for Academic Assessment and Quality Improvement in Higher Education, Education Commission and Bologna Process Commission can be included within them.

Besides having an extremely centralised administrative management, in accordance with the Act numbered 2547, the senior administration is working on achieving an autonomous management by way of these boards and commissions. The efforts of the senior administration are important in terms of institutionalising the studies for

the development of the institutional quality and the quality based approaches and mechanisms. Within this framework the rector for example, while using his authority, takes advantage of expert opinions via advisors who have specialised in various fields (human resource advisors etc.). Ultimately however, it can be stated that centralised structuring deems the understanding of a more flexible, more innovative and more entrepreneurial university inadequate. This is because, the efforts we come across to lower the level of centralisation is the preference of the present administration and not institutional.

One of the steps which were taken to lower centralisation in the last few years was the case where students are represented in administrative mechanisms by the representatives they have elected. It is observed that the university administration which is sensitive towards the election of a student representative, is not adequate in integrating the student into administrative processes.

Contrary to the heavy centralisation in the administrative management of the institution, the academic management of the institution is totally autonomous. The lower units may determine their teaching programmes freely. Also, it is not possible at all for any pressure or suggestions to be made to the members of the teaching staff who are carrying out teaching-educating activities. Each teaching staff member and each sub unit are solely responsible of their academic activities. However, this autonomy brings directionlessness and a lack of academics" scientific activities with it along with leaving problems that arise during teaching-educating activities unresolved. The organisational scheme and the work distribution of senior administration are given in Appendix–4.

3.2.2. Does the institution have human resources and gender policies in place?

The human resource strategy of Pamukkale University is to have personnel which will make it advance generally in the subjects of teaching, educating, research-development and presentation of service and which will increase its ranking in the leading universities. This strategy carries great importance especially in achieving the mission of the university and taking steps in terms of supporting its strategic aims. Within this framework, it can be said that, the leading administrators of the institution, seem to have a point of view that acknowledges the understanding of developing the human resources by way of developing the institution. Along with this, there are restrictions obstructing the realisation of targets on elements which are of great importance to human resource management such as institutional belonging, personal development, payment based on performance and career management, which are based on strategic aims due to the structure of higher education in our country. In spite of this there are policies being produced which support the institutional belonging and personal development of the academic and administrative staff who work in our university. Although it is not possible to make improvements on the monthly payments of workers, the financial support provided to academics for the national and international scientific mobility can be viewed as a motivation policy. Also, the creation of physical areas that will increase the motivation of all workers has been accepted as a policy.

There is not an identified gender policy which is in place for taking on academic and administrative staff, their promotion and their advancement. Everybody can apply and work in all levels and all fields of the institution depending on their skills and qualifications. Upon the examination of the number of academic and administrative staff between 2004-2008, it is seen that, although there are partial increases, the number of female academicians make up around 35% to 40% of the total number of academicians (Figure 13).

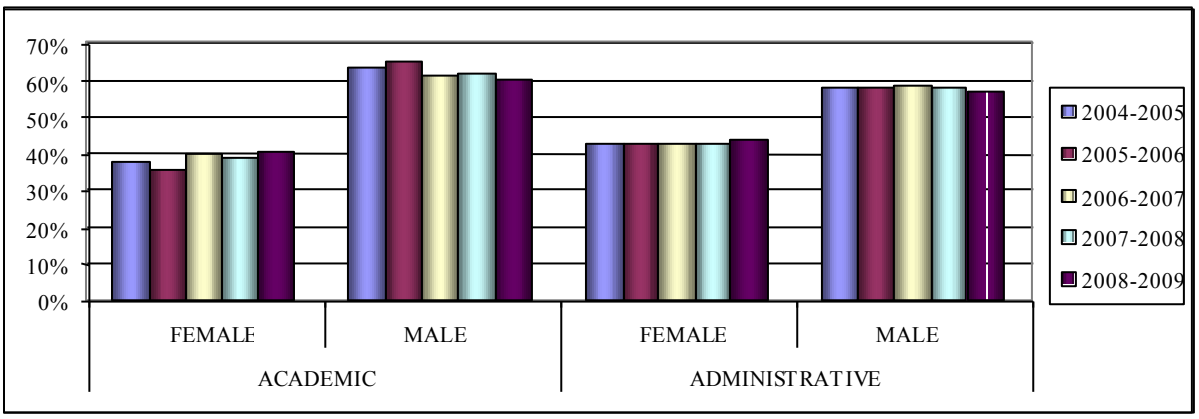


Figure 13. The distribution of academic and administrative staff by gender

The number of females who have an administrative position within our University is quite low. While there is not a female member in the University Administration Board, there are 2 associate professors, 2 professors and 1 general secretary, making a total of 5 female members who are part of the University Senate. In terms of administrative staff it is seen that the percentages of female staff and male staff are closer to each other than they are for academic staff. Although the University does not have a clear target to increase female representation in the academic or administrative management, it does encourage and support it. A development of importance for women is the establishment of Women‟s Issues Research and Application Centre in 2008. This centre is of critical value as it is the 12th centre which was founded under a university in Turkey. It is believed that the centre will not only help university staff but will also make an important contribution to identifying and resolving women‟s problems within the city it is situated in.

3.3. Academic profile

3.3.1. What balance is the institution aiming to achieve among its teaching, research and other services?

Students are placed in universities according to their preferences and the results of the exams which are carried out by the Student Selection and Placement institution which is a part of the Council of Higher Education. In addition to this, PAU is increasing its teaching-educating activities in accordance with Council of Higher Education‟s aim of increasing the number of students who are in higher education. While the pre-bachelors, Master‟s and Specialisation in Medicine programmes are put into practice by the relevant main scientific branches, the national curriculum is generally followed in the Bachelor‟s programmes. It is aimed to reorganise the programmes according to the learning outcomes of the Bologna process. Also, PAU has commenced a student-centred, problem based, active and similar education system in some of its units since the 1999-2000 academic year. The problem based education system which is practiced in the Faculty of Medicine has been taken on and being developed. Lifelong learning, the education of new academic staff and professional education are contained within various programmes. In addition it is planned to begin shortly on making a transfer to distance learning and e-learning in specific areas. The language of education in PAU is Turkish. In some departments of the Faculty of Medicine, The Faculty of Economics and Administrative Sciences, Faculty of Engineering, Higher Education School of Physical Therapy and Rehabilitation, Faculty of Education and Faculty of Arts and Sciences English education is given as part of the preparatory class. The process for the formation of a unit for the university at large, which is part of the Rectorate, with the aim of carrying out measurements and evaluation studies on education activities, has begun. It is also intended to use the established graduate tracking system as a feedback tool for updating the education programmes. On the other hand it is thought that the existence of summer school and evening class education has a detrimental effect on the quality of education and the research potential. It is intended to make new arrangements on summer school and evening class education in order to remove this negative effect.

While the priority of research is put forward in PAU, from just looking at the percentage of post-graduate students in comparison to the total number of students it is clearly seen that educational activities are concentrated on more. However, steps have been taken both to encourage academic staff and also to increase research sources, especially in the last few years, in order to bring the research potential of our university to light. Within this context, it is aimed to produce projects on improving the effectiveness of research centres and taking advantage of regional opportunities. Support services on the development of research based relations both in and out of the university are being brought to life. It is aimed to be leaders in areas of research projects which bring forward the qualities of our University‟s academic units.

Our University aims to provide the Denizli region with a health service of good quality in various areas of health with its hospital and its Faculty of Medicine. As a direct result of this aim the University has begun accreditation studies. Also, the regional expectation of the PAU is very high as it is the only university in Denizli. It is intended to restructure the PAU Continuous Education Centre in order to satisfy this expectation.

3.3.2. What are the institution‟s academic priorities? Which teaching programmes and areas of research are emphasised?

Upon the examination of the university data, it is seen that graduate education is given priority when it is compared with postgraduate education. When graduate programmes are compared within themselves a clear priority cannot be determined. In the same way, while there is not a specific prioritisation between postgraduate studies, the postgraduate programmes of departments that have established academic and physical structures have gained variety. However, this situation is not related to the university‟s strategy.

In the last few years research activities have been given more importance in our country. Upon the examination of research projects carried out within our university it is seen that medical projects lead in university funded projects, while engineering projects lead in projects which are funded externally (Table 2). However, this is not a result of the university‟s identified priority; it is a result of the studies of the units in question.

Table 2. The distribution of Scientific Research Project Unit and Technical Research Council of Turkey projects

Projects funded by the Technical Research Council of Turkey	No.	Percentage	Projects funded by the Technical Research Council of Turkey between 2005-2009 (According to topics)	Percentage	Project funded by the Scienctific Research Project Unit	No.	Percentage
Medicine	8	13.5%	Industrial	45%	Medicine	107	34.2%
Engineering	20	33.8%	Public	1.6%	Econ.&Admin.	9	2.8%
Science	18	30.5%	PAU	1.6%	Arts & Scien.	90	28.8%
Geography	6	10.1%	Energy	6.6%	Engineering	83	26.6%
Archaeology	3	5%	Environment	1.1%	Education	13	4.1%
Public	3	5%	Earthquake	3.3%	Sports Science HES	4	1.2%
History	1	1.6%	Turkey	8.3%	Technical Edu.	2	0.64%
			Medicine	10%	ÇVHES	1	0.32%
			Aegean	10%	DVHES	3	0.96%
			Denizli	11%			

When the research project topics are examined it is seen that the leading areas are in accordance with the research inclinations seen worldwide. These areas being: earthquake, archaeology, energy, environment, illnesses which are difficult to treat, enterprising, efficiency, etc. It is of importance to note that while they have high research potentials, the numbers of projects in social areas are not at an adequate level. As a direct result of this it is aimed to make arrangements that will encourage the production and support of more projects in social areas.

3.3.3. Does the institution have a policy or preferences regarding certain didactic approaches?

PAU carries out studies with the aim of increasing the quality of teaching-educating and training workers who are sought after by the competitive work force market. While the institution does not have an identified policy in regards of being student central, some units practice a student-based approach. In some of the units of our University (Faculty of Medicine etc.) the practice of the problem based education model can be seen as a unique practice.

In the Strategic Plan it is aimed to have more educational programmes in order to acquire the learning outcomes which are defined in the Bologna process. Although the university does not have a specific policy in regards of the development of the feeling of belonging for students in the institution, some units have made a limited amount of effort in regards of this. Although an effort is made at local level and our University attends education fairs in order to draw in successful students, an effective presentation of the university cannot be done across the country.

3.4. Academically related activities

3.4.1. What are the institution‟s goals for its relationship with society (external partners, local and regional development) and its involvement in public debate?

Pamukkale University has an understanding which takes into consideration the expectations of the city and the region during the planning and the execution of the teaching-educating activities. It is generally paid attention to have thesis‟s, projects and field studies which are prepared and carried out by academic units and academics aimed at the economic, social, industrial and technologic developments of the city and the region.

Efforts are made to relay the research results of various academic units to those concerned with the high number of conferences, seminars, congresses, panels and other similar activities which are carried out throughout the year in the Pamukkale University Congress and Culture Centre with the intention of contributing to the development of the city. Pamukkale University administration is not a structure which brings the representatives of the private sector together with NGO‟s and forms a suitable platform for communication. Having said that, the

administration shows an effort to learn about the expectations of the private sector and NGO‟s, by way of joint projects and activities, and answers these expectations through educating-teaching and scientific studies and activities. This knowledge and exchange of opinion is supported by the relations who are formed between the establishment and people of the sector, and methods such as the reciprocal exchange of knowledge and experience in the educating-teaching activities during the studies of the academics. Pamukkale has a place in the Denizli Platform which is a structure formed by trade associations and trade purposed unions such as the chamber of commerce, the commercial exchange market, the chamber of industry. Topics such as the campus area of the university, the TECHNOPARK, the opening of new faculties and departments are discussed in this Platform.

Pamukkale University contributes to the planning and service presentation processes of Denizli Municipality and Denizli Special Provincial Administration with a variety of projects and scientific research carried out by various faculties and departments. For example, the development of projects for the execution of works such as the examination of the geological structure of Denizli and the production of its earthquake hazard map, its economic and social analysis, the execution of the inventory works on cultural artefacts have been prepared in unison with the Denizli Special Provincial Administration and protocols have been signed with the Denizli Governorship for the realisation the mentioned projects. The academics of the various units of Pamukkale University contribute as consultants, educators, researchers etc. in diverse projects of the Denizli Special Provincial Administration. Members of the teaching staff of Pamukkale University hold positions within the strategic planning and specialty commissions and sub commissions of the city council of Denizli Special Provincial Administration and Denizli Municipality and make great contributions in their specialty areas. Pamukkale University holds a senior position in the City Human Rights Council which functions within the Denizli Governorship.

3.4.2. What should the institution‟s relationship be with its funding agencies (public and others, such as research contractors)?

A large chunk of the funding sources of Pamukkale University is made up from the funds which are transferred from the general budget. Meticulous works and lobby activities must take place regionally and nationally to enhance the institutional budget.

In regards of the capitals transferred from the general budget, Pamukkale University must make an effort to increase the percentage of its core revenue within its total budget by taking the possible reduction and irregularity in situations of economic and political instability into account. The increase in the core revenue will also be an important indicator showing the contributions of the teaching-educating activities and scientific studies of Pamukkale University. Opportunities such as the hospital, continuous education centre, TECHNOPARK, externally sourced projects, buildings and facilities must be taken into consideration in regards of increasing the general budget. This kind of income can be increased dramatically with the formation of areas for students and staff (a population of approximately 30,000) for their necessities such as food, health, clothing, stationary, entertainment and pastime activities and for these areas to be managed or rented by authorities of the University. An important income can be gained by hosting national and international competitions in the Olympic swimming pool which is open for the use. The income from the Olympic swimming pool can be increased by providing more suitable conditions for students, academic/administrative staff and the city public to take advantage of the facilities.

3.4.3. What balance is the institution trying to achieve in terms of local, regional, national, and international positioning?

Pamukkale University has identified its fundamental vision as being a “research university” which contributes to the city and region it is a part of along with its country and universal science, as is stated in the Strategic Plan.

The goal of the University within this framework is to train professional experts who are qualified in the areas needed by the private and public sector, to take part in activities which contribute to the development of the economy and society on a national and regional level, and also to contribute to the scientific development on a national and international level in the scientific areas it provides education in. The Pamukkale University is trying to achieve the target of being accredited within universal university criterias with the quality of its higher education which is continuously developing, its productive scientific activities, its excellent interactions with stakeholders, and its production of services which are based on cooperation and satisfaction and thus establish itself as an internationally well known and respected institution which leads regionally and nationally.

3.4.4. Any other institutional goals?

The fundamental aims and the principal goals which were established for the realisation of the above mentioned targets that were given in the Strategic Plan for 2009-2013 are as follows:

The increase of the quality and the quantity of scientific and research and development studies: Some of the goals which were set for this aim are: giving encouragement to increase the number of publishings in journals which searched by national and international indexes, the organisation of a set amount of national and international congresses/symposiums per year, the increase to the number of patent applications, the regular increase to the number of projects which are funded by the Technical Council of Turkey (TÜBİTAK), State Planning Organization (DPT) and EU sources.

The increase of the quality of teaching-educating: the foremost goals for this aim are: the increase of the number of faculties and departments who have been accredited under international standards, for faculties or higher education schools to receive quality management systems documentation, to increase the number of cooperation programmes with respected national and international universities, to increase the number of lecture notes and scientific text books published by the teaching staff, the decrease the number of students per teaching staff, to complete the machinery appliances and equipment for the newly conceptualized and continuing construction projects, to increase the usage rate of the library services.

Development of the services aimed at students: Within the confines of this aim it is aimed to: establish a centre which provides psychological, counselling, guidance and career services to students and for the regular increase of these activities every year, for the completion of the sites, which may be built by the University, to answer the food, clothing, stationary and social needs of students, to add a different foreign language to the curriculum every year.

Development of the relations the University has with its stakeholders: It is aimed to provide a sufficient amount of education, seminars, congresses, symposiums, social and cultural activities for the areas needed by governmental organisations, non governmental organisations, local authorities and the industry, to develop a certain amount of projects per year in cooperation with local authorities.

Achievement of institutional development: The organisation of introductory activities with the definition of the institutional identity of the University, establishing its targets of priority and making the necessary arrangements, the organization of in-service-training programmes aimed at academic and administrative, the completion of the administration information system are the main targets within this aim.

4. STRUCTURE OF THE INSTITUTION AND ITS ACTIVITIES

4.1. Analysis of Administration

A university is, on micro basis, composed of disciplines, departments and sub-departments. Sub-departments form departments, departments form faculties, higher education schools and graduate institutions. The process of academic decision making takes place in the committees of departments and sub-departments. These decisions having been negotiated hierarchically in the academic boards of higher education schools, faculties, and graduate institutes, and finally in the board of the university, they are then put into effect. The coordination between faculties and graduate institutes is, on micro basis, carried out by the heads of departments and sub-departments, and on the macro basis, by authorised commissions of the university and its senate. Institutional leadership supervises the process to see if academic and administrative activities are conducted in line with the strategic plan for the university. Despite the autonomy enjoyed by the departments and the faculties at the academic level, the distribution of the budget is carried out by the boards of administration and senior administrative bodies in the university, all considering demands and suggestions put in by the academic units in terms of priorities and the preferences.

4.1.1. Academic Activities and Procedures

Educational activities as part of academic ones are carried out in accordance with the procedures and principles stated in the Law Number 2547. Departments and academic units are primarily held responsible for sustaining the educational activities, but the decisions for the regulation and development of activities for education and training are taken by corresponding units and committees at a university. Research and studies are carried out by the academic staff. With recent restructuring of the research centres, expectations are in the way that it will lead to systematic approaches that will take the primary places in the research studies. All liabilities, responsibilities and authorisation for the administrative staff in the university are stated and defined in the Law Number 2547.

4.1.2. Recruitment of academic and administrative staff and the process for academic promotion

While the current higher education law enables Turkish universities to enjoy autonomy for the selection and recruitment of the academic staff, universities are subjected to the approval of the government in terms of the definition of the number of staff. The selection, assignment and promotion of the staff as well as termination of their employment are carried out in accordance with the provisions of the Law Number 2547 for higher education, but for the procedures of the administrative staff the provisions of the law for the state personnel are applied. That is – while universities are autonomous in selecting their academic staff, they are bound with the provisions of the state personnel directorate when it comes to the selection of the administrative staff. However, the university has the privilege to allot the number of staff among the university units accordingly. In our university for the promotion of the academic staff, we have „PAU Academic Assessment Directive" and for the administrative staff „Career Promotion Directive" are used as guidelines.

For the assignment of the staff and determining the number of staff to be employed are all under the control of the government and the obligations to get a permission to assign them to already vacant positions from the Ministry of Finance and from the related offices of the Prime Ministry seem to be the strictest limitation. It is such that it is only possible to get permission for almost half of the required number of staff stated annually. While university is enjoying the use of its own criteria in selecting its academic staff, the selection of administrative staff is conducted corresponding to the results of the examinations (State Personnel Selection Exam) organised countrywide through a central system of examination. For this reason, it is not possible to recruit the staff qualified for the criteria suggested by the university.

