



**HACETTEPE UNIVERSITY
STRATEGIC PLAN
(2007-2011)**

“To the leading edge... Toward being the best...”

FOREWORD

Hacettepe University has started to implement Total Quality Management project at its hospitals in the year 2000. Practices such as strategic planning, giving contribution share to staff from the revolving fund on the basis of performance improved the quality of services provided by our hospitals and increased eight times as much the quantity of revolving fund income within last five years.



Total Quality Training project has been initiated throughout the whole university at October 2003 by the decision of Hacettepe University Senate. Meanwhile, the government's Higher Planning Board decided to initiate a pilot strategic planning project to be implemented in eight public organizations including Hacettepe University in collaboration with State Planning Organization. Our university completed its strategic plan with participation of all academic and administrative units in 2005. First follow-up meetings has been held in 2006 and the university evaluated the realization of strategic plan objectives on the level of academic and administrative units. We are confident that periodic follow-up meetings and evaluations of strategic plan will drive the university to the leading edge. Therefore, our motto is "*To the leading edge ... toward being the best.*"

Prof. Dr. Tunçalp ÖZGEN
Rector

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“To the leading edge... Toward being the best...”

1. DESCRIPTIVE INFORMATION

1.1. History

The Chair of Child Health deemed to be the origin of Hacettepe Faculty of Medicine was founded as related to Ankara University, Faculty of Medicine in February 2, 1954.

Hacettepe University began to act as Child Health Institute and Hospital in Hacettepe Campus, and started its training and education, research activities and providing public service in 1958. Nursing School, School of Medical Technology, School of Physical Therapy and Rehabilitation were established in 1962, and Schools of Basic Sciences, Nursing, Physical Therapy and Rehabilitation, Medical Technology, Health Technology were organized under the Faculty of Medicine and Health Sciences which was transformed from Hacettepe School of Health Sciences in 1963, and School of Dentistry was established under the same Faculty.

Hacettepe Science Center was established in 1965 in order to coordinate academic units of the university, and Hacettepe Medical Center was established in 1966, and Hacettepe Medical Center Hospital was started up in the same year. These nucleus institutions organized in this way were later chartered as Hacettepe University by the Act No.892 enacted in July 8, 1967, and it has started its education activities as a university by Faculties of Medicine, Health Sciences, Sciences and Social Sciences. School of Home Economics was established in 1968, and the Schools Pharmacy and Dentistry was transformed into faculties in 1971. Hacettepe University, which was expanded further in the course of time with the establishment of new departments and faculties, built its second campus on an area of 5.877.528 m² in Beytepe district, 20 km from the Central Campus.

Hacettepe University carries on its activities with 11 faculties, 14 schools, 1 conservatory, 13 institutes, and 35 research and application centers within the context of the Act No. 2809 of Organization for Higher Education Institutions enacted in 1982.

Hacettepe University as one of the leading universities of the country continues to contribute to the social development and universal values in the fields of science, technology and art.

1.2. Organization

Administration and organization of Hacettepe University are outlined in accordance with the provision of the Higher Education Act No. 2547. Administrative bodies of the university are Rector, University Senate and University Administrative Board.

Rector is appointed for four years by the President of the Republic from among the three of six candidates holding the academic title of professor elected by faculty members upon the announcement of the currently-serving rector. A Rector can not be re-appointed for more than two terms of office. The Rector is the representative of the legal personality of the university and the top administrator of the university. The Rector may select up to three of the university's salaried professors to act as Vice-Rectors.

Senate, under the chairmanship of the Rector, consists of Vice-Rectors, the Deans of each faculty, a faculty member elected for a term of three years by the respective faculty board and Directors of institutes and Schools attached to the office of the Rector. Senate acts as an academic body of the university. In this context, to decide on the principles of educational programs, research and publication activities of the university and to elect members of the university administrative board is among basic tasks of the Senate.

University Administrative Board, under the chairmanship of the Rector, consists of the Deans and three professor representing the various fields in the university to be elected by the Senate for a period of four years. The University Administrative Board is a body that assists the Rector in his/her administrative duties.

Administrative bodies at the level of Faculty, Institute and Schools are as follows:

Administrative Bodies for Faculty are Dean, Faculty Board and Faculty Administrative Board. **Administrative Bodies for Institute** are Director of Institute, Institute Board and Institute Administrative Board.

Administrative Bodies of Schools consists of the Director of School, School Board and School Administrative Board.

Faculties and schools are organized as departments, chairs and disciplines.

Hacettepe University carries on its activities with 11 faculties, 13 institutes, 8 schools, 5 vocational schools, 1 conservatory, and 35

research and application centers within the context of the Act No. 2809 of Organization for Higher Education Institutions enacted in 1982.