In state universities of Turkey, professors and associate professors have permanent positions without the need to renew their contracts annually. On the other hand, assistant professors or other junior academic staff, by law, has to renew their job contract every two or three years respectively. While this is the case, those whose job contracts have been decided to be annulled, return to their prior positions through judicial decrees by the court. Another limitation regarding the selection and assignment of administrative staff is that it is impossible to terminate their positions as they have the status of civil servants. As a result, the institution assesses its own staff in terms of their performance, but it cannot apply any kind of sanctions on those who are short of adequate performance on their job.

4.1.3. Selection of Students.

High school graduate students in Turkey are selected to higher education institutions through the Student Selection Exam (ÖSS) conducted by Student Selection and Placement Centre (ÖSYM). The number of students to be placed in any higher education institution is decided and organized by the Higher Education Council (YÖK) and related higher education bodies. Apart from Student Selection Exam (ÖSS) scores, as the system of the student selection exam (ÖSS) falls short of measuring personal skills of students skills, some departments which require specific skills in students for the entrance to the institutions apply a special *skills test* on students.

Students who have graduated from vocational high schools have been entitled to enrol in any of the corresponding departments to their related fields in vocational schools of higher education, without taking any exams organized by ÖSYM since the 2002-2003 academic year, in accordance with the decision taken by the Higher Education Council (YÖK). It is worried that this will lead to the downfall of the quality of education.

The overall recognition of the university, its academic staff and the infrastructure of its units along with its geographic location all play a big part in the higher education institution selection process of the student. In terms of ÖSS scores of the students who enrol at PAU, there is a greater percentage span of scores of students when compared with other universities.

4.1.4. How does the institution enable students" participation in the administration?

The aim behind the formation of the Representative Body of The Students" Council was to enable students" participation in the administration The aim of the Representative Body of The Students" Council is stated as: "*establishing a traditional democratic participation of the students in the administration in Pamukkale University, a rapid and thorough transfer of the students' expectations from the university as part of students' feedback to related bodies, raising awareness among the students for the decision making mechanism and thus for the coordination and implementation of these decisions. This representative body of students' in Pamukkale University operates to meet the students' needs and requirements suggested by them in any means of process to their participation in the administration. This council acts under the auspices of the rector."*

Representative Body of The Students" Council falls short in carrying out some activities required for the implementations of the decisions in attaining the goals to meet the students" expectations from university and to

shape the Council‟s operation framework due to the undefined process for students‟ effective participations in the decision making mechanism of the university. Apart from this, the insufficient means of space, finance and technical support, have prevented them from reaching the targeted goals.

4.1.5. Is the institution‟s existing human resources sufficient enough to meet the present day requirements of human resources policy and its application?

The human resources policy of the University is compatible with the national human resources policy. At this point, a staff approach which has been differentiated on the grounds of coordinating relations as to the education, training research, information and social sphere as seen in other countries has not been followed. The approach employed is that the educating and teaching staff must also be held responsible for research-development as well as relations with society and the sharing of information. Such an approach results in weakening the efficiency of the services and the failure of academicians‟ in specialising in their own field due to being forced to engage in all spheres of subjects at different levels. Nevertheless, Pamukkale University has a young and dynamic academic staff. The fact that this staff has both national and international qualifications has resulted in a considerable increase in the numbers of projects and scientific publications of our University both in and out of the country. The institution has a very good command of information and experience due to the well-qualified academic staff that have carried out their prior process of education in various prestigious universities abroad, who got their academic degrees such as Ph.D. and carried out scientific research, and who have studied approaches exercised by them in due course. It is this accumulation of expertise that makes our university succeed in accomplishing strategic educational targets and in achieving a sustainable institutional development and trend for development and progress.

Our university holds two major advantages. Firstly, we do not have over populated staff in our main campus and secondly the existence of a broad academic mentality which is open to novelties and change. The most important disadvantage that our university suffers from is that in some of our faculties and departments there is an excess load of lecturing hours on the academic staff, which has a negative effect in terms of academic life. In this context, it could well be said that some undertakings of insufficient number of academicians such as lecturing in summer schools and evening classes prevent them from engaging in research and effective educational activities.

According to statistics released for the 2008-2009 Academic year Pamukkale University holds 1433 academic and 1037 administrative staff. (Figure 14).

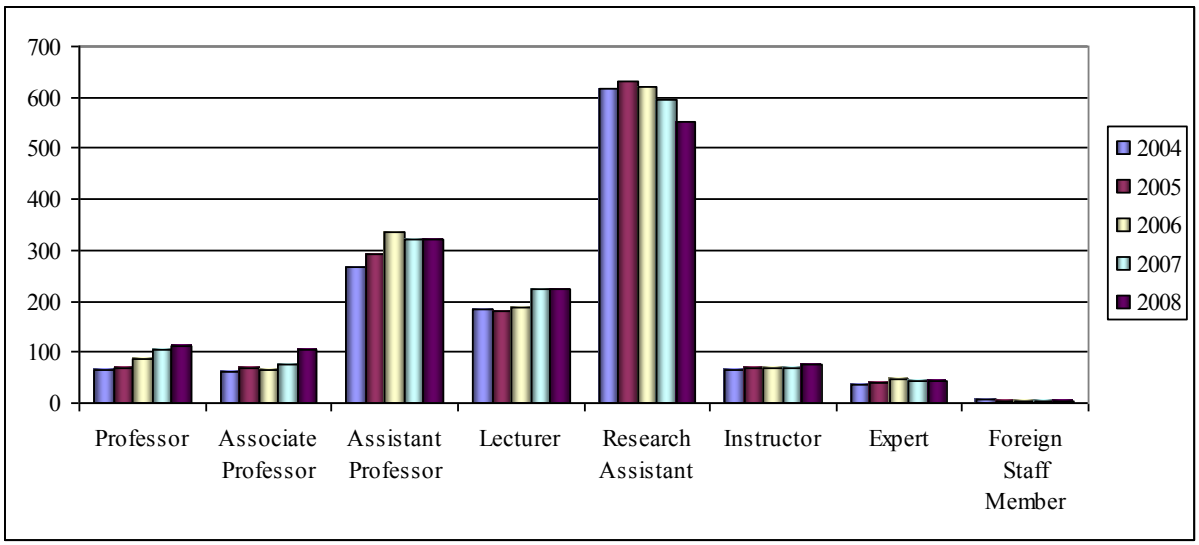


Figure 14. The academic staff distribution according to their titles by year

When the number of academic and administrative staff is looked by years it could easily be seen that there is a considerable increase in the number of both staff. When the 553 research assistants are taken into consideration, a serious problem is not expected in terms of academic staff in the coming years. However, there might be some signs of shortcomings in the study fields for some departments if an analysis was to be carried out. At this point, the university needs to make a healthy assessment of its human resources planning for the following years. Figure 15 shows the number of academic and administrative staff for 2004–2008.

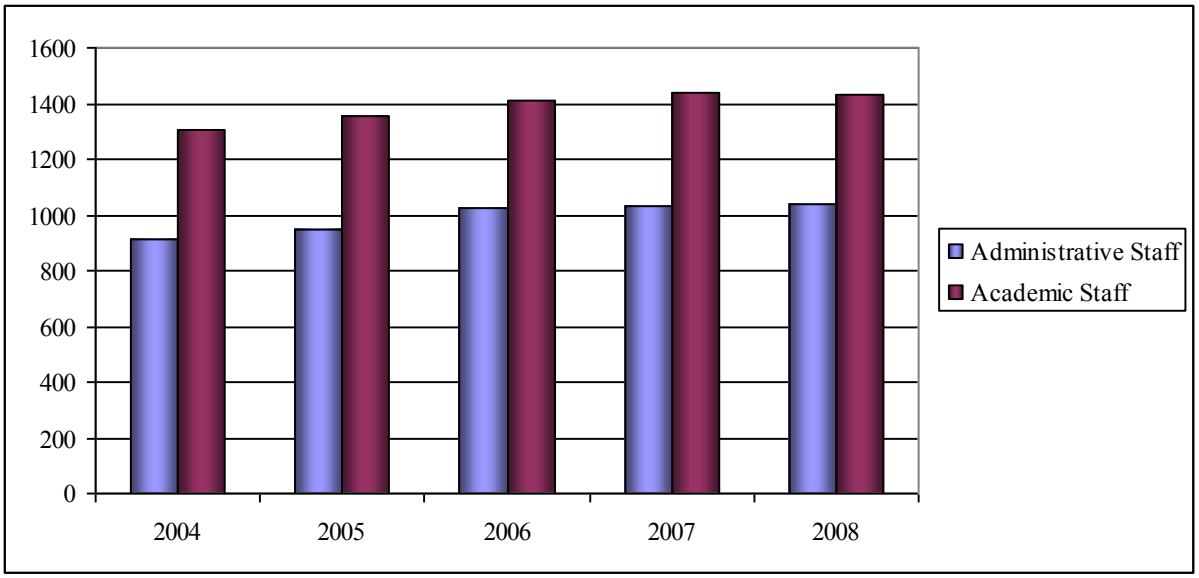


Figure 15. The variations in the numbers of academic and administrative staff of PAU over the years.

When the ranges of mean age for the university staff are examined, it is noticed that 71 % of the academic staff is 40 years old or younger (between the ages of 26 and 40) and 27 % of the academic staff is older than 40. (Figure 16); similarly, 72 % of the administrative staff is 40 years old or younger, and 26 % is older than 40 (Figure 17) These figures indicate that PAU has a very young and dynamic staff resource both in the academic and the administrative staff positions. When this potential is used effectively in terms of efficient service and self development, it becomes an advantage for the development of our university.

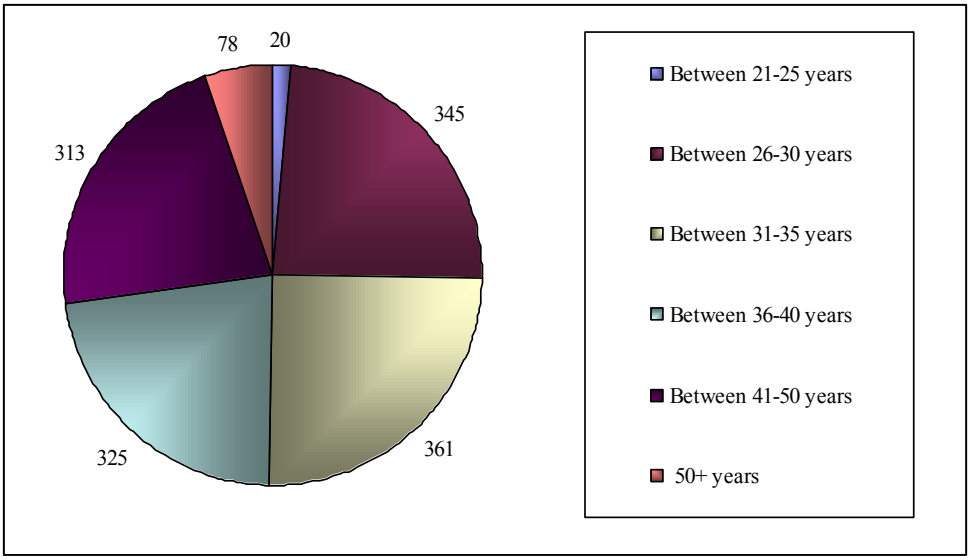


Figure 16. Age- ranges of the academic staff

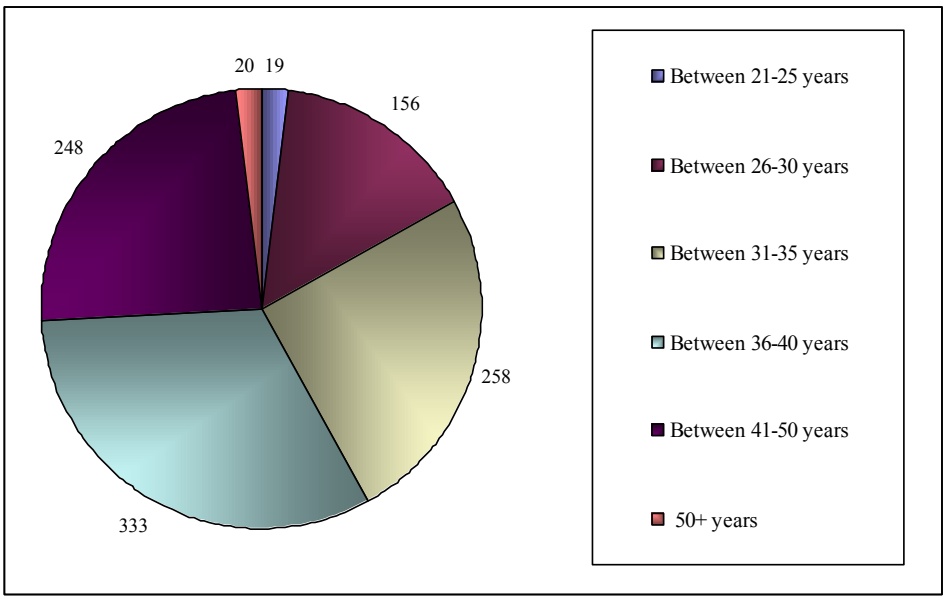


Figure 17. Age ranges of the administrative staff

When the education level of the present administrative staff is considered, it is noticed that 32.5% of the staff have graduate degrees, 28.9% of the staff are high school graduates, 28.7% of the staff have pre-graduates degrees, 8% of the staff are primary school graduates and 1.9 % of the staff have postgraduate and doctorate degrees (Figure 18). It is favourable for PAU to have 61.2% of its staff with graduate and pre-graduate degrees.

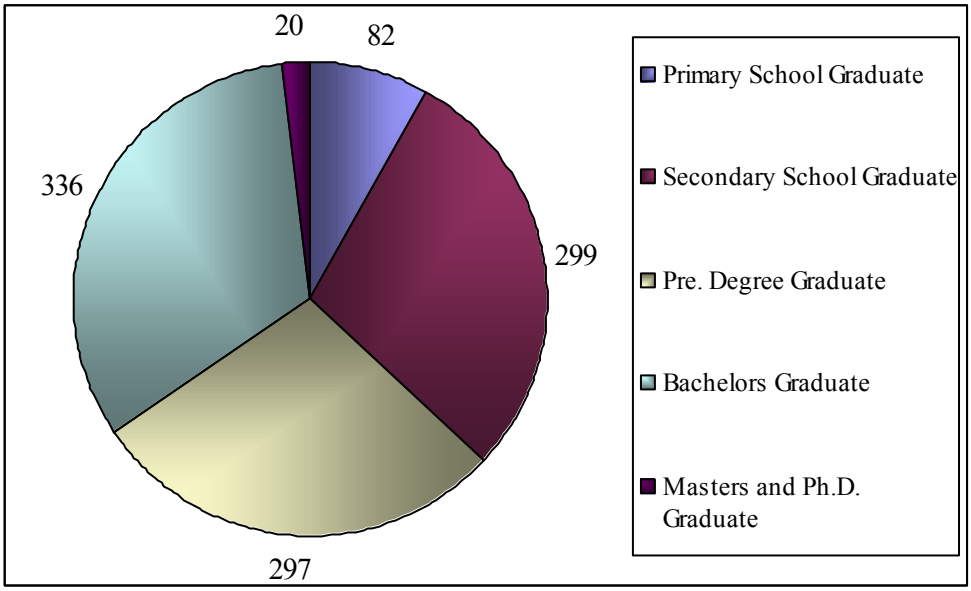


Figure 18. The education levels of the administrative staff

Recently it has become extremely important for PAU"s administrative staff to have in-service training (Figure 19).

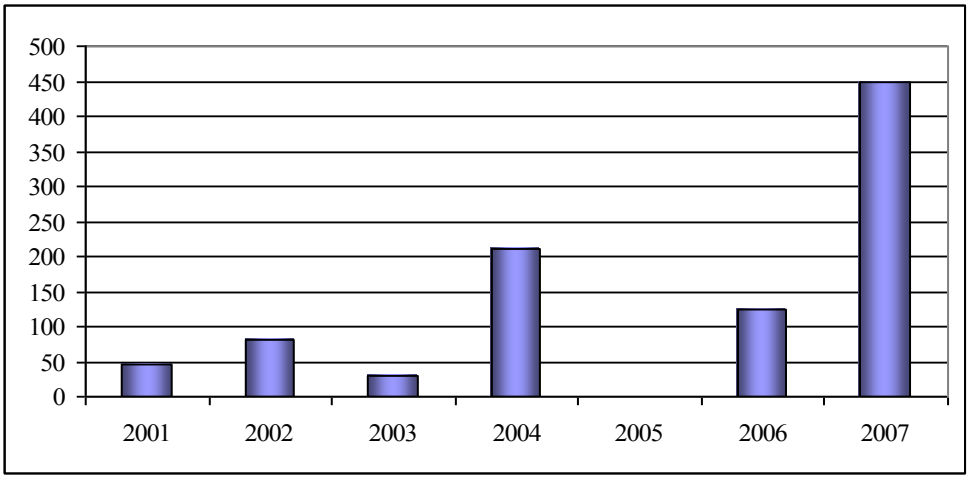


Figure 19. In- service training of the administrative staff

4.1.6. What is the participation level of the institution in institutional collaborations (on a local, national or international basis)?

PAU is one of the leading architects of a huge collaboration called ADIM which includes the following universities in the Aegean region: Aydın Adnan Menderes University, Isparta Süleyman Demirel University, Afyon Kocatepe University, Muğla University, Burdur Mehmet Akif Ersoy University, Kütahya Dumlupınar University, UÇak University. This collaboration includes education and training, scientific research and common projects. We also have international co-operations with some foreign universities. For example; we have educational and research interactions with Fachhochschule Regensburg (Germany) and Hogeschool Haarlem University (Holland), Fukuoka University (Japan), (Berlin Technical University (Germany), Politecnico Di Torino (Italy), Unviversita Del Salento (Italy) and Andong National University (Korea). Common studies have been done with Cisco Networking Academy Programme (Regional Academy) especially in the field of informatics. The infrastructure of joint research projects are being developed, TUBITAK (Technical Research Council of Turkey) being one of the most important. We also have "Lifelong Learning" agreements (LLP) with several universities abroad.

4.1.7. How much do the present administrative politics reflect the missions and the aims of the institution? How can the differences between the aims and the realities disappear? How can the strengths be developed further?

The administration of Pamukkale University has been sensitive about strategic planning since 2005. It has determined its strategic aims which are consistent with the terms "mission" and "vision" expressed in the strategic plan and it has also determined its aims and projects which are related to these aims. These projects are available in the published strategic plan and in 2007/ 2008 Development Report.

Five substantial strategic aims have been determined in our University. These are; to improve the quality of education, the quality of R & D scientific studies, to develop the interaction between the university and its surroundings, to improve the identity and the culture of the university in terms of the corporation between the departments and the faculties, to increase the satisfaction of the staff and the transparency in the institutions. The present situation and politics which are related to these aims are summarized in Table 3.

Table 3. **The current situation of the scope of PAU's mission, vision, policies and activities for improvement**

Subject	**Prominent Strengths of the Institution**	**Deviations from the Objectives and the Mission**	**Development Attempts / Policies**
Education -Teaching	-A wide range of academic units -The existence of young and equipped academic staff	-Problems in adopting national and international programme standards -The low number of postgraduate students which reveals the research potential -Low quality of postgraduate education -Not using an education model which encourages creativeness and implementation as a base	-Enhancement of basis of education and support services -Proliferation of preparatory education in English and increasing the opportunity of an education in different languages -Structuring the institutions -Starting the work in coherence with the Bologna criteria -Encouraging the works for accreditation at academic units -The existence of policies for raising the quality of the students though limited
Research Activities and Research -Development (R&D)	-The opportunities of geographic position of the university -The existence of academic staff who is inclined to do research -Academic variety and the potential for cooperation with other universities	-The assessment of the advantages of the geographical position in a limited way -Inadequacy of time in quality which the academician will spend for the research as a result of their educational activities -Not identifying the research priorities and not sharing them with the units	-Works on strengthening the technical basis for researching (laboratories etc.) -Works on establishing the research centres and putting this into effect -The existence of research project and objectives for the tourism and energy potential in Denizli -Implementations encouraging the research projects -Structuring of ULAG office
Interaction with the internal and external partners	-Being the single university in Denizli -Having a personnel profile open to dialogue -Being in connection with the institutions and organisations in Denizli	-Participation of students in education and administration process is not enough -The process related to the improvement and execution of relations with the external partners	-Scheming the developing programmes for industry and agriculture in Denizli -Signing the protocols with some institutions such as municipals, governors etc.for different aims -Foundation of an office for conducting the international relations -Establishment of the research centres -Scientific, cultural, artistic and social organisations
Service Production	-The existence of a wide range of education programmes -An improving basis having adequate knowledge for medical education and its application -The existence of continuous education centre (PAUSEM) -The existence of research centres	-The limited utilisation of potential of PAUSEM -Inadequacy of the quality in hospital services -Not having a circulating capital which encourages the relations between university, industry and society for research and improvement	-Working on human resources and accreditation for raising the quality in hospital services -The establishment of research centers and restructuring the existing ones
Institutionalisation and Institutional Belonging	-The existence of the membership of EUA and KALDER -Beginning the process of EUA and	-Not executing the management with the processes -The existence of centralization in management, ambiguity and unbalance in distribution of responsibility and	-The foundation of a commission of human resources and a chancellor for human resources -Starting the actions for passing the management in all

	IEP -University management's giving importance to the institutionalisation -Being a campus university -The existence of university clubs	authority -The existence of bureaucracy -Not having a management / automation system which increases the quality and speed of the studies -The high necessity of education for the work and personal development in employees -Inadequacy in physical construction in terms of functionality and aesthetic and not having any visual art products -Inadequacy in supporting services for students -Inadequacy in social and cultural activities for students -The existence of regulations which make the activities of students clubs difficult and not having fund-support for these activities in the budget -Inadequacy in main and unit websites at university -The lack of works for strengthening the institutional identity	university in processes as starting from the chancellor -The existence of projects for developing the data processing - Starting the activities to develop the psychological and counselling services for students -Starting the organisation of campus area -Work on deciding the university slogan -Work on university security and automation -Increasing the opportunities for sports -Carrying the graduate tracking system into effect
Continuous Development	-Perceiving the necessity for continuous development by a wide part of university especially top management -The existence of the membership of EUA and KALDER -The quality application and the existence of relations with the universities which have reached a good point at continuous development	-Undefined processes of quality and continuous development -Being inexperienced, lack of knowledge and low motivation of internal and external partners on continuous development	-Formation of the Quality Coordination Council -Founding the Continuous Development Groups -Preparing education programmes which will support the continuous development -Preparing the regulations and instructions -Works on improving the basis of data processing -Starting the works on institutional assessment and evaluation centre
Others	-Improving the sensitivity of efficiency in environment and energy	-Carrying the sensitivity of environment into effect in the university applications in a limited way -Inadequacy in the applications about the energy productivity -Not making use of sustainable energy sources in spite of Denizli's potential on energy	-Starting the recycling project at university -Programming the project of energy production -Competence of Energy and Research Application Centre and its knowledge and accoutrements

4.2. Academic Profile

4.2.1. Analysis of training and research approaches

A classical approach has been adopted in our university, as it is in the country in general. That being said, the Faculty of Medicine is one of the two medical universities, among 58 medical faculties, which applies an Active Training System (Problem Based Education) every semester. In this education system, when a problem appears, it is aimed to let the students define the problem, to make have the basic information, which will be needed in the problem solving strategies, the learning goal and to have the students search actively. Small groups are formed and they encounter with the related problem for a few times a week. In this system, students turn into active researchers and learners from passive and taught positions. It is the trainer"s task to make suggestions, to ensure the participation of the whole group and to have the students gain the correct approach. The trainer does not have any other interference apart from this,

With the commencement of the Bologna Research, it is aimed to make the education model based on application more common and increase its quality.

4.2.2. The design of education programmes and the analysis of their organisation

Design and organisation of education programmes can be discussed under two main headings. The first refers to the introduction of the new programme and the second refers to the change of the existing programmes. The first one requires the permission of The Higher Education Board where as the decision of the university authorities are sufficient for the second one.

The basic criteria set by the Board of Higher Education must be followed by the pre-graduate, graduate, postgraduate and doctorate programmes opened by the institution. Besides these, all programmes must go through four stages of investigation when they are developed and suggested. These are, respectively, Faculty-Higher Education School Board, the University Education Commission, University Senate and Higher Education Board. It is decided by the related boards of the university, according to the demand of the related department or unit, to regulate the existing training programs in accordance with current conditions.

Bologna criteria are not taken into consideration for the design and organisation of the ongoing programmes. Issues such as the accreditation of programmes and learning outcomes are not taken into account for the introduction or development of the programmes. However, the relevant studies are being continued with in regards of this.

4.2.3. Regulation of research activities

Research projects that will be performed by our academics are generally supported by the State Planning Organisation (DPT), PAU Scientific Research Projects Unit (BAP), EU and Technical Research Council of Turkey (TÜBİTAK). The project prepared by the relevant academic is sent to the supporting institution with the approval of the Dean/Director. Thus, the process of the project starts. Projects are assessed by the reports of referees initially, and then their development and final stages are assessed in the related supporting institutions. On the other hand, information about the progress of the Project is sent to the sponsor company in certain periods. However, there are also some academics who conduct scientific research without the support of any institution.

4.2.4. The reflection of the mission and values through education programmes and research activities

Especially in the educational programmes of the university, the fact that the studies to adopt national and international program standards have not been carried out yet, the number of postgraduate students are still not enough, and that the postgraduate education is of a low quality is still a very important problem. In the meantime, the high number of students per academic staff, the limitation of the number of researchers and technicians required for the courses cause the courses to lack creativity and to be far from a model encouraging application. This means a critical deviation from the target. Another important developmental field related to education-training programs will be the introduction of the central measurement and evaluation unit on which the studies have just started.

Considering the geographic position of the university and the potential of high quality researchers, more research projects and scientific publications should be produced. For example, according to statistics made by YÖK in 1996, our university has been ranked 36th among 76 universities in terms of publications published in SCI+SSCI+AHCI. This means 0.49 publications per academic. The number of projects carried out in the last

five years is given in the Appendix- 6. Improvement studies are being carried out in our university leading to improve research potential and to have the present potential to produce results (Table 3).

4.2.5. Does the institution have a language policy?

Turkish is the language of education in our university. There is an obligatory foreign language preparatory program in English in some undergraduate programmes where the medium of instruction is Turkish. From the academic year of 2008-2009 obligatory foreign language programme has been applied in one department of the Faculty of Engineering and in three departments of the Faculty of Economics and Administrative Sciences where 30 % of the curriculum is taught in English. This application is planned to be widespread. The Higher Education School of Foreign Languages was established in 2007 with the aim of making the education in the foreign language-English widespread. Pre-graduate, undergraduate and post-graduate programmes require the students to complete the prep class education successfully in order to let them start their programmes. Moreover, in Master"s and Ph.D. programmes, it is a requirement to pass the language proficiency test administered by ÖSYM as well as the proficiency test given by the Higher Education School of Foreign Languages.

4.3. The Facilities Related to Academic Activities

4.3.1. Research and Technology Transfer, Continuous Education, Analysis of Regional and Public Services

Research and development activities which have been supported by the funds which were first called "research fund" which were later known as "Pamukkale University Research Unit", have been increased with the support of the funds of the State Planning Organisation (DPT), TÜBİTAK and some other organisations together with adequate infrastructure since the beginning of 2000s. Research and practice centres which are given in Appendix 3 also have an important role in the organisation of research and development activities of the university and in the formation of cooperation opportunities focusing on some certain aspects.

International student and academic exchange has been taken into consideration and in 2004-2005 academic year, Pamukkale University European Union Education and Youth Programmes Office was established and by the formation of International Relations Research and Development Coordination (ULAG), the application of following national and international scientific researches by a single authority commenced in 2008. The number of interdisciplinary projects which may have an important impact in our country has increased. Among such projects of our university as Pamukkale Project, Denizli Earthquake Project, Denizli Crime Map and Denizli Industrial Inventory have another significant importance in terms of their social effects.

Scientific activities have also increased in parallel with these developments; the number of activities in 2007 was more than 100 in our university where at least one activity takes place a week (Appendix 7).

As a result of the importance given to student and academic exchange programmes, 72 cooperation agreements were signed with some European universities in the scope of the LLP-Erasmus program (Appendix 6). Studies have started for the development of other European programmes. There are 4 completed and 3 ongoing projects which make up 7 Leonardo Projects. Other studies have started for the launch of the Youth Project in other EU projects.

Our University will get an important gain in technology transfer issues with the start of PAU TECHNOPARK, which was founded in the land of 50.820 square metres of Kınıklı Campus and the construction of which is still going on.

PAUSEM has the role of developing education programmes apart from the university"s academic and non-academic programmes and of organising courses and seminars for the application of these programs. Examples of the activities of PAUSEM are given in Appendix 8 and Appendix 9.

University hospitals are another source serving the region. Some crucial statistical information about the PAU university hospitals, serving in an indoor area of 24,000 square metres, is presented in Appendix 11.

4.3.2. Analysis of student support services

Accommodation Services

The accommodation needs of pre-graduate and graduate students are met by the student dormitories of Higher Education Institution of Credit and Dormitories (Yurtkur) having the capacity of 4270 PAU students. There are opportunities which students can get benefit from to meet their personal and social needs in the campus of these dormitories. Our university does not have an accommodation service for both graduate and post graduate students. Accommodation service provided by Yurtkur is considered to be inadequate when it is compared with the number of students.

Library

The Central library of Pamukkale University was moved to Kınıklı Campus at the end of 2007 and began its services straight away. Since the end of 2008, 46.500 books have been available in the library.

It‟s seen that most of the rest of the resources for information are electronic. As a result the library serves with 72 online database, 48.787 electronic magazines and 41.847 electronic books. This view is unfavourable in terms of the fields of social science that have few electronic resources. Moreover, the electronic library requires a good knowledge of foreign language. The library is unable to give satisfying service as the students don‟t have enough knowledge of a foreign language. What‟s more, the physical environment of the library and computer infrastructure is considerably inadequate if the number of students per square metre (20) is taken into consideration. In addition, modular libraries that enable students to search in their fields and study for their lessons are not available.

Although the library provides the opportunities to access to the resources by national and international cooperations, the works for this aim, when the relationship between the concept of university and library is considered, should be given priority. A central library that is equipped with independent and rich resources is one of the most important necessities of an institution.

Facilities for Student Activities

The Culture and Convention Centre which has a 10.250 m^2 indoor area for the group activities at the university is available. This centre is used for the activities of academic units, as well as the social, cultural and artistic activities of students. The halls in the sports complex are also used for this purpose.

Sports areas of high quality are also available for the use of students in the Kınıklı Campus. The students have the opportunity to carry out sports activities in these areas.

Health Facilities

Medical Social Centre which was founded in 1992 gives polyclinic and first level services to university students, and their relatives of the first degree, who do not have social security. On the other hand, the students with social security utilize services in all medical institutions of the city.

Food Facilities

Lunch is served inside the campus which meets the needs of students for a balanced-diet. Meals are served in some of the dining halls of the departments and the central dining hall. Also, the students benefit from the canteens of some departments that are run by the university. Apart from these, there are a lot of restaurants and cafes around the campus which provide different choices to students.

Student Clubs

57 student clubs are available for the students to spend their free time according to their interests in the aim of working collectively, and supporting their social, cultural and personal developments. These clubs have almost 5000 enrolled members. They organize conferences, seminars, exhibitions, trips, slide presentations, theatres, sport tournaments, concerts and competitions.

4.4. Financial Support

As stated in Part 2.7, %80 of the university budget is taken as treasury aid and %20 of it is met with core revenue.

How much is the total budget of the organization including salaries and contracts, etc.?

The income and outcome budget of Pamukkale University is comparatively presented in Table 4.

Table 4. The income and outcome distribution of Pamukkale University

„000.-TL

Income Budget	**%**	**2005**	**%**	**2006**	**%**	**2007**	**%**	**2008**	**%**	**2009**
Treasury Funding	83	56.100	75	62.400	77	73.000	79	79.800	86	99.734
Core Revenue	17	11.050	25	20.200	23	22.050	21	21.700	14	15.727
Total	100	67.150	100	82.600	100	95.050	100	101.500	100	115.461

„000.-TL

Expenditure Budget	**%**	**2005**	**%**	**2006**	**%**	**2007**	**%**	**2008**	**%**	**2009**
Employment Costs	49.59	33.300	49.15	40.600	50.18	47.700	52.22	53.000	55.13	63.659
Sos.Güv.Kur.Dev. Premium Costs	6.70	4.500	6.54	5.400	6.58	6.250	6.01	6.100	6.75	7.796
Goods and Services Costs	9.68	6.500	11.26	9.300	9.78	9.300	11.82	12.000	12.71	14.671
Current Transfer	6.70	4.500	0.48	400	29.46	2.8000	0.39	400	0.98	1.135
Capital	27.33	18.350	32.57	26.900	30.51	29.000	29.56	30.000	24.42	28.200
Total	100	67.150	100	82.600	100	95.050	100	101.500	100	115.461

As seen in Figure 20, the treasury funding that Pamukkale University gets increases every year. However, the fact that the number of staff and students increases every year should be taken into account when assessing the increase in the budget. In the figure, the years of 2008 and 2009 have decreased in core revenue, but it‟s expected that it will tend to increase due to the budgetary practice in our country. As the report was arranged in February 2009, this increase could not be presented in the figure.

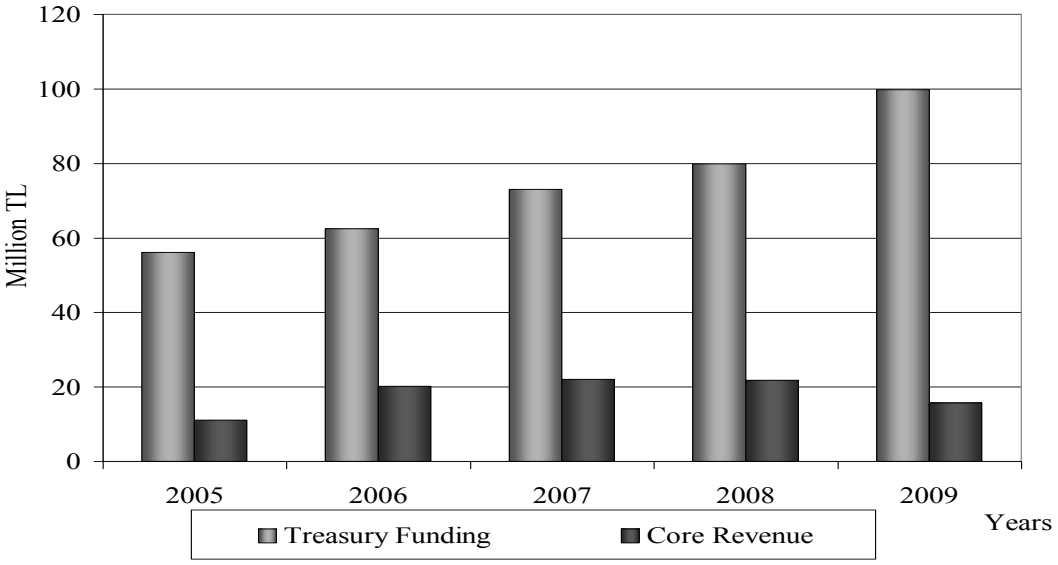


Figure 20. PAU's income distribution for 5 years

Staff costs are the most expenses as costs are considered. These costs were %56.23 of the budget in 2005, and it‟s expected that this rate will be %61.89 of the budget in 2009. Investment costs change between %24 and %32 of the budget. It may be accepted for the university to have high investment costs as its physical structure is continued to be developed.

Is the state allowance paid totally? If not, which percentage of the allowance is assigned? Which part of the budget is controlled from the centre?

As Pamukkale University is a state university, it prepares and uses the budget according to the process of public administrations. In Appendix-5, the process of public administrations to prepare the budget is explained in detail.

The budget of our university is proposed according to special legislation of the previous year and the needs of the organization and organized after the negotiations of State Planning Organization and Ministry of Finance and finally approved by the Turkish Grand National Assembly (TBMM). This budget that is admitted at the beginning of the fiscal year is attached to the Detailed Expenditure Programme and Detailed Finance Programme after the negotiations with Ministry of Finance considering the government‟s cash and the needs of the organization and used accordingly. That‟s, the budget of the organization and total allowance that is assigned is partially used. The allowances liable for outcome and income legislation are used in the way of the university plan and needs by the departments with assigned allowance. The expenses are subject to Internal Control and External Audit in accordance with the Law on Public Financial Administration and Control number 5018. The costs of the budget are liable for Internal Control inside the organization and all of them are audited by Audit Court on behalf of Turkish Grand National Assembly after the expenses are completed.

Which amount of allowance is assigned for the faculties and departments and for which criteria is the allowance allocated? Is the amount of allowance decided by the organization?

The top allowance of the university that is prepared by Ministry of Finance and determined by Higher Planning Council is presented to the Presidency by the administrative board of the departments considering the number of students and staff, the physical facilities and the qualities required for the education, etc. Afterwards, the proposals of all departments are negotiated by the board of directors. The decision is made and the allowance is allocated accordingly.

Table 5. The distribution of the allowance to the departments in 2008 and 2009

Unit	**2008**	**2009**
The Rectorate and Related Departments	54.419.600.-TL	64.709.800.-TL
Faculties	38.996.300.-TL	41.231.200.-TL
Schools	6.946.400.-TL	8.453.500.-TL
Institutes	1.137.700.-TL	1.066.500.-TL
Total	**101.500.000.-TL**	**115.461.000.-TL**

As seen in Table 5, the reason for the Rectorate‟s large rate of the allowance is that all of the investment allowances are collected in the centre according to the legislation and they are detailed by Senior Management in accordance with the needs and proposals of the departments.

It cannot be said that the university‟s vision and strategic targets of the units are completely taken into consideration in assessing the rates of the allowance distributed to the units. Although the awareness is getting better, it‟s a requisite that the works for the projects with strategic objectives related to the principle of resource productivity should be available.

What percent of the budget can be used by the institutional leadership in order to implement entrepreneurship?

As it can be seen from Table 1 and Table 2, the 30% of the institution‟s budget is used to implement the entrepreneurship as investment and research funds. In addition, the Institutional Projects supported by Scientific Research Projects unit are also used to finance the entrepreneurship projects of the units and subunits.

Can the institution calculate the total cost of the research education activities?

Our institution has sufficient knowledge and competence about this subject. The research activities are prepared and conducted by our academic staff. Therefore, our academic staff obtains their research money by themselves either by applying to our university or other domestic foundations with research funds. The budget spending of the funded research projects are inspected by the Scientific Research Project Unit and Strategic Directorate of our university.

However, there are no specifications in the budget planning about the research activities that are in accordance with the strategic plan and how much funding will be allocated to these activities.

What does the institution see as its strengths and weaknesses in terms of funds? How can it improve its weaknesses and enhance its strengths?

The scarcity of income in the total budget of the university and the diminishing help of the treasure due to limited resources are the risks in this area. The budget scarcity is not only a problem of our institution but also that of all universities‟ because legislation on this has not been fully developed. Therefore all universities, including ours, are working individually or with other institutions to solve the problems associated with the legislation. In spite of these, factors such as our university‟s vision as a research university, its place in Denizli‟s economy, its relationship with the industry and public, PAU TECHNOPARK, the city‟s cultural, physical, and natural place, and the importance of the medical school hospital for the citizens are the strengths which help create new sources and provide basis for finding funds.

Another strength of our university is the Continuous Education Centre (PAUSEM). This centre not only provides education for people with different backgrounds and hence contributes to the service sector but also creates funds for itself. Currently, it is hard to say that we are fully taking advantage of the opportunities provided by the education centre. This is also true for the other research centres of our university.

Many units of the university, apart from the Faculty of Medicine, have not benefited from the funds in the area of university-industry-public cooperation.

5. QUALITY PRACTICES

The studies on quality include all the activities that the institution should take on in order to pursue its development. The studies on the quality at the universities include all the activities taken in order to develop the education, research, and service production as well as the administrative units that support them. Also, as the university is not a closed box, it should improve its success in communication and projects conducted with the other national and international institutions.

Pamukkale University has been trying to shape its development with the work undertaken since its establishment in 1992. The important thing here is that at which rate the processes which will support the development of the university have been systematically defined and applied. Although there has been a significant development at Pamukkale University about this issue, the thought that there is still a need for improvement in different fields is commonly shared.

5.1. How are the responsibilities related with the internal quality of the institution shared?

One of the most important changes in the public financial management is the acceptance of understanding of budgeting that is based on the allocation of the responsibilities and authorities, and decentralization of management of resources. Combining this understanding with the strategic plan in academia is an essential step to understand the priorities of the universities. Our university has been closely following the activities conducted under the "Continuous Quality Improvement and Reconstruction of Public Budgeting System Project" of the Ministry of Finance which started in 2001. Our university has been in the process of strategic planning information gathering and construction by following the strategic planning activities at eight pilot institutions which started following the 2004 Programme and Fiscal Year Macro Frame decisions that aim to pervade the strategic planning activities in the public institutions in the medium-term. Primarily, our staff working at the relevant departments have been involved in the learning process and restructuring process has started at our university by taking into account the difficulties that could be faced during the implementation of Law 5018 dated 2006.

2005-2006 academic year was the onset of the process of raising the consciousness of academic and administrative staff about strategic planning, resource management, and performance based budgeting as well as the onset of the preparation of pilot strategic planning process. In accordance with the Higher Education Board‟s regulation related to the Academic Evaluation and Quality Development on September 20, 2005, our university has formed an Commission for Academic Assessment and Quality Improvement in Higher Education (YÖDEK) on September 30, 2005. Following this development, PAU Strategic Plan

Committee (SPK), which was founded in 2005, was expanded in 2006 and continued its existence. Pamukkale University Academic Evaluation and Quality Improvement Committee (ADEK) was founded on November 11, 2006 based on the decision number 02-2 of the PAU senate. The strategic planning committee has also been founded in accordance with the provisions of the "Regulations for Strategic Planning Procedures and Principles for Public Administrations" published in the Official Gazette dated 26.05.2006 and numbered 26179. The Strategic Planning Commission, which was expanded in 2007, has shaped the strategic plan of our University for the period 2009-2013. Our university has applied for European University Union Institutional Evaluation Program and relevant process has commenced. In July 2008, a Quality Coordination Commission (KKK), which is composed of representatives from different units and leaded by the Rector, was founded in order to follow and guide the quality development activities and a web site was created for this commission for the purpose of sharing the documents and activities with interested parties.

As stated in the process of self-assessment in section 1.2, KKK started this process by informing internal stakeholders about quality and the EUA-KUDEP process. In the implementation phase, SGG were formed in the units and unit self evaluation reports were drafted.

In fact, self-assessment studies are not unfamiliar to our university. In the 2007-2008 academic year, self-assessment questionnaires were applied to all academic administrators by ADEK of our university. In addition to this, in the 2007-2008 academic year, the Human Resources Commission (İKK) conducted a face-to-face satisfaction interview with administrative staff.

Our university has been preparing the necessary regulations and guidelines for commissions such as the KKK, SGK, ADEK, İKK which are in charge of quality development activities in order for them to work in coordination with the current administration organization, which was formed under the requirements of the Higher Education Act 2547, and also prevent difficulties which may arise in terms of authority and responsibility. In addition, studies for the introduction of a quality unit under the presidency of the university have been going on.

The quality development studies in our university aim to share the responsibilities using logic of total quality development and implement the quality development activities in all units and departments of our university. One of the important elements in this context is providing the participation of stakeholders such as students, alumni, parents, other public and private institutions and organizations to this process. In June 2008, a new process on quality studies has started and it has been pursued consistently.

5.2. Are internal quality processes based on a quality principle? Are these principles known and accepted by the majority? Were these discussed completely? Is Quality culture being shared?

There are standards in PAU which are limited by available regulations on the implementation of education activities. These standards are binding in some cases and leading factors for decisions in such subjects as starting a new programme, preparing the curriculum, updating and creating the academic calendar, allocating the resources for education, course evaluation, and internship. The standards and enforcement policies are performed by competent bodies of the university units (such as Department Board, Faculty Board, the Institute Board, Board of Directors, and the Education Commission etc.). In addition, regulations and legislations that shape the graduate and postgraduate education activities have been created by PAU and made accessible to everyone. New students in the university are given a copy of these regulations. In general, standards used in the development of education studies and standards that allow for comparison within the national and international level are not available in Pamukkale University.

There are standards which are available to be improved and directed towards the research activities. With some changes on the promotion criteria of the academic staff of the university in 2008 and with their application after being discussed upon, an important Standard is created which defines the qualification of the academic staff. the prerequisite of having publications for Master"s and Ph.D. degree thesis", in such units as the Institute of Applied Sciences, is a standard that increases the quality of the research. The Scientific Research Projects (BAP) unit which has the responsibility of supporting, encouraging and following the research activities develops standards connected with the preparation, support and application of the research projects together with the Rectorate. With these standards, information is given to the related units; developments are planned according to the feedbacks. Some standards are developed for the usage and assignment of the equipment for the researches by

BAP. A database which will support this process is developed. The determination of research strategies suitable for the strategic purposes and vision and the development of research standards by using them are essential.

There are no defined standards for the quality of health, sports, transportation, food and technical support etc. services in Pamukkale University. In some units, some development examples in this field can be observed. For example, since June 2008 in Pamukkale University"s hospital, standards of human resources and JCI based accreditation studies develop some standards for the quality process.

The quality processes related with the relations with PAU graduates are not defined and the standards about them need studying upon. A similar situation is valid for administrative process. Education, research service production, relations and the strategic purposes related with the development of the university and the performance indicators for these purposes are defined in 2009-2013 strategic plan. These can be accepted as standards which direct development projects in related fields. However, it can not be said that these indicators are totally understood and shared by deciders and process applicators at the university.

In recent years, although the discussion and production of standards about application and development in Pamukkale University and their organization according to the feedback is a positive development, the working of the process is not totally defined and known by everybody and there is not a qualitative data processing background which will support this process. This comes out as limiting elements.

Together with the Continuous Improvement Groups (SGG) in the units, the Quality Coordination Commission has studies about the adoption and application of standards (like MÜDEK and ABET in education, both national and international) related with application and development in every field in our university to give information and to give encouragement.

5.3. Are the sources supporting the internal quality processes sufficient?

The most important element which supports the quality processes is the data managing. Thus, a powerful data managing model and background is needed. In our university, Data Processing Office has the responsibility of developing projects, producing software related to data producing, its management and maintenance.

Human Resources Information System (İKBS) is software which serves Personnel Office in our University. With this software, information about all staff, personal information, brevity information and their positions are managed. The improvement of the software is continuing. When it is completed, İKBS will be open to all unit managers" usage, and the need of the units for data following and evaluating about human resources managing will be supported.

Student Information System (ÖBS) is a system which supports both the Student Affairs Office and all its units and directs data about all things related to students. This software is protected by a code. It helps the academic staff for grade entrances and for following their success.

Academic Information System (AKBİS) is used for collecting information about the education, research studies and other activities of the PAU academic staff. They are used for evaluation studies and decisions and active usage by managers. Also it gives the staff the opportunity to watch each others" studies to create the base for cooperative studies. The system is still developed and its positive effects will be observable in the near future.

Another software that is being developed is Research and Development Information System (ARBIL). It is about the purpose of educational and research laboratories, equipment, projects and management of data about researchers and the usage of sources in an effective way.

There is software developed for the data collecting and evaluation about YÖDEK criteria watched by ADEK. It will make the process about creating performance indicators defined by YÖDEK effective. Two softwares whose design and data modelling have almost been finished are EU Office Software (ABOY) and Research Automation System (AOS). ABOY is developed within the national and international movement programmes. It aims to improve the performance of processes related with student and academic staff movements, to support analysis and evaluation studies. AOS will help the data administrative of Scientific Research Project Unit, TUBİTAK (the Scientific and Technological Research Council of Turkey), State Planning Organisation and EU supported scientific projects.

Apart from these, a Survey Module Software is developed by Data Processing Office. It helps the researchers to create surveys and apply them on internet. It is important to make surveys and search about problems in the university, to have alternative advices, to analyse the results. Another software used is Smart Card Software (AKY). With AKY the cards of the staff have been turned into smart cards to allow staff tracking within the university, to make the campus a safe place and also to minimize money traffic.

Software called SAYI 2000 and E-Income Module are used for the management of data about financial subjects by the Strategy Office of our university. The pursuit of the movable goods in the university is conducted by the Movable Goods Record System.

Data Processing Department has been running the studies for the integration of the software that is designed for special purposes and has been or will be put to use.

One of the important sources for the development and the application of the quality processes is the fund that is allocated from the budget. At our university, there are a total of 28 institutional projects the duration of which changes from 3 months to 3 years. Most institutional projects are aimed at developing education and research infrastructures of the departments and thus help the improvement of the quality in this field of activities. The amount of the budget that is allocated for the projects is 5,221,518 TL (3.243.179 USD; 1USD = 1.61 TL). The fund of 1.000.000 TL that is allocated particularly in order for the educational staff to improve their scientific competency is the concrete evidence for the allocation of the sources that aim to develop research quality. It is necessary to allocate a fund to support the quality processes during the studies of yearly budget planning of our university.

5.4. What are the internal quality processes?

There is not an available common quality management system that leads the action plans which organize the main actions of the university and its related goals, collects comprehensive data in order to detect whether they reached the goals, analyses, records and improves them. On the other hand, there are unsystematic mechanisms that are formed to control the improvement of the main actions. In order to turn these mechanisms into a quality management system, Quality Coordination Commission (KKK) and a Data Evaluation Centre (VDM) that is related to this unit have been formed. The KKK was formed to lead the processes related to designing, evaluating, and updating the actions of the PAU Strategic Plan. Furthermore, the Continuous Improvement Groups (SGG) which are formed within the university are the mechanisms that give feedback and develop suggestions as part of internal quality processes. Our university has signed an international quality activity certificate and became a member through which a large horizon has been formed to institutionalize the internal quality processes. The mechanisms formed in relation to quality process of the institution are classified under the headings below.

5.4.1. Related to educational activity

In our university, the standards for the applications of teaching-educating have been described through the regulations and policies that are prepared in accordance with the Law no 2547 of the Higher Education and the laws in relation with the other Higher Education policies. One of the most important internal quality processes related to the educational activities is the design, application and improvement of the programmes. Every faculty has developed individual mechanisms of the procedural activities such as determining the education outputs, competencies, and the principle and the updating procedures. For example, feedback is occasionally received from the Alumni Follow up System and Pamukkale University Alumni Association (PAUMED) in order to identify the learning outcomes to include the stakeholders in the process. The criteria for the appointment and promotion of the PAU teaching staff allows for the education given to be given by teaching staff who are well qualified in their field. Moreover, evaluation questionnaires of the lecturer and the class have been applied in some departments in order to assess and improve education. A central evaluation system for all the departments is being prepared by the IT Department.

With the adoption of the Bologna process in principle by our University the European Union and Youth Programmes Office (AB Ofisi) has been executing many studies on the degree system, diploma and equivalence of the learning period, lifelong learning and joint degrees. European Union Office has been put into action in order for the teaching staff and the students to benefit from Exchange programmes such as Erasmus. This office has been following and developing international relations, and the Erasmus and Leonardo programmes (Appendix-6).

Many sub processes within education activities like course registration and withdrawal, and getting student certificate have been defined in some departments and placed on the web. The people in charge of the processes and performance criteria have been determined. Unfortunately, there is no comprehensive data collection and analysis system to follow the processes.

5.4.2. Related to research activities.

Research activities are very important in Pamukkale University where there is a young teaching member profile. The research studies in our university are supported by three institutes who also carry out postgraduate studies. These are the Institute of Applied Sciences, the Institute of Health Sciences and the Institute of Social Sciences. Fifteen research Centres have been established to improve research activities, and they have been combined in a single office with the aim of effective activities. ULAG Office has been established to monitor the process of research activities, related to the action plans which have been prepared to achieve targets in Strategic Plan. This Office embraces the external research funds (such as EU, TUBITAK, State Planning Organization, Industry) and Scientific Research Projects Unit is in charge of encouraging the research projects and developing the quality processes. (Appendix-7)

The selection of the projects supported by our University fund is realized by Scientific Research Projects Unit evaluating committee which considers the Project evaluation criteria. This evaluating process subsidizes the qualified projects with an internal evaluating. On the other hand, the projects supported by the EU, TUBITAK and State Planning Organization (DPT) funds are selected by using the external evaluating processes. Every national or international congress organized by the departments, the participation of faculty members to national and international congresses, and international publications are evaluated according to set criteria and given support by the Scientific Research Projects Unit.(Appendix-7)

Pamukkale University has refereed journals to publish the national and international scientific studies in Education, Engineering, Medicine, and Social Sciences. "Pamukkale University Printing and Distribution Office of Scientific Journals" has been established for facilitating the editing service, monitoring and developing of these magazines to be with international index. (Appendix-12)

5.4.3. Related to student"s performance.

Every semester, Information Technology Department and Student Affairs Department, using Student Information System (ÖBS) software and working in coordination, publish the success rates of the students, the general average of success, and the course registration information. Student Information System is an important data source which includes student performance such as graduation time, failure rates, add-delete rates. This system works in conjunction with the Data Evaluation Centre (VDM) and will also be polled about faculty members and courses.

5.4.4. Related to management process.

In our university, the standards for administrative practices are carried out in accordance with the provisions of Law number 2547 for higher education. However, in administrative practices known by everyone, evaluation and updating processes are not available. On the other hand, all administrative processes in the Faculty of Engineering (appointment, permit, registration etc.) were prepared as a pilot application in 2007 by IKK. By taking the training activities into account, the evaluating results have been initiated for the administrative staff of the Rectorate. The Human Resources Information System (İKBS) is a software which serves the PAU Personnel Head Office. A large amount of information on the employee rights of the staff is managed with this software. Upon the completion of all developments this section will serve all unit managers.

5.4.5. Entrepreneurial activities and those regarding external links.

Denizli province where PAU is located is one of the most advanced cities of Turkey in terms of industry and trade. Our university carries out activities collaborating with firms, industry and trade chambers, and provincial authorities to take full advantage of these opportunities.

While external oriented activities such as internship"s activities are being carried out by departments, research and development projects are being carried out by research and development centres. Activities are conducted collaborating with firms, chambers and provincial authorities, and processes are carried out by responsible departments according to the agreements. (Appendix-13, Appendix-14)

5.5. What is the scope of internal quality process results effective in decision making and strategic planning?

Although studies on quality have started in PAU since 2005, it has been taken a closer look at since 2007. Studies have gained further momentum with the formation of the Quality Coordination Commission (KKK). The self evaluation studies under IEP have shown the existence of quality improvement efforts in many areas and units of PAU.

The objectives, targets and performance metrics are available in PAU"s 2009-2013 Strategic Plan. These criteria provide tracking the activities in the action plans created within the framework of the Strategic Plan. At present, monitoring and evaluating of the performance criteria are partly performed by hand. Having said that, it is planned to identify the processes which will activate all the performance criteria, which is set out in the Strategic Plan, and prepare the automation infrastructure.

5.6. How does the university provide comprehensiveness of data within the framework of the quality process? How are these data analyzed? Are these data used effectively whilst conducting the activities?

As mentioned in earlier sections, they have been defined in part and evaluation studies on these processes have been gained orderly arrangement in some units of university. When the university is examined in general, it"s known that a unit should be established to monitor the performance criteria and to use effective decision making. The preparation of the regulations and guidelines for the university quality committees, a Data Assessment Centre(VDM) the establishment of a Rectorate-controlled quality Office which will study on the whole processes including the quality process, making good use of the performance criteria in management and decision stages , all these show the stability of institution.

5.7. Does the institution publish the information on these activities regularly and impartially?

2007-2008 PAU Development Report which was prepared in accordance with the 2009-2013 Strategic Plan has been posted to all academic employees. Also, PAU"s Strategic Plan, PAU"s Development Report of 2007-2008, PAU"s Financial Condition and Expectations of 2008 Report, PAU"s Performance Programme of 2009 and PAU"s Income and Expenditure Budget Reports are published on PAU"s website.

6. STRATEGIC MANAGEMENT AND CHANGE CAPACITY.

Universities as the institutions with public legal personality have prepared a strategic plan, required by the Public Financial Management and Control law dated 2003.The first strategic plan covers the years 2009-2013. The plan is an important document which covers the university"s all long-term activities planned within the framework of the strategic objectives and targets. The Strategic Plan studies are an important step in the realisation of increasing the number and quality of scientific and R&D studies which are stated in PAU"s Strategic Plan, increasing the quality of education, improving the university"s relationship with its stakeholders, the provision of institutional development and the vision of becoming "An international research university which contributes to the country"s future and developments of the region" as stated in the university"s 2007-2008 Development Report. The EUA Self-evaluating report is another important development for the establishment of strategic management and the management capacity required for the placement of the application in terms of methods and principles.

6.1. How does the university respond opportunities offered and requested by the institutions from external environment? How does it fight external threats?

PAU"s administration takes effort over the representatives" opinions and requests of the city and the region"s various sectors about their educational, scientific, and cultural activities. These opinions and requests are obtained within the framework of the unofficial relationship. Furthermore, within the scope of various scientific activities such as teaching staff"s office visits, lectures/presentations, successful businessmen and public officials to be invited, thesis on the analysis of the institutions, the expectations and demands of the region are perceived.

The expectations and demands of the region, potential threats have been discussed in participation and included in the plan by faculty members .In accordance with the objectives of the strategic plan, the TECNOPARK has been established to increase the success of PAU"s research and teaching activities at the national and the

international levels, to meet adequately the demands and the expectations of the city and the region, to increase the university-industry cooperation.

A protocol on executing scientific researches has been signed with the provincial administration and the special provincial administration, in order to contribute to the analysis of the current situation in Denizli and to the development in various aspects. These studies are currently being executed.

Developable protocols aiming to enhance the university – industry collaboration have been signed.

Continuous Development Centre and a great number of research centres, founded at Pamukkale University, maintain the implementation of research studies, especially towards the needs of the region and the city.

As of the 2008-2009 Academic Year, preparatory classes have been introduced in faculties such as the Faculty of Arts and Sciences, the Faculty of Engineering; and curriculums have been updated so as to have 1/3 of classes in English, in order to enhance the quality of education and the quality of graduates, and as a result, to improve the national and international image of the university.

As part of the efforts to improve the qualities of Master‟s and Ph.D. programmes, scores in foreign language examinations, which will be required from the applicants, have been raised.

Implementation of the Erasmus Programme has been established; student / professor activity has regularly increased.

As part of Bologna Process, adaptation of the university to EU Higher Education Area has been maintained by accomplishing the diploma supplement studies with ECTS.

Study groups, formed in the areas of human resources and process management, have accomplished their studies. In accordance with the obtained results, various in-service training programmes are being prepared, aiming to increase the motivation of administrative staff and solve their problems.

The continuation of the studies by Continuous Improvement Groups (SGG), formed in each unit as a part of EUA, even after the completion of Self Assessment Report, has been planned as a means of enhancing the capacity in change management.

6.2. Are the external stakeholders of the association able to join the strategic management?

There is not a committee in which Pamukkale University administration and the private sector and civil society representatives of the public body in the city regularly exchange views; and in which those associations / sectors will contribute to research activities and have a chance to share their ideas on education. The principal causes are the regulations and other legislation governing the University, as a public body. Nonetheless, Pamukkale University does its best to, frequently, exchange views with the said sectors‟ representatives while making decisions related to those external shareholders.

6.3. How does the association utilize the advantages of autonomy?

Universities‟ autonomy has been determined within The Law of Higher Education, numbered 2547, and other subordinate legislation in The Constitution of the Republic of Turkey, under the subtitles of scientific, administrative and financial autonomy. Universities have an extensive autonomy in hiring, employing and promoting academic staff; and determining the research and educational activities. Universities are administratively free to take and implement their own decisions by means of their own organs. Concerning the employment of administrative staff; the system of central examination and the requirement of hiring staff at a number determined in accordance with the principle of permanent staff are the problems in this respect. As for the employment of sufficient number of qualified administrative staff, the decisions of the central administration are final.

The rate of the university‟s core revenue within the total revenue reveals the importance of financial resource transferred from government budget. Salaries of academic and administrative staff are determined by the central administration. The university does not have a financial resource that can be used as an incentive instrument in order to increase the motivation of the staff and reward the successful ones. The Fund for Scientific Research, formed with circulating capital shares, provides a financial support to academic staff in their researches.

Universities benefit from an extensive academic autonomy within the system in Turkey. Determination of educational programmes, curriculum and examination system is left to authorized organs of the university on condition that it is subject to approval of Higher Education Council. As for hiring, employing and promoting academic staff, authorized organs of the university still have the autonomy in accordance with the legislation that Higher Education system has set. According to the latest amendment regarding the recruitment of research assistants and lecturers, although the university"s freedom of choice seems to have diminished, the fact that the entrance examination is going to be held by the universities is a notable point in terms of autonomy. The directive that Pamukkale University has prepared on the change of academic staff title closely watches over the employee personal rights by bringing in objective criteria.

6.4. Which changes might bring about amendments in the objectives of the unit?

The following might be the developments that could grow uncontrollably and lead to some amendments in the objectives of Pamukkale University:

Economic instability: Economic instability that might give rise to a decrease in the cuts allocated out of government budget could be the case. Accordingly, cutbacks that will occur on revenue may necessitate amendments in the prescribed time and activities for the accomplishment of the objectives.

Possible amendments in Higher Education system: Some decisions that Higher Education Council takes may give rise to amendments in the objectives of the university. For example, the FARABI programme, which is planned as an exchange programme within the country for students and academic staff, will require to be revised in terms of content and procedure so that it fits the programmes. Likewise, in case of formation of such committees as consultative committee where the representatives of industry / private sector, public body and civil society organizations are present, Pamukkale University might be expected to revise all of its programmes and make necessary amendments in its objectives.

Increase in demand for new programmes / departments: Denizli stands out as one of the cities which contribute the most to the national economy thanks to its entrepreneurial spirit and successful private sector. The commercial capacity and manufacturing diversity, which increase in variety with each passing day, increase the need for required high quality staff. Medical tourism, which is particularly dependent on history, nature and thermal waters, greenhouse business, alternative agriculture, architecture and design are the fields in which the need for high quality staff has recently increased. A demand of the city for Pamukkale University to launch new departments in these fields is present. Vocational Higher Educational School of Tourism, together with Faculty of Architecture and Design, are the newly opened units in answer to this demand. The organizational phase of these units will be accomplished shortly. Likewise, it is known that still some demands for new faculties, such as Faculty of Law, are present. In this respect, an increase in the number of faculties in the future is expected. Besides new faculties, as part of the demands for various certificate programmes and training courses; such courses and programmes as informatics courses, languages courses and human resources programmes are held by Centre for Continuing Education. An increase in the demand for such programmes, and even an increase in the expectation of implementation of these courses / programmes might be hoped in the current situation of a tendency towards an increase in unemployment. This diversified increase in the demand for such programmes will extend the scope of social responsibility that Pamukkale University has to fulfil by means of Centre for Continuing Education.

6.5. How does the association manage corporate change concerning the development? In this context, what kind of processes does it possess?

Pamukkale University has taken its first planned and scheduled step, concerning the management of institutional change, with the Study of Strategic Plan. Within the context of this Plan, existing processes have been assessed; deficiencies / defects and demands that require an amendment have been revealed; and, in this respect, practical mechanisms / programmes have been set and started to be implemented. In order to watch over the implementation of the Strategic Plan and to keep track of the developments, a Strategic Plan Development Report is regularly prepared and published. The change experienced in every process and activity is tried to be measured and followed up with the help of performance criteria set.

Besides the Strategic Planning Commission; by means of some other committees such as Academic Assessment Committee, Human Resources Study Group, Education Commission, Higher Education Academic Assessment and Quality Building Commission (YÖDEK), Bologna Process Commission, academic activities, together with

educational activities, are tried to be followed and the change is tried to be manipulated towards the direction planned.

It has been decided that the Quality Coordination Commission, formed to prepare EUA Self Assessment Report, and Continuous Improvement Groups, formed in each unit, will be turned into permanent committees and they will continue their studies even after the completion of the mentioned report; and watch the change regarding the enhancement of the quality; and continue their studies on providing the necessary support.

Moreover, studies for a directive that will define the responsibility area and authorization and interrelation of these committees, which have newly been; or will be, formed within the current administrative structure; and that will provide these committees with an official status; and that will integrate these committees into the current structure of the university, are being executed. Defined responsibility areas and authorization of each committee will significantly contribute to the continuity of the institutional change of Pamukkale University.

7. RESULTS/SWOT/ACTION PLAN

7.1. SWOT

The SWOT analysis of our university was first made in 2005 within the context of strategic planning actions. In this study the strengths and weaknesses of our university were defined under six main headings during brainstorming sessions by the vast participation of the staff. These main headings cover Education-Teaching Activities, Scientific Activities, Physical and Technological Infrastructure Analysis, Social Cultural Activities, University-Society-State Relationship and Evaluation of Executive Actions. During the same meetings the opportunities and threats of our university were also defined. The SWOT analysis was completed by bringing together the findings of brainstorming meetings.

The SWOT analysis was updated in 2008, in accordance with the development of our University, with a two-day weekend workshop by the vast participation of the staff. The results of this study formed the foundations of the 2009-2013 PAU Strategic Plan. The particular findings of this study are shown in Appendix 15.

7.2. Action Plan

The projects of priority for the implementation of the strategic aims defined in 2009-2013 Strategic Planning have been identifies and their time line was put forward. This time line was shared with the university public through the 2007-2008 Development Report. The 80 identified projects are grouped under the main headings below:

- Projects aimed at the development of the quality of the university,
- Projects aimed at the development of the foreign language education,
- Projects aimed at the development of the research-development infrastructure,
- Projects aimed at the development of the academic quality,
- Projects aimed at the development of the data processing infrastructure of the university,
- Projects aimed at the development of the quality of education,
- Projects focusing on Denizli,
- Projects aimed at the publicity of the university and social projects,
- Projects aimed at the development of the physical infrastructure.

7.3. Last Words

The administration of Pamukkale University increasingly believes in the importance of quality improvement studies and takes steps towards for the adoption of these studies by all units and sub-units of the university. The contribution of the EUA Institutional Evaluation Programme cannot be undervalued. The fact that the preparation stages of the University Self Evaluation Report were carried out by taking a participatory approach and the preparation of the self evaluation reports by many units and sub-units allowed them to understand themselves better, has helped to define the areas of development to increase the quality of our University.

The Continuous Improvement Groups (SGG) which were constituted in units aiming for the sustainability of quality improvement studies which began with the Institutional Evaluation Programme (IEP) process will play an important role in this. The regulations and directives of the SGG‟s will be prepared by way of ensuring their integration to the university organization structure defined by Law No 2547 in order for this process to function well.

All these studies are important milestones aiming at developing the competence shaping the development which is eligible for our university‟s mission and vision.

APPENDIXES

Appendix-1 Faculties, Higher Education Schools, Vocational Higher Education Schools
Appendix-2 Postgraduate and doctorate programmes for applied, social and health sciences
Appendix-3 Research Centres
Appendix-4 Organization scheme and senior management duty distribution
Appendix-5 The budgeting process of public administration in our country
Appendix-6 Statistics on student and academic staff exchange
Appendix-7 The number of projects which our university has completed and is still working on in the last 5 years)
Appendix-8 The scientific and social events that have taken place in the 2007-2008 academic year
Appendix-9 The courses given by PAUSEM according to years
Appendix-10 Courses which opened up in the last 5 years
Appendix-11 Statistical information on Pamukkale University Hospital
Appendix-12 Pamukkale University journals
Appendix-13 International protocols
Appendix-14 National and local protocols
Appendix-15 PAU"s strengths, weaknesses, opportunities and threats

Appendix-1 Faculties, Higher Education Schools, Vocational Higher Education Schools

FACULTIES

Faculty of Education

Computer and Education Technologies
Educational Sciences
Fine Arts
Primary Education
Secondary School Science & Mathematics Education
Secondary School Social Sciences Education
Private Education
Turkish Education
Foreign Language Education

Faculty of Arts and Sciences

Archaeology
Western Languages and Literatures
Biology
Geography
Philosophy
Physics
Chemistry
Mathematics
Psychology
History of Art
Sociology
History
Turkish Language and Literature

The Faculty of Economics and Administrative Sciences

Department of Labour Economics and Industrial Relations
Econometrics
Economics
Business Administration
Public Administration
Public Finance
International Relations

The Faculty of Engineering

Computer Engineering
Environmental Engineering
Electrical and Electronics Engineering
Industrial Engineering
Food Engineering
Civil Engineering
Geological Engineering
Chemical Engineering
Mechanical Engineering
Textile Engineering

The Faculty of Technical Education

Electronics and Computer Education
Machine Education
Electrical Education

Faculty of Medicine

Surgical Medicine Sciences
- Emergency Medicine Department
- Anaesthesiology and Reanimation Department
- General Surgery Department

Thoracic Surgery Department
Ophthalmology Department
Gynaecology and Women‟s Health Department
Ear, Nose and Throat Diseases Department
Cardiology Surgery Department
Neurosurgery Department
Orthopaedics and Trauma Department
Pathology Department
Plastic and Reconstructive Surgery Department
Urology Department

Internal Medicine Sciences
Forensic Medicine Department
Family Healthcare Department
Infection Diseases Department
Children Healthcare and Diseases Department
Children Psychiatry Department
Dermatology Department
Pharmacology Department
Physical Medicine and Rehabilitation Department
Pulmonary Diseases Department
Public Healthcare Department
Internal Medicine Department
Cardiology Department
Neurology Department
Nuclear Medicine Department
Psychiatry Department
Radiodiagnostic Department
Radiation Oncology Department
Medical Genetics Department

Basic Medical Sciences
Anatomy Department
Biophysics Department
Biostatistics Department
Biochemistry Department
Deontology and History of Medicine Department
Physiology Department
Histology and Embryology Department
Microbiology Department
Medical Biology Department
Medical Education Department

HIGHER EDUCATION SCHOOLS
Higher Education School of Physical Therapy and Rehabilitation
Denizli Higher Education School of Health
Nursing
Health Officer
Higher Education School of Sports and Technology
Physical Education and Sports Education
Referee Training
Recreation
Sports Management
Higher Education School of Foreign Languages

VOCATIONAL HIGHER EDUCATION SCHOOLS
Denizli Vocational Higher Education School of Healthcare Services
Ambulance and Emergency Maintenance Technician
Anaesthesia Technician
Dialysis

Physiotherapy
Hydrotherapy
Medical Laboratory
Medical Documentation and Secretariat

Çivril Vocational Higher Education School
Accounting
Management
Foreign Trade

Denizli Vocational Higher Education School
Computer Technology and Programming
Industrial Electronics
Electrics
Machine
Textile
Automotive
Furniture and Decoration
Handicrafts Chemistry
Child Development
Tourism and Hotel Management
Accounting

Bekilli Vocational Higher Education School
Accounting
Office Management and Secretarial Training
Foreign Trade
Marketing

Honaz Vocational Higher Education School
Marketing
Foreign Trade
Accounting
Office Management and Secretarial Training
Fashion and Textile Design Programme

Appendix 2- Postgraduate and Doctorate Programmes for Applied, Social and Health Sciences

SOCIAL SCIENCES INSTITUTE

Postgraduate Programmes

Primary Education Department
- Classroom Education Sub-Department
- Pre-School Education Sub-Department
- Social Sciences Sub-Department

Turkish Language and Literature Education Department
Turkish Education Department
English Language Teaching Department

Fine Arts Education Department
- Arts and Crafts Education Sub-Department
- Music Education Sub-Department

Educational Sciences Department
- Educational Administration Evaluation Planning Budgeting Sub-Department
- Psychological Counselling and Guidance Sub-Department

Turkish Language and Literature Department
- New Turkish Literature Sub-Department
- Old Turkish Literature Sub-Department
- New Turkish Language Sub-Department
- Folklore Sub-Department

Philosophy Department
- Systematic Philosophy and Logic Sub-Department
- History of Turkish Islam Thinking Sub-Department

Western Languages and Literature Department
- English Language and Literature Sub-Department
- French Language and Literature Sub-Department

History of Arts Department

Archaeology Department
- Classic Archaeology Sub-Department

Sociology Department
- General Sociology and Methodology Sub-Department

Doctorate Programmes

- Turkish Language and Literature Department
- Educational Sciences Department
  - Educational Administration Evaluation Planning Budgeting Sub-Department
- Economics Department
- History Department
- Archaeology Department
- Sociology Department

Politics and Public Administration Department

Social Area Education Department
- Philosophy Group Teaching Sub-Department
- History Teaching Sub-Department
- Secondary School Area Teaching Sub-Department

Turkish Language and Literature Sub-Department
Geography Teaching Sub-Department

APPLIED SCIENCES INSTITUTE

Postgraduate Programmes

Mechanical Engineering Department
Construction and Production Sub-Department
Mechanics Sub-Department
Mechanical Theory and Dynamics Sub-Department
Thermodynamics Sub-Department
Energy Sub-Department

Mechanical Engineering (Evening Classes) Department

Civil Engineering Department
Construction Sub-Department
Hydraulics Sub-Department
Transportation Sub-Department
Mechanics Sub-Department
Geotechnics Sub-Department

Civil Engineering (Evening Classes) Department

Geology Engineering Department
Mineralogy –Petrography Sub-Department
Mineral Deposits Sub-Department
Applied Geology Sub-Department
General Geology Sub-Department

Geology Engineering (Evening Classes) Department
Food Engineering Department
Electrics and Electronics Engineering Department
Electrics and Electronics Engineering (Evening Classes) Department
Environmental Engineering Department
Textile Engineering Department
Chemical Engineering Department
Industrial Engineering Department
Computer Engineering Department
Physics Department

Chemistry Department
Inorganic Chemistry Sub-Department
Organic Chemistry Sub-Department
Analytic Chemistry Sub-Department

Chemistry (Evening Classes) Department
Mathematics Department
Biology Department
Mechanical Education Department
Science Education Department

Doctorate Programmes

Mechanical Engineering Department
Construction Production Sub-Department
Energy Sub-Department
Thermodynamics Sub-Department

Mechanics Sub-Department

Civil Engineering Department
Hydraulics Sub-Department
Construction Sub-Department

Geology Engineering Department
Mineralogy –Petrography Sub-Department
Applied Geology Sub-Department
General Geology Sub-Department

Food Engineering Department
Electrics and Electronics Engineering Department
Physics Department
Chemistry Department
Mathematics Department
Biology Department

Science and Mathematics Area Teaching Department
Biology Teaching Sub-Department
Physics Teaching Sub-Department
Chemistry Teaching Sub-Department
Mathematics Teaching Sub-Department

HEALTH SCIENCES INSTITUTE

Postgraduate Programmes

Microbiology Department
Public Health Department
Biostatistics Department
Pharmacology Department
Biochemistry Department
Physiotherapy and Rehabilitation Department
Public Health Nursing Department
Physical Education and Sports Department
Anatomy Department
Physiology Department
Medical Biology Department
Bio Physics Department
Histology Department
Embryology Department
Training and Activity Department
Psycho-Social Areas at Sports Department
Physical Education and Sports Teaching Department
Work and Occupation Treatment Department

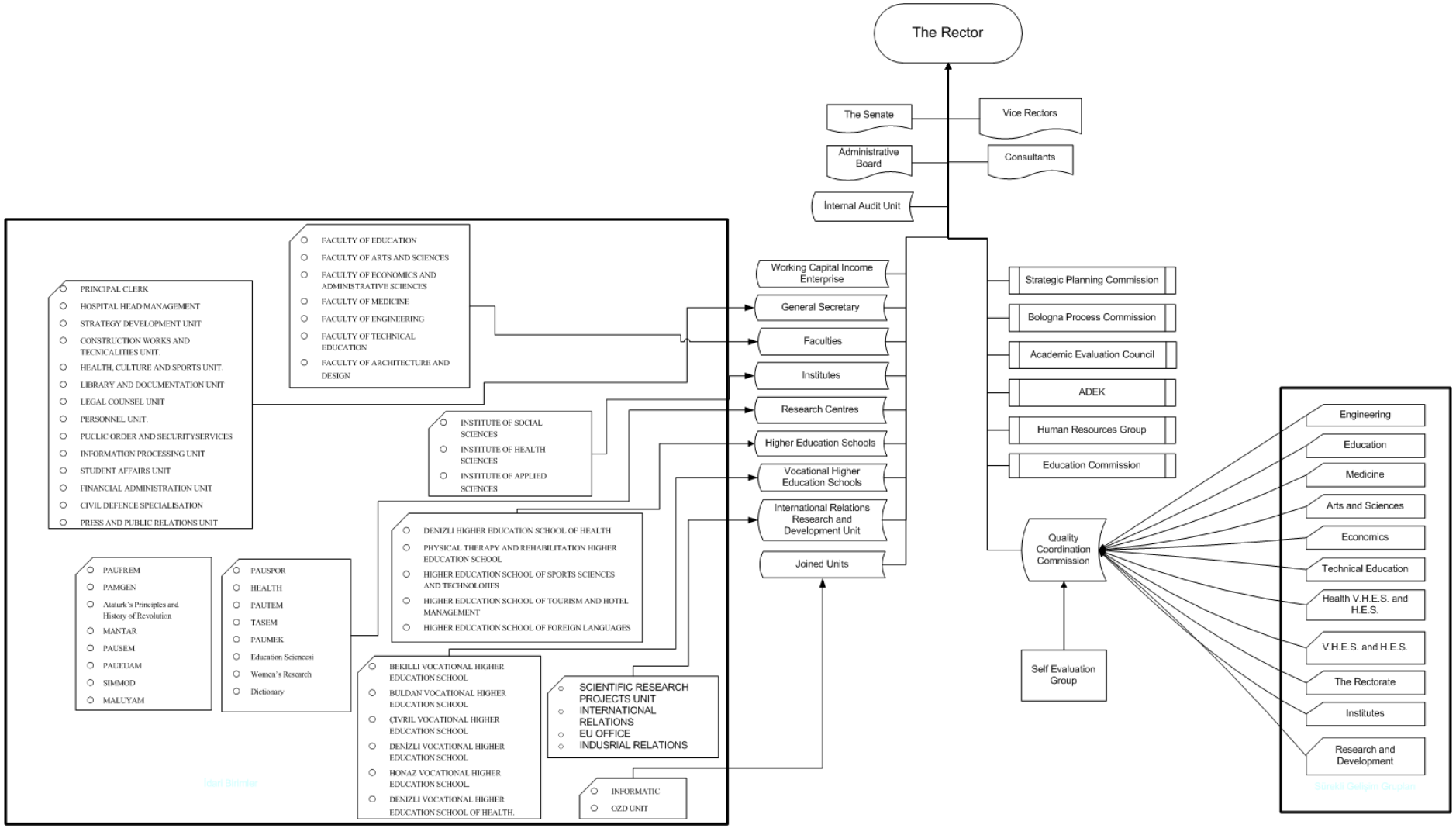
Doctorate Programmes

Biophysics Department
Physiotherapy and Rehabilitation Department
Biochemistry Department
Neurological Sciences Department
Physiology Department

Appendix 3- Research Centres

1. Genetic Engineering- Biotechnology Research and Application Centre (PAMGEN)
2. Continuing Education and Programme Developing Centre (PAUSEM)
3. History of Ataturk"s Principles and Reforms Research and Application Centre
4. Physiotherapy and Rehabilitation Research and Application Centre (PAUFREM)
5. Fungus Research and Application Centre (PAUMMER)
6. Energy Research and Application Centre (PAUEUAM)
7. Simulation and Modelling Research and Application Centre (SĠMMOD)
8. Equipment Research and Application Centre (MALUYAM)
9. Sports Sciences and Technology Research and Application Centre (PAUSPOR)
10. Health Research and Application Centre
11. Social, Economic, Political Research and Application Centre (TESAUM)
12. Mechatronic Research and Application Centre (PAUMEK)
13. Strategic Research, Development and Integration Research and Application Centre (SAGEM)
14. Women"s Issues Research and Application Centre (KASUAM)
15. Educational Sciences Research and Application Centre
16. Construction Technology and Earthquake Research Laboratory

Appendix–4 Organizational Scheme



Senior Management Duty Distribution

Coordinator Manager	Related Unit	Responsible Manager
Prof. Dr.Fazıl Necdet Ardıç		
	Corporate Quality Commission	
	Internal Audit Unit	Rıfkı Bitek
	Units	
	Working Capital Income Unit	Prof.Dr.Simay Serin
	BAP	Prof.Dr.Emin Erdem
	Economic Enterprises	Abdurrahim Çeliktürk
	Construction jobs and Technical Unit	T.Dursun Karaıslı
	Health Research and Application Centre	Prof.Dr.Fahir Demirkan
	Press and Public Relations Unit	Erhan Aran
	Coordination of	
	International Relations	Expert..Jade Kançıkmaz
	EU Office	Assoc.Prof.Dr.Selçuk Toprak
	External Relations	Inst..Meltem Balaban
	Organisations	Expert..Özlem Ergenç
	Faculties	
	Faculty of Education	Prof.Dr.Hüseyin Kıran
	Faculty of Arts and Sciences	Prof.Dr.Celal Şimşek
	Faculty of Economics and Administrative Sciences	Prof.Dr.Ali Ihsan Karaalp
	Faculty of Engineering	Prof.Dr.Halil Kumsar
	Faculty of Technical Education	Prof.Dr.Rasim Karabacak
	Faculty of Medicine	Prof.Dr.Zafer Aybek
	Faculty of Architecture and Design	
	Institutes	
	Institute of Social Sciences	Assoc.Prof.Dr Bilal Söğüt
	Institute of Medical Sciences	Assoc.Prof.Dr .Çevik Tufan
	Institute of Applied Sciences	Prof.Dr.Halil Karahan
Prof.Dr.Şinan Özer		
	Training Commission	
	Regulation Commission	
	Bologna Process Commission	Prof.Dr.Diler Aslan
	Organisation of Newly Established Faculties, Schools, Departments	
	Student Discipline Commission	

	ÖYP coordination and monitoring	
	Coordination of Summer Schools	
	Higher Education Schools	
	Higher Education School of Physical Therapy and Rehabilitation	Prof.Dr.Uğur Cavlak
	Higher Education School of Hotel and Tourism Management	
	Denizli Higher Education School of Health	Assoc.Prof.Dr. Nevin Kuzu
	Higher Education School of Sports Science and Technology	Prof.Dr.Celal Küçüker
	Higher Education School of Foreign Languages	Assistant Prof. Dr.Turan Paker
	Vocational Higher Education Schools	
	Çivril Vocational Higher Education School	Assoc.Prof.Dr. Hakan Aygören
	Denizli Vocational Higher Education School	Assoc.Prof.Dr. Nihal Kargı
	Denizli Vocational Higher Education School of Health Services	Assoc.Prof.Dr. Simin Rota
	Honaz Vocational Higher Education School	Assoc.Prof.Dr. Oğuz Karadeniz
	Bekilli Vocational Higher Education School	Assoc.Prof.Dr. Hakan SarıtaĞ
	Buldan Vocational Higher Education School	Assistant Prof. Dr.Ġrfin Ertuğrul
	Units	
	Informatics	
	Common Compulsory Courses	YaĞar Öztürk
	Student Affairs Dpt.	Zekeriya GümüĞ
	Health Culture and Sports Dpt.	Hasan Yüksel
Prof.Dr.Halil Kumsar		
	International Relations	
	SPO projects	
	New Campus Studies	
	Reconstruction Studies	
	Industrial Relations	M.Sc .Betül Asan
	Coordination of ADIM Universities	
	Research and Application Centers	
	Atatürk Institute for Modern Turkish History Research Centre	Prof.Dr.Önder Göçgün
	Energy Research and Application Centre	Assoc.Prof.Dr. Harun Kemal Öztürk
	Genetic Engineering and Biotechnology Research and Application Centre (PAMGEN)	Assoc.Prof.Dr. .Lale Tufan
	Fungus Research and Application Centre	Assistant Prof. Dr.Kudret Gezer
	Strategic Research and Development Centre (SAGEM)	Assistant Prof. Dr.A.Can Bakkalcı
	Social Economic and Political Research and Application Centre (TESAUM)	Assoc.Prof.Dr. Hüseyin Özgür
	Construction Tech. And Earthquake Research Lab.	
	Educational Sciences Research and Appl. Centre	Assistant Prof. Dr.Erdinç Duru
	Women issues Research and Appl. Centre	Assistant Prof. Dr.Türkan Erdoğan
	Equipment Research and Appl. Centre	Assoc.Prof.Dr..Cemal Meran

	Mecatronic Research and Appl. Centre	
	Simulation and Modelling Research and Appl. Centre	Assoc.Prof.Dr. Uğur Yücel
	Units	
	Library and Documentation Dpt.	Resul Takım
	Administration and Finance	Ramazan Dağ
	Technopark	Assoc.Prof.Dr. Soner Haldenbilen
Prof.Dr.Zafer Sınık		
	Strategic Plan Commission	
	Academic Evaluation Board	
	ADEK	Assoc.Prof.Dr. Oğuz Karadeniz
	Human Resources Group	Prof.Dr.Sabahat Bayrak Kök
	Administrative permanent staff studies	
	Academic permanent staff studies	
	Rectorate Quality studies	
	Administrative Investigation coordinating	
	Research and Application Centres	
	Physiotherapy and Rehabilitation Research and Appl. Centre (PAUFREM)	Prof.Dr.Füsun Ardıç
	PAU Continuing Education Centre (PAUSEM)	
	Sports Sci. Tech. Res. Appl. Centre	Inst. Fırat Eser
	Units	
	Data Processing Dpt.	Assistant Prof. Dr.Abdullah Tahsin Tola
	Staff Dpt.	İsmail Yılmaz
	Legal Counselling	Sevil Demir
Gn.Sk Arzu Sarıca		
	Principal Clerk	Sevilay Yürekten
	Hospitals Head Management	Zafer Öklen
	Strategy Development Dpt.	İbrahim Berber
	Construction Tech. Dpt.	Dursun Karaıslı
	Health Culture & Sports Dpt.	Hasan Yüksel
	Library and documentation Dpt.	Resul Takım
	Legal counselling	Sevil Demir
	Staff Dpt.	İsmail Yılmaz
	Public Order and Security services	Fehmi Söylev
	Data Processing Dpt.	Assistant Prof. Dr.Abdullah Tahsin Tola
	Student Affairs Dpt.	Zekeriya GümüŞ
	Administration and Finance Dpt.	Ramazan Dağ

	Civil Defence Expertise	Hanım Girdal
	Press and Public Relations Unit	Erhan Aran
	Evening Education Assigning	

Appendix-5 The budgeting process of public administration in our country

Central government budget law is the law which shows the income and expenditure expenses of public administrations within the scope of central government (all universities in our country are within this context) and allows for the implementation and execution of these powers.

The Ministry of Finance is responsible for the preparation of the draft act of the central government budget and the coordination of the relevant public authorities for this purpose. The preparation process of the central government budget commences after the meeting of the Council of Ministers by the end of May, during which they accept the medium-term programme prepared by the State Planning Organization which includes the macro policies, principles, objectives and indicative fundamental economic magnitudes in light of the development plans, strategic plans and general economic conditions. The medium-term financial plan, in agreement with the medium-term programme, includes the total revenue and expenditure estimations for the following three years, the targets for open and debt situations along with the top allowance proposals of public administrations. The plan in question, which is prepared by the Ministry of Finance, is decided on by the Higher Planning Council until the 15th of June and is published in the Official Gazette.

With the purpose of providing guidance for the budget proposals of public administrations and the preparation of investment; the budget call and its addition The Guide to Budget Preparation is prepared by the Ministry of Finance and the investment circular and its addition The Guide to the Preparation of an Investment Programme is prepared by the State Planning Organization and is then published in the Official Gazette by the end of June.

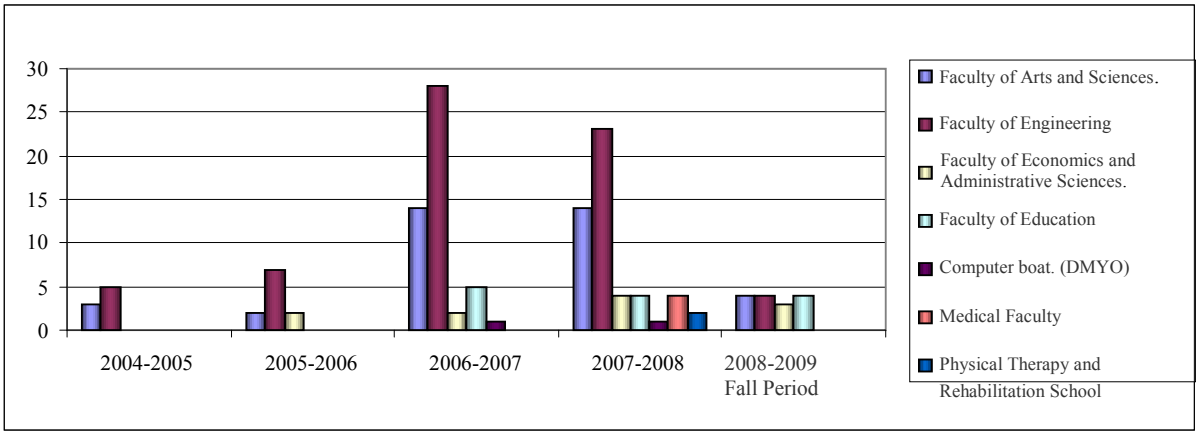
Public administrations prepare their proposals of budget revenues and expenditures with explanations according to the conditions set out in their strategic plans and the Guide to Budget Preparation. Once the relevant authority signs the document, it is sent to the Ministry of Finance until the end of July. The investment proposals of public administrations are given to the State Planning Organization for review within the same time period. Discussions on the revenue and expenditure proposals take place between the General Directorate of Budget and Financial Control and Public administrations after the proposals are given.

The macroeconomic indicators and the size of the budget are discussed in the higher planning council no later than the first week of October. Subsequently, the draft act of the central government budget, prepared by the Ministry of Finance, and the national budget estimation report are presented to the Turkish Grand National Assembly by the Council of Ministers at least seventy-five days prior to the beginning of the fiscal year.

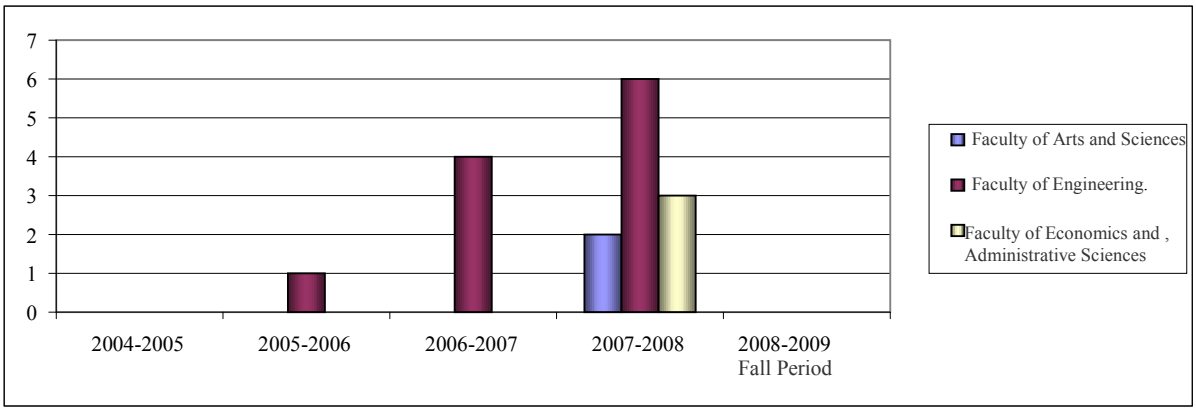
The Turkish Grand National Assembly discusses the draft act of the central government budget in regards of public administrations and casts votes. The central government budget act is published in the Official Gazette prior to the beginning of the fiscal year.

The State Planning Organization prepares the public investment programme in accordance with the central government budget act. The public investment programme is published in the Official Gazette with the resolution of the Council within fifteen days of the enactment of the central government budget act.

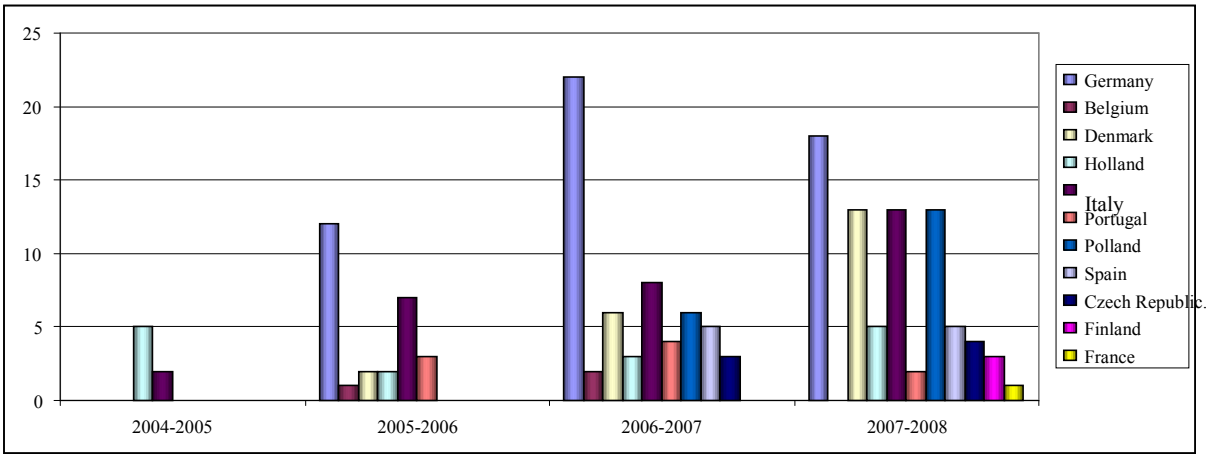
Appendix-6 Statistics on student and academic staff exchange



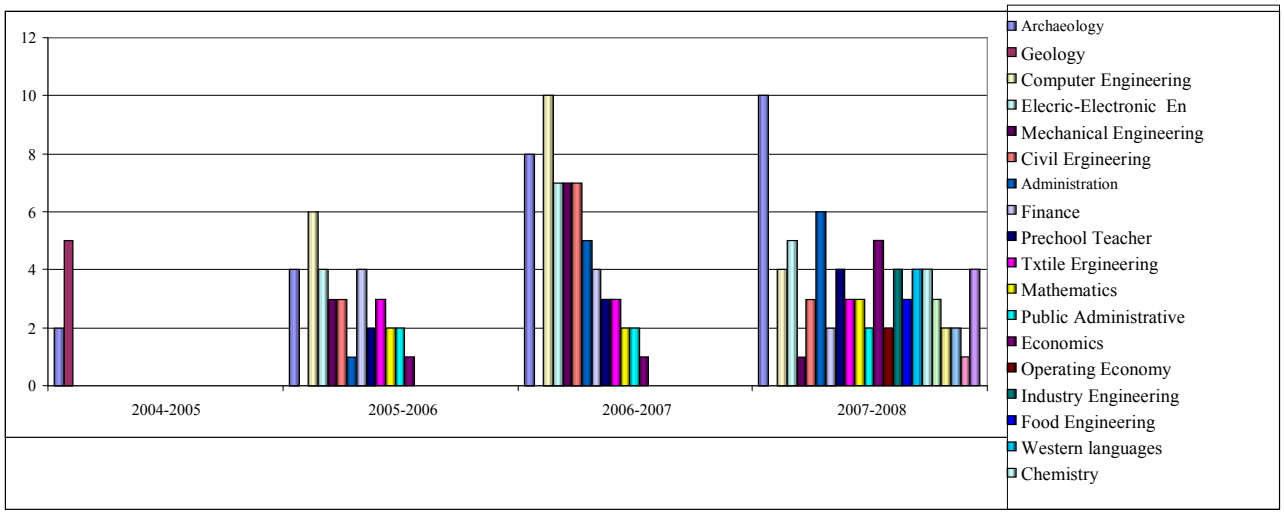
Outgoing academic staff under Erasmus teaching mobility



Incoming academic staff under Erasmus teaching mobility

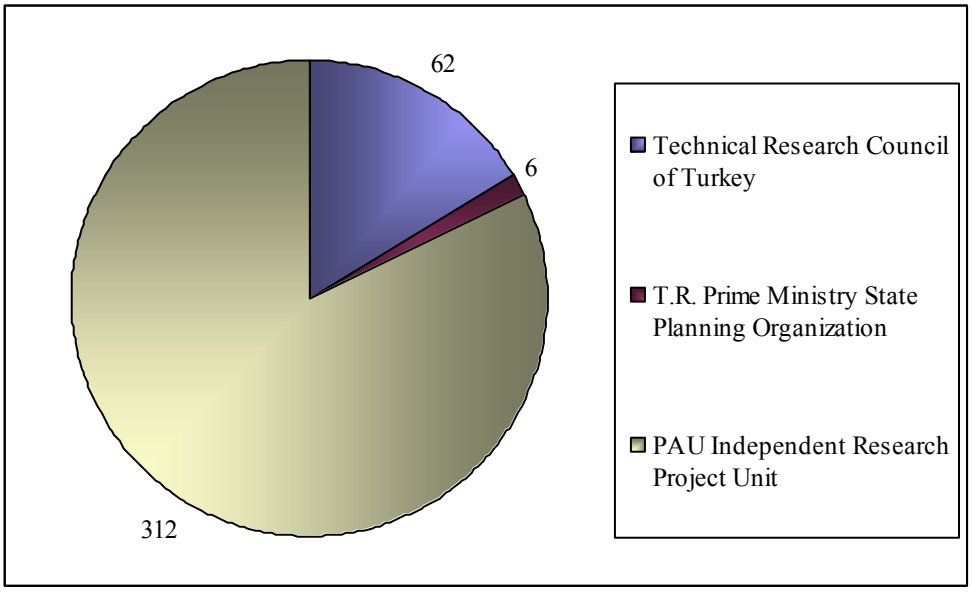


Number of students who went abroad with the Erasmus programme



The distribution of students who went abroad with the Erasmus programme by departments

Appendix–7 The number of projects which our university has completed and is still working on in the last 5 years.


62
6
312
Technical Research Council of Turkey
T.R. Prime Ministry State Planning Organization
PAU Independent Research Project Unit

Appendix-8 The Scientific and social events that have taken place in the 2007/2008 Academic Year

SCIENTIFIC ACTIVITIES	
CONVENTIONS	1) 11th National Public Health Congress (23-26 October 2007) 2) 11th National Anatomical Congress (26-29 October 2007) 3) Maintenance Technologies Congress and Exhibition(22-25November2007) 4) 25th TEMÖB Turkish Industrial Engineering Students Congress (5-9 February 2008) 5) 10th Labour Economics and Industrial Relations Conference (23 -25 May 2008)
SYMPOSIUMS	1) 2nd National Sea Turtle Symposium (25-27 October 2007) 2) 3rd Public Management Symposium (15-17 November 2007) 3) Business Threats and Opportunities in Denizli Symposium (16 November 2007) 4) 3rd Aegean Genetics Symposium (December 1 2007) 5) Traditional Weaving of Kızılcabölük Symposium (28-30 May 2008) 6) To be elderly in the city - Problems and Solutions (25 March 2008) 7) Denizli City Symposium (2-3 May 2008) 8) Aegean Microbiology Days (9-10 May 2008)
PANELS	1) Disaster Resistant City Panel (October 18-19-20) 2) Wine Panel (2 Kasım2007) 3) Organ Donation Panel (7 November 2007) 4) Ataturk more than just a national leader Panel (10 November 2007) 5) Constitutional Panel (17 November 2007) 6) Thirsty Turkey Panel (12 November 2007) 7) The Importance of Strategy in Management Success Panel (21 November 2007) 8) The Actors of the Denizli Business Panel - DTO (8 December 2007) 9) Time Management Training and Panel (29 January 2008) 10) My University Panel (18 February 2008) 11) The Responsibilities of Nurses Rising in Medical Interventions (4 March 2008) 12) From State Citizenship to Organisation Citizenship (4 March 2008) 13) Health Environment in Turkey Panel - Medical Week (14 March 2008) 14) Archaeology and Civil Engineers Panel (2 April 2008) 15) Village Institutes Panel (18 April 2008) 16) The Armenian Question Panel (20 April 2008) 17) Traffic Safety and Turkey Panel (8 May 2008) 18) Political Economy of Oil Panel (13 May 2008) 19) Museum Week Panel - (20 May 2008) 20) Turkey Towards 2013 Panel (1 August 2008)
CONFERENCES	1) Use Your Wings - AIESEC (20 October 2007) 2) Tarhana - Food Engineering (October 25 2007) 3) EU youth projects (21 November 2007) 4) Kelenderis Excavations and Mosaic Art (23 November 2007)

	5) Kas Arkeopark Underwater Research (23 November 2007) 6) Turkey with Slides, Anatolia with Poetry, South Anatolia and its Bards Conference (6 December 2007) 7) The Great Nutuk and its Effects on the 80th Year of its first Reading (13 December 2007) 8) Pre-school Education Support Conference (13 December 2007) 9) Latest Developments in Software Technology - KKM (13 December 2007) 10) Turkey's Boron Business Potential and Its Place in the Economy of the Country (14 December 2007) 11) Is the West the root of our problems? (25 December 2007) 12) University-Industry Cooperation Workshop (26 December 2007) 13) Sports for Mentally Handicapped Children - Sports Centre (18 January 2008) 14) Health Application Conference (31 January 2008) 15) World Women's Day (8 March 2008) 16) Çanakkale is impassable (March 18) 17) Developments in Automotive Technology (18 March 2008) 18) Have a Dream (20 March 2008) 19) Evaluation of 2007 in terms of politics and economics (27 March 2008) 20) Lean Six Sigma Conferences (28 March 2008) 21) The characteristics of the workforce market in Denizli (3 April 2008) 22) Mayo Clinic Cardiology Conference (7 April 2008) 23) Membrane Filtration Practices Conference (8 April 2008) 24) Seeking Perfection Conference by The Rectorate (12-13 April 2008) 25) Tourism Week Conference - DMYO (16 April 2008) 26) Math Workshop - conference (18-20 April 2008) 27) Environmental Problems and the Future (16 May 2008) 28) Importance of Pre-school Education and the Role of Parents (1 June 2008) 29) Writing Scientific Articles (2-4 June 2008) 30) Armenian Conference for Erasmus Students (16 June 2008) 31) Social Security Act – The Structuring of Debt (26 June 2008) 32) Dairy Industry Filtration Practices (6-7 April 2008) 33) The place of textile and ready wear sectors in the Turkish economy and business expectations for the future (15 June 2008)
SEMINARS-PRESENTATIONS	1) Economics Summer Seminar 6 (25 June - 28 July 2007) 2) TUS - DATA AS TUS Seminar (25 September 2007) 3) Republic of Turkey Statistics Institute (27 October 2007) 4) Imagine Cup and MS academic programs (6 November 2007) 5) Organ Donation (7 November 2007) 6) Emergency Health Services Coordination Centre (19 November 2007) 7) Strategic Plan (21 November 2007) 8) Foster Family Services (Would you be my family?) (21 November 2007) 9) How must we protect the small of our back? (27 November 2007) 10) Human Resource Practices (29 November 2007) 11) Erasmus Student Exchange Seminar (3 December 2007) 12) Elite Occupational Choice and Tax Audit (6 December 2007) 13) The examination of life cycles with an environmental outlook to textile products (12 December 2007) 14) Vascular Catheter infections in Epidemiology (10 January 2008)

	15) UDS Exam Preparation Methods and Strategies (15 February 2008) 16) Matlab report (26 February 2008) 17) EU Youth Programmes (28 February 2008) 18) Consumer Rights (27 February 2008) 19) Presentation of AIESEC Examination (10 March 2008) 20) Geological Engineering Seminar (12 March 2008) 21) Use SEM in Earth Sciences and Sample Applications (19 March 2008) 22) EU Education and Youth Programmes Office Presentation (13 March 2008) 23) Erasmus Orientation (20 March 2008) 24) Emerging Technology Report (25 March 2008) 25) Textile Production and Productivity (27 March 2008) 26) Business Law (3 April 2008) 27) The place of Paleology in Geology (2 April 2008) 28) The relationship between the Schmidt hargness values, single axis pressure resistance and index features of weakly tolerant rocks (2 April 2008) 29) The Evaluation of the Seismology of the Denizli Reservoir (9 April 2008) 30) The Quarternary Paleoclimate Studies on Speleothems (9 April 2008) 31) EU Office report (9 April 2008) 32) Chronic hepatitis C (10 April 2008) 33) Supply Network Planning and Advanced Planning Systems Seminar (15 April 2008) 34) Nursing Week, scientific meetings, demonstrations and presentations (29-30 April 2008) 35) Less Water Much Life project report (21-25 April 2008) 36) Communicative Assement Methods (28 April 2008) 37) EU Office Erasmus Seminar (29 April 2008) 38) Science And Secularism - Education Sen-Erdoğan Aydın (29 April 2008) 39) Young leaders ĠĠBF and Technology (29 April 2008) 40) Global Retailers and Branding (22 May 2008) 41) EGELADOS Project, historical tsunami and simulations (22 May 2008) 42) Thalamus and its Role in Perception - (3 June 2008) 43) EYS 2008 - (1 July - 6 August 2008) 44) Energy, Exergy and Environment (18 July 2008)
TALKS	1) Former Governor of Denizli Dr. Hasan Canpolat"s Public Management Courses (17 and 24 October 2008) 2) Turkey through the eye of the media - Uğur Dündar (21 November 2007) 3) Interview with Painter Nazım Balaban Interview (1 April 2008) 4) Prof. Dr. Hasan Sükran Pekmezci 5) Press and Society-Orhan Erinc, Prof.. Dr. Murat Ozgen (6 May 2008) 6) Interview with Jülide Kural-Theater Festival Guest of Honor (12 May 2008) 7) The Nature of Leaders - Osman Pamukoğlu (5 May 2008) 8) What does work life want from the worker? - Mehmet KocabaĢ (5May 2008) 9) Youth and Future Expectations - Pınar Kür (6 May 2008) 10) Settling into Life - Prof. Dr. Üstün Dökmen (6 May 2008) 11) Future How does a human hold? Münir Arıkan (7 May 2008) 12) Fashion Textiles and Marketing of the facts - Idil Tarzi (7 May 2008) 13) Food Gourmet Artun Unsal (6 June 2008)

SCIENTIFIC MEETINGS, COURSES AND ORGANIZATIONS	1) Denizli Turkish Spinal Association Regional Meeting (10 November 2007) 2) Neonatal Resuscitation Course (14-16 November 2007) 3) Faculty of Medicine Education Steering Course (30 November-7 December 2007) 4) Techniques to quit smoking Course (8-11 December 2007) 5) Medical Ethics and the patient physician relationship (12 December 2007) 6) PAU Medical Faculty Assessment course (27-28 December 2008) 7) Good Clinical Practices Course (21 October - 28 December 2007) 8) Vascular Internal Catheter Epidemiology of infection (10 January 2008) 9) Photograph Seminar (6-27 March 2008) 10) PAU Faculty of Medicine Directing Education Course (21-28 March 2008) 11) Resuscitation course (16-18 April 2008) 12) 1st National Physical Therapy and Rehabilitation Student Conference (19-20 April 2008) 13) Methods to quit smoking Course (29 April 2008) 14) 15 session course by the PAU Faculty of Medicine (Judicial Reports and Legal Responsibilities of Physicians - Applied Basic Advanced Life Support Course-Medical Ethics and Patient-Physician Relationship Training Course – Scientific Research Methods and Biostatistics Course - Hospital infections course) (11 January - 5 May 2008) 15) Project Production and Review Meeting (May 1, 2008) 16) Quitting Smoking course (24 May 2008) 17) Education of the Medical Faculty (May 29 2008) 18) Food Club Project Assessment Meeting - Healthy Food, Balanced Diet, Secure Future (6 June 2008) 19) 1st Level Step-Aerobics Trainer Course (14-21 June 2008) 20) Motivational Training for the Rectorate Staff (23-27 June 2008) 21) Cleaning Personnel In-Service Training Program (8-10 July 2008)
TOURNAMENTS-CONGRESSES-ENTERTAINMENT ETC.	1) Traditional Pas-Pas Football Tournament (4-14 December 2007) 2) National Mooting Tournament (7-8-9 March 2008) 3) Earth Sciences Football Tournament (5-14 May 2008) 4) 15th Year Sports Festival and Tournaments (1-11 May 2008) 5) Medical Week-Science and Art Festival (14 March 2008) 6) Interuniversity Cross-country Turkish Championship (19 March 2008) 7) Career Days (5-6-7 May 2008) 8) Aphrodisias - Laodicea Festival (14-21 July 2008)
SOCIAL - ARTISTIC ACTIVITIES	
CONCERTS	1) Honaz Vocational Higher Education School Turkish Folk Music Concert (6 November 2007) 2) Municipal Turkish Folk Music Concert (10 November 2008) 3) Classical Music Recital (16 November 2007) 4) Municipal Turkish Folk Music Concert (18 November 2007) 5) Kargo"s Concert (22 November 2007) 6) Turkish Folk Music Concert Grup Yol (29 November 2007) 7) Atatürk arriving in Denizli Concert (4 February 2008) 8) Demir Demirkan Concert (7 March 2008) 9) Ruhi Su Dostlar Choir – Medicine Week (8 March 2008)

	10) Commemoration Concert of Çanakkale Martyrs (18 March 2008) 11) Kenan Doğulu Outdoor Concert (24 March 2008) 12) Aleksander Mekaev Concert (15 April 2008) 13) Municipal Turkish Folk Music Concert (19 April 2008) 14) Laodiceia Jazz days (25-26 April 2008) 15) Spring Concert of Cukurova University"s State Conservatory (29-30 April 2008) 16) Boğaziçi University Music Club Jazz and Classical Concert Choir (3 May 2008) 17) Hıdrellez celebrations - amateur groups and 0 km (Levent Yüksel) concert (4 May 2008) 18) PAU Turkish Folk Music Concert (10 May 2008) 19) PAU RockFest 2 (17 May 2008) 20) PAU Orchestra"s Choir Concert (28 May 2008) 21) PAU Academic Chamber Orchestra Concert (30 May 2008) 22) Flamenco Night with David Perez & Blue Black DSO (27 May 2008) 23) Turkish Classical Music Concert of the Medical Faculty (2 June 2008) 24) 15th Year Graduation Concert (Sertab Erener)
THEATRE	1) Dracula - The Musical - Betzdorf Public Theatre (19 October 2008) 2) Theatre Sports (2 -4 November / December 21 2007 / 26 March 2008) 3) Taken Lives (I 06 December 2007) 4) Prohibitions Yesterday and Today (13 December 2007) 5) Otogargara (19 March / 2 April 2008) 6) Crazy Dumrul (26 March 2008) 7) Lost Life (27 March 2008) 8) The Crazy Turks (30 March 2008) 9) I Orhan Veli (10 - 21 April 2008) 10) The charlatan (22 April 2008) 11) Is this a hospital? Or a Chestnut? (30 April 2008) 12) Bloody Nigar 8 March 2008 / 12 May 2008 13) PAU University Theatre Festival (12-16 May 2008) 14) Remote (13 May 2008) 15) The Comedy of my Dreams (Select Games) (15 May 2008) 16) Crazy (18 May 2008) 17) The Valiant Shop versus the Supermarket (20 May 2008) 18) Denizli Municipality Theatre Festival (22-25 May 2008) 19) PEV College Theatre (26 May 2008) 20) It is such a mind (2-3 August 2008)
CINEMA	1) Gölbahçe Open Air Cinema evenings (2-19 May 2008) 'Films have been shown to the members of the Cinema Club, the Sociology Club and the Rock Club along with shows with departmental study content throughout the year."
EXHIBITION - SHOWS	1) Food Engineering Mantı Day (5 December 2007) 2) Food Engineering AÇure Day (27 February 2008) 3) Self-portrait Photograph Exhibition (12-16 May 2008) 4) 5th Industry-Student Meeting (16 May 2008)

	5) Painting Education, Design and Application Exhibition (17 May 2008) 6) 1st Interuniversity Dance Performance (12 May 2008) 7) From regional traces to modern dreams DVHES Fashion Show (17 May 2008) 8) Welcome to Summer Party (1 June 2008) 9) Engineering Faculty Picnic (May 2008)
POETRY RECITALS	1) Longing themed poetry recital (8 May 2008) 2) A Spring Evening Poetry Recital (21 May 2008)
CEREMONIES	
	1) Honorary Doctorate Ceremony - Patrick Joseph Hickey (23 January 2008) 2) Academic Achievement Ceremony - Ord. Prof. Dr. Francesca D'Andria, Prof.. Dr. Hisotako Tano, Prof.. Dr. Omer Aydan (29 February 2008)

Appendix 9: The courses given by PAUSEM according to years

2003	Number of Students	2004	Number of Students	2005	Number of Students	2006	Number of Students	2007	Number of Students
LES PREPARATION	16	LES PREPARATION	32	LES PREPARATION	50	LES PREPARATION	16	ALES PREPARATION	49
ÜDS-KPDS ENGLISH	69	ÜDS-KPDS ENGLISH	43	ÜDS-KPDS ENGLISH	63	ÜDS-KPDS ENGLISH	25	ÜDS-KPDS ENGLISH	321
BASIC ENGLISH	67	KPSS PEDAGOGICS	73	KPSS-A (CAREER OCCUPATION GROUP)	20	KPSS-A (CAREER OCCUPATION GROUP)	28	KPSS-A (CAREER OCCUPATION GROUP)	31
INTERMEDIATE ENGLISH	42	KPSS-B PERSONNEL	46	KPSS-B PERSONNEL	10	KPSS-B PERSONNEL	21	KPSS-B PERSONNEL	8
ACCESS-VISUAL BASIC	12	BASIC ENGLISH	33	DGS PREPARATION COURSE	34	DGS PREPARATION COURSE	22	DGS PREPARATION (EXAMINATION FOR VERTICAL TRANSFER)	31
BASIC OPERATING	137	INTERMEDIATE ENGLISH	56	BASIC ENGLISH	28	INTERMEDIATE ENGLISH	20	BASIC ENGLISH	50
WEB PROGRAMMING	37	ACCESS-VISUAL BASIC	10	INTERMEDIATE ENGLISH	12	ACCESS-VISUAL BASIC	5	INTERMEDIATE ENGLISH	19
AUTOCAD	10	BASIC OPERATING	90	ACCESS-VISUAL BASIC	15	BASIC OPERATING	70	VISUAL BASIC	7
PRACTICAL ENGLISH	11	WEB PROGRAMMING	15	BASIC OPERATING	59	WEB PROGRAMMING	18	WEB PROGRAMMING	32
ETA7 INFORMATION ACCOUNTING	10	AUTOCAD	28	WEB PROGRAMMING	11	AUTOCAD	20	WEB PROGRAMMING	21
KARATE-TAEKWON-DO	40	PHOTOSHOP	10	AUTOCAD	18	PHOTOSHOP	8	AUTOCAD	70
TENNIS	520	NETWORK	25	PHOTOSHOP	15	ETA7 INFORMATION ACCOUNTING	26	PHOTOSHOP	16
COMPUTER ADVANCED	34	KARATE	40	PRACTICAL ENGLISH	10	CISCO	58	KARATE	32
C PROGRAMMING	14	TENNIS	729	NETWORK	38	KARATE	75	TENNIS	330
FOLK DANCES	10	PLC BASIC LEVEL	54	CISCO	34	TENNIS	160	SAP 2000	47
STEP-AEROBIC	12	PLC INTERMEDIATE LEVEL	46	KARATE	20	TAI CHI (ENERGY DANCE)	20	GERMAN	8
		CAD-CAM	8	TENNIS	590	SYSTEM ENGINEERING	10	RUSSIAN	6
				TAI CHI (ENERGY DANCE)	15	3D MAX	15	HUMAN RESOURCES	41
				DELPHI	8	CHESS	8		
				MICROSOFT MCSE	9				
				PEDAGOGICAL FORMATION	40				

Appendix 10 PAUSEM courses which opened up in the last 5 years

No:	COURSES	*Number of Students*	Certificated-courses in the last 5 years	*Number of Students*	Courses for Public Benefit	*Number of Students*	Planned Next Courses	*Number of Students*
1	ALES Preparation	163	Basic English	178	ĠÇik	125	Speed Reading Course	
2	UDS-KPDS English	521	Intermediate English	149	Erasmus	149	Nurse Trainee Course	
3	KPSS-A (Career Occupation Group)	152	Visual Basic	52	Chess	8	SPSS	
4	KPSS-B Personnel	85	Computer operating	388	Chamber of Commerce		TAEKWO N-DO	
5	DGS Preparation (Examination for Vertical Transfer)	87	Web Programming	102	Denizli Çimento		Academic Speaking and Writing	
6	Basic English	178	AutoCAD	146				
7	Intermediate English	149	Photoshop	49				
8	Visual Basic	52	Practical English	21				
9	Computer Operating	388	Eta7 Information Accounting	36				
10	Web Programming	102	Network	63				
11	AutoCAD	146	Cisco	92				
12	Photoshop	49	Computer Advanced	34				
13	Practical English	21	C Programming	14				
14	Eta7 Information Accounting	36	Plc Basic Level	54				
15	Network	63	Plc Intermediate Level	46				
16	Cisco	92	Cad-Cam	8				
17	Karate	207	Delphi	8				
18	Tennis	2329	System Engineering	19				
19	Tai Chi(Energy Dance)	35	Pedagogical Formation	40				
20	Computer Advanced	34	3d Max	15				
21	C Programming	14	Sap 2000	47				
22	Folk Dances	10	German	8				
23	Step-Aerobic	12	Russian	6				
24	Plc Basic Level	54	Human resources	41				
25	Plc Intermediate Level	46						
26	Cad-Cam	8						
27	Delphi	8						
28	System Engineering	19						
29	Pedagogical Formation	40						
30	3d Max	15						
31	Sap 2000	47						
32	German	8						
33	Russian	6						
34	Human resources	41						

ALES: Personnel and Postgraduate Education Entrance Examination
KPSS: Public Personnel Selection Examination
KPDS: Public Personnel Foreign Language Examination
DGS: Examination for Vertical Transfer

Appendix–11 Statistical Information on Pamukkale University Hospital

	2000	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Available Bed	120	120	131	237	237	292	310	376
Polyclinic	91.013	111.591	116.616	139.419	162.663	217.514	207.631	273.138
Inpatient	4.960	6.251	6.706	7.850	12.119	14.687	17.730	21.067
Major Operation	1.656	1.864	2.334	2.861	4.598	6.245	7.372	7870
Medium Operation	962	842	1.022	849	1.220	1.413	1.829	1955
Small Operation	168	487	727	899	768	830	921	1750
Bed Occupancy Rate	83,1	88,3	85,8	56,4	81,8	85,2	94,7	88,3

Appendix–12 Pamukkale University Journals

The Journals of Pamukkale University	The starting date of publishing	Publishing periods	The total number published
Journal of Engineering Sciences	1995	3 issues a year	14 volumes (42 issues)
(Journal of Pamukkale University, The Faculty of Education	1996	2 issues a year	24 issues
Pamukkale Medical Journal	1995 E-journal: 2008	3 issues a year E-journal: 3 issues a year	27 issues E-journal: 3 issues
Pamukkale University Journal of The Institute of Social Sciences	2008, January	2 issues a year	2 issues

Appendix –13 International Protocols

September,2004	Cisco Networking Academy Program.	Pamukkale University	Regional Academy
July 2001	Cooperation Protocol	Pamukkale University	Fachhochschule Regensburg, Germany Hogeschool Haarlem, Holland
March 2008	Academic Solidarity and cooperation	Pamukkale University	The University of Fukuoka, Japan
July 2008	Cooperation Protocol	Pamukkale University	Politecnico Di Torino, Italy Unviversita Del Salento, Italy
October 2008	Cooperation Protocol	Pamukkale University	Andong National University, Korea

Appendix-14 National and Local Protocols

Date	Name of the protocol	Sides	Type
01.01.2009	The Cooperation Protocol Regarding the Foundation of Sea Turtle Centre for Research, Rescue, Rehabilitation and Information	The Ministry of the Environment and Forestry The Head of the Foundation of the Protection of Environment	National
27.10.2006	The Protocol regarding the Construction of Supplementary Buildings in Buldan Vocational Higher Education School	R.Necip BULDANLIOĞLU Ali BULDANLIOĞLU	Local
23.08.2006	The Protocol regarding the payment of salaries	Garanti Bank	General
12.09.2008		Association of Higher Education Instructional Services Tavas	letter of undertaking
2008	The Protocol regarding the use of students‟ and the university staff‟s Identity Cards as a SmartCard on company buses and providing transportation inside the Campus by means of Company Vehicles	Tureks Tourism Corporation The Project Management , Denizli (Müfit ÖZKAN)	Protocol
24.06.2008	The Protocol regarding the cooperation between institutions based on the identification of abilities of physically handicapped people, their occupational training, employment, and supplying labour force to employers as part of the prepared Project of „The Handicapped are working‟	The Head of Denizli Municipality	Local
23.06.2008	The protocol regarding the shared use of the Closed Sports Hall belonging to Denizli Anatolian Technical and Technical Industrial Vocational High School	The Governorship of Denizli, Denizli the City Authority of Education, Atatürk Anatolian Technical High Schooli, Technical High Schools and Industrial Vocational High Schools Directorate	Local
26.05.2008	The agreement regarding the regulation of the application of identity sharing	Republic of Turkey Ministry of Internal Affairs General Directorate of Population and Citizenship Affairs	National Agreement
28.04.2008	The Protocol regarding the organising of vocational education	The Governorship of Denizli, Denizli the City Authority of Education	Local
30.04.2008	The protocol of the construction of Abalıoğlu Handicapped School	The Governorship of Denizli, National Education Directorate of Denizli Orhan ABALIOĞLU	Local
25.12.2006	The protocol of the transfer of immovable properties of ……. to the Municipality of Denizli	Republic of Turkey Ministry of Finance, Denizli Municipality	Local
14.12.2007	The protocol regarding the running of the International Youth, Sports, Culture and Arts Festival of Aphrodisias-Laodikeia	The Turkish Committee of National Olympics	National
18.06.2007	Cooperation Protocol	The Directorate of Development and Support of Small and Medium Sized Industries Pamukkale University Denizli Chamber of Industry	National
2007	The protocol regarding the supply of Financial support to build an annex to the Çivril Vocational Higher Education School	Atasay KAMER	Local
01.07.2007	Nephrology Consultancy Service Protocol	Private Denizli Tekden Hospital Er-Pa Private Denizli Health Hospital	Local* Cancelled later
2006	Application for registration of trademark	Turkish Patent Institute	

	PAULogo	The Head Office of Marking	
15.06.2007	The protocol of Health Service social security Office/Universities	Department of Social Secuity	
02.02.2007	The protocol regarding the running of the International Youth, Sports, Culture and Arts Festival of Aphrodisias-Laodikeia	The Turkish Committee of National Olympics	
01.11.2006	The Framework Protocol on Raising Scientists	Middle East Technical University	
28.02.2006	The agreement of Haemodialysis	Social Security Organization for Artisans and the Self-Employed Education and Practice Research Hospital	
03.10.2005	The cooperation protocol between the PAU Deanship of the Faculty of Technical Education and Denizli Atatürk Industrial Vocational High School and ġehit Öğretmen Yusuf Batur Industrial Vocational High School regarding Practical Education in Laboratories and workshops	Between the PAU Deanship of the Faculty of Technical Education, Denizli Atatürk Industrial Vocational High School and ġehit Öğretmen Yusuf Batur Industrial Vocational High School Directorship	Local
20.09.2005	The Cooperation Protocol Regarding the Foundation of Sea Turtle Centre for Research, Rescue, Rehabilitation and Information	The Group Doğayla BarıĢ	National
2007-2008	The Protocol of Cooperation on student/academic staff exchange between Higher Education Institutions	Kocaeli University	National
29.04.2005	The Protocol of Cooperation on the protection, the treatment, neutering and the rehabilitation processes of unwanted cats and dogs within the boundaries of the Denizli Municipality	Denizli Governorship Municipality of Denizli Denizli Animal Protection Association PAU Rectorate	Local
2005	Protocol of Cooperation on Ankara University"s Raising Scientists Project	Ankara University	National
January 2004	National and international Common Integrated Projects (YUUP) Framework Protocol	Akdeniz University, Ankara University, Atatürk University, Bilkent University, Bogaziçi Üniversity, Çanakkale Onsekiz Mart University, Erciyes University, GaziosmanpaĢa University Gazi University, Hacettepe University, Middle East Technical University, Isik University, Kocaeli University, Süleyman Demirel University, Pamukkale University, Selçuk University, Uludag University, Zonguldak Karaelmas University, Trakya University	National
July 2007	The Protocol on the investigation of the building of Dalama Primary School which is situated in the Dalama Province of Aydın with regards of its earthquake resistance	Aydın Governorship PAU	National
July 2004	Cooperation Agreement in the areas of Science and Education	Pamukkale University Higher Education School of Sport Sciences and Technologies and Hacettepe University Higher Education School of Sport Sciences	National
01.04.2004	The Protocol of Health Services in Hospitals of the Faculties of Medicine under the Social Insurance Agency	SSK PAU	National
01.03.2004	"Cardiology, Thoracic Cardiovascular Surgery of the Agreement"	SSK Presidency, General Directorate of Health Affairs, Regional Denizli Hospital Chief Physicianship and Bag-Kur General Directorate	Local
04.04.2005	Training Framework Protocol on raising scientists	Dokuz Eylül University	National
26.01.2004	The cooperation protocol between the PAU Deanship of the Faculty of Technical Education and Denizli Atatürk Industrial Vocational High School and ġehit Öğretmen Yusuf Batur Industrial Vocational High School regarding Practical Education in Laboratories and workshops	Between the PAU Deanship of the Faculty of Technical Education, Denizli Atatürk Industrial Vocational High School and ġehit Öğretmen Yusuf Batur Industrial Vocational High School Directorship	Local

26.08.2003	The protocol for naming rooms after the individuals who have made or will make donations to furnish the rooms of PAU Education-Practice and Research Hospital upon the request of the donors	Denizli Organized Industrial Zone PAU	Local
22.07.2003	The Package Service Agreement for Cardiology and Cardiovascular Surgery Procedures	PAU Education-Practice and Research Hospital, SSK Denizli Regional Hospital, Bag-Kur General Directorate	National
2001	The Protocol on Pamukkale University being given usage rights to the property of Doğan Demircioğlu Neighbourhood Sports Field and Changing Rooms which is at the disposal of Denizli Municipality	Denizli Municipality PAU	Local
30.03.2001	ADIM PROTOCOL Education-Teaching Cooperation Scientific and Technical Cooperation, Cooperation in Social and Cultural Activities	Adnan Menderes University, Süleyman Demirel University, Muğla University, Pamukkale University	Regional
1998	Protocol of Cooperation on Technology Development Assistance	The Directorate of Development and Support of Small and Medium Sized Industries Pamukkale University Denizli Chamber of Industry	Local

Appendix–15 PAU's strengths and weaknesses, opportunities and threats

OUR STRENGHTS	OUR WEAKNESSES
– The adaptation efforts with the international standards, mainly with the EU. – The tendency of increase in the quality of education – Well-educated and constantly improving academic staff – The foundation of Pamukkale Technology Development Region – The cooperation efforts with the industry – Good relations with national as well as international institutions – Our University has been included in the ADIM project and has good relations with other Universities – The University has good relations with local administrations and civil organizations. – The diversity of graduate and postgraduate programmes – The support and faith of the University administration for constant development – The increase in the student clubs and activities – The criteria for academic advancement are improving the quality of education and are up to date – The importance of Academic publications has been recognized by the University personnel and as a result a significant increase in the quantity and quality of the publications has been determined – The increase in the quality and percentage range of the students who prefer our University – The sufficiency of the internet infrastructure and the accessibility of the online library database, online periodicals and books for research activities – The good quality of sports, food, health and cultural services in the campus. – The development of physical and technological infrastructure – The comfortable means of transportation to the University from various parts of the city – A positive understanding and good mutual relations with the local people of Denizli – The presence of a nice congress centre within the campus and the organization of congresses in several fields. (Symposium of urban and economic researches, Economy and summer seminars, Symposium of finance, Congress of Education, Congress of equipment etc.) – The gain of scientific awards in certain fields – The fact that our point of view and mentality relies on solving problems rather than bureaucracy – The construction of facilities according to the social needs of students and academic staff. – The presence of efforts which assign social responsibilities to our University such as the design of the earthquake map of Denizli, the industrial inventory of Denizli and public health projects – The University administration‟s devotion to development and innovation.	– The unproductiveness of educational activities due to lack of staff positions and the heavy burden of lessons of the Academic personnel – The insufficiencies of research laboratories at certain departments. – The lack of a pedagogical survey-assessment unit and such training which was supposed to be provided to lecturers along with the insufficiency of psychological counselling services – The insufficiency of the quantity of the personnel who are to assist the Academic staff in educational activities (Insufficiency of research assistants, technical and administrative personnel) – The insufficiency of services provided to the students who attend the evening-classes – The fact that the campus atmosphere hasn‟t truly developed yet. – The insufficiency of plans and projects which develop a feeling of belonging to the institution – The insufficiencies of the library resources – The insufficiency of library space per student – The insufficiencies of students‟ cultural activities such as theatre, cinema, concerts, exhibition etc. – The absence of an Academic staff performance estimation and evaluation system and the lack of incitement and conferment programs designed for successful Academicians – The lack of seminar and course organizations designed for skilled and unskilled industrial employees – The insufficiency of financial support for national and international congress participations – The absence of a databank system in which daily records are kept for future use concerning the University and other institutions – The insufficiency of health services provided for the University staff

OPPORTUNITIES	THREATS
– The people of Denizli have a dynamic entrepreneur mentality – Denizli has a good geographical situation. – The fact that Denizli has a central position in the country and is easily reachable through highway transportation – The fact that Denizli is an industrial region and that the industry is open to cooperation with the University – The fact that Denizli is a very active industrial city which includes several sectors – The presence of an accredited laboratory which can regulate CE certificates is a form of income as well as a sign of prestige for our University"s image in the industry. – The increase in the demand of research & development projects by the industrialists – Besides its industry, Denizli is a culturally and touristically rich city which possesses Pamukkale and other natural resources. – The day-by-day increase of project supports by institutions such as the EU, TÜBİTAK, KOSGEB and DPT – Turkey"s process of entrance into the EU. – The foundation of TECHNOPARK and specific research centres. – It can be provided that of the 26 centres that are to be constructed, one can be constructed in Denizli under the leadership of our University – The development of good relations with the national media besides the local media.	– The problems of air, water noise pollution which exist in Denizli. – The extreme increase of the rents in Denizli – The increase of crime in Denizli – The fact that Denizli is included in the earthquake region. – The rapid increase of Denizli"s population and migration. – Denizli"s poor social life and opportunities. – The problems concerning the promotion and appointment of young Academicians – The increase of workload owing to administrative affairs of lecturers and research assistants – According to the present revolving fund regulation, the deduction of up to 70% in the funded projects realized by Academicians have a negative effect on the University"s cooperation with the industry – The decrease in quality of the secondary school education. – The fact that the industrialists prefer to purchase technology instead of research & development projects – The effects of political factors on the University – The effects of the difficult condition of the textile industry on the economy of Denizli. – The fact that no personnel has been acquired to the Research Assistant position for a long time – The University staff"s social and economic condition is not very well. – The constant changing of the country"s and University"s education policies. – The insufficiencies of the creation of a student based education system and social environment – The insufficiency of not being able to create a working environment which is supportive and democratic