Academic organizational structure of the university is given in Figure 1 and administrative organizational structure is given in Figure 2.

There is a secretary general under the Rector at the top of administrative organizational structure, and structure includes head of departments, directors, advisors, legal consultant, experts, civil servants subject to Civil Servant Act No.657 and other staff. There is also an executive secretary for each faculty, institute or school under dean, institute director, school director.

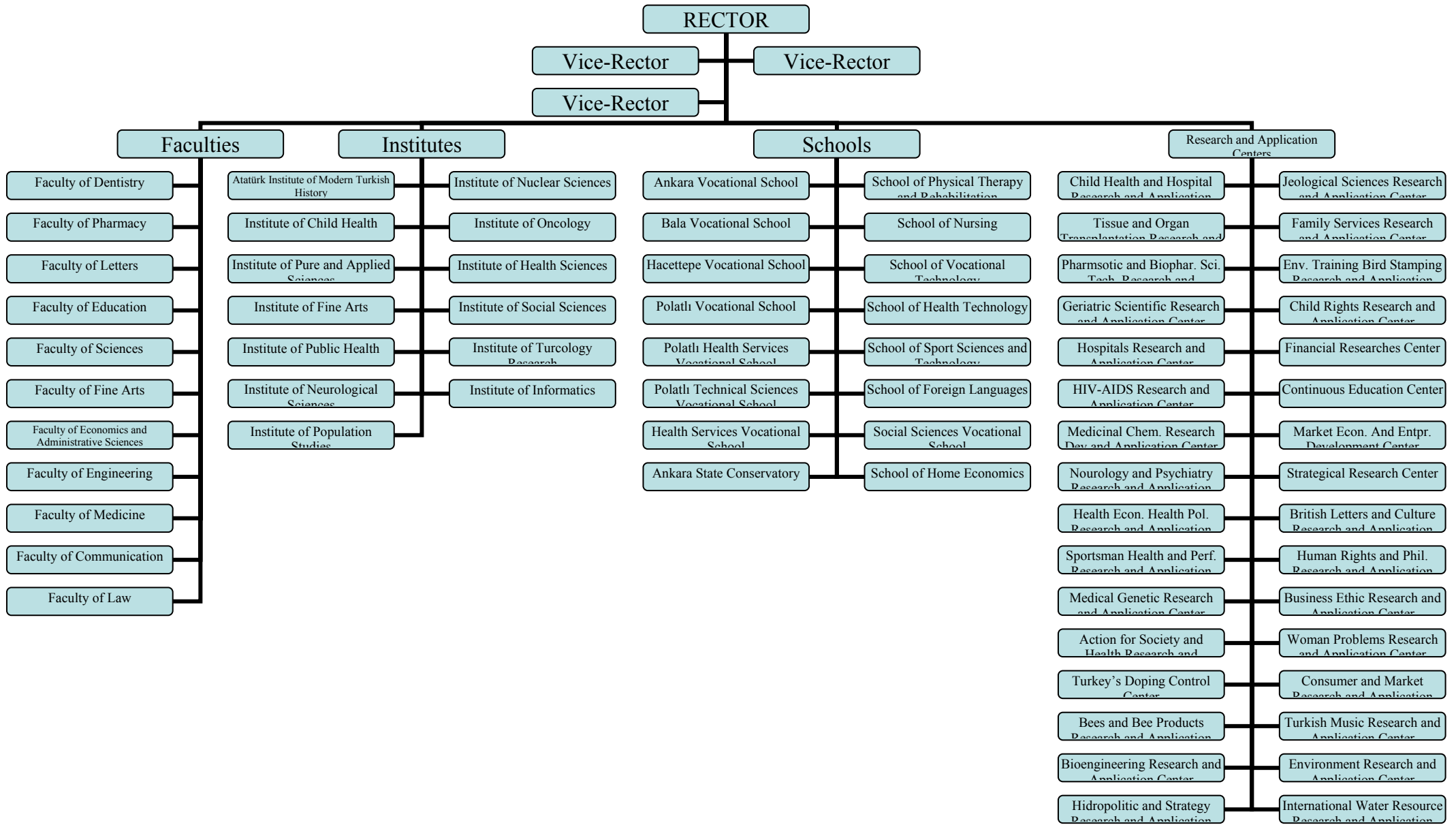


Figure 1. Hacettepe University Academic Organizational Structure

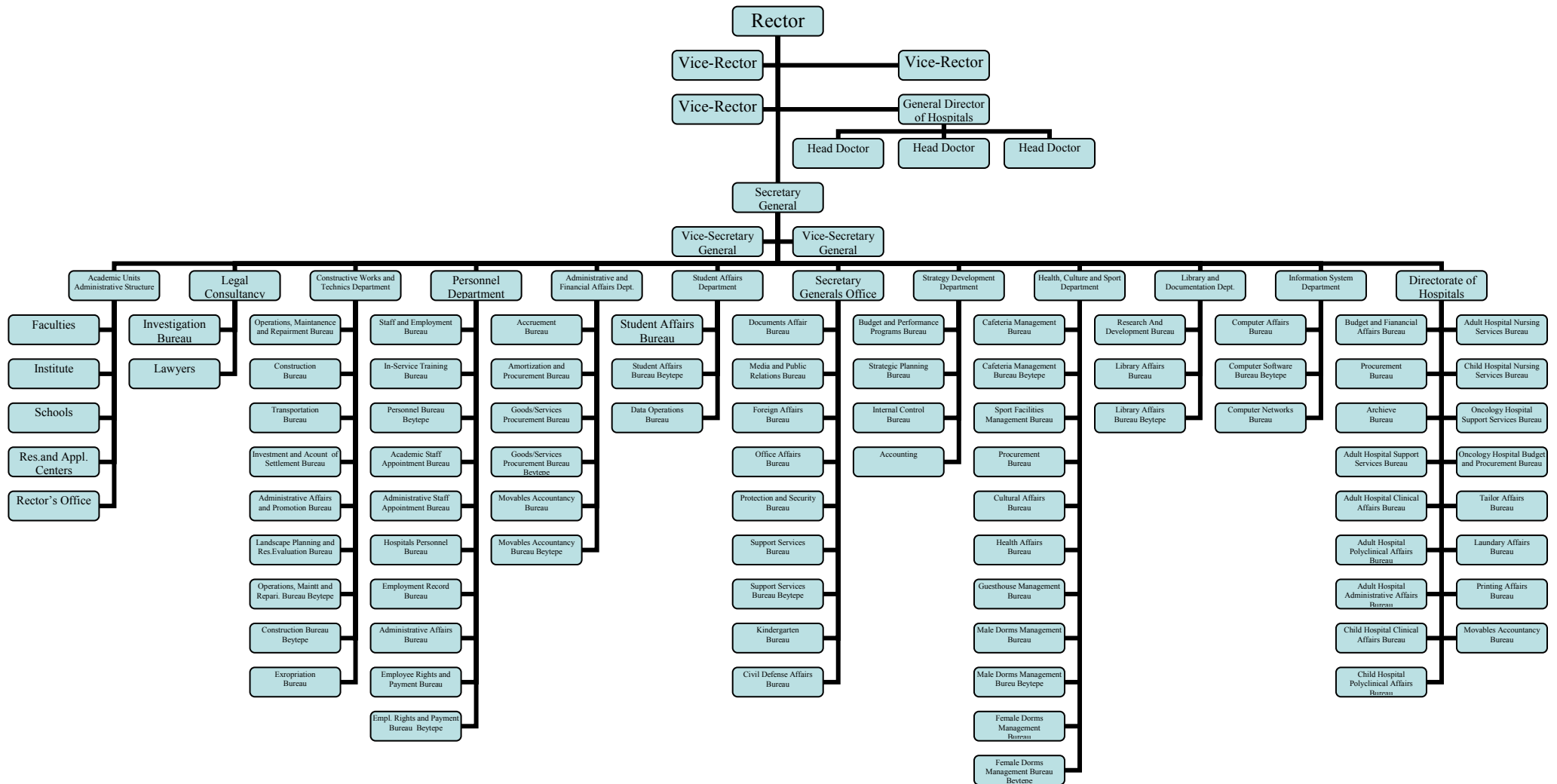


Figure 2. Hacettepe University Administrative Organizational Structure

1.3. Physical Conditions

The university is located in two major campuses, namely Sıhhiye and Beytepe Campuses. Sıhhiye (Central) Campus was built in the Hacettepe neighborhood of Ankara. Its surface area is 209.071 m² of which 352.181 m² is constructed area. There are three faculties (i.e. Dentistry, Pharmacy and Medicine), six institutes (i.e. Child Health, Public Health, Neurological Sciences and Psychiatry, Population Studies, Oncology, and Health Sciences), and five schools (i.e. Home Economics, Physical Therapy and Rehabilitation, Nursing, Health Services, and Health Technology). The Department of Health Administration of the Faculty of Economics and Administrative Sciences is also in the Sıhhiye Campus. Furthermore, there are the 1150 bed Adult Hospital, the 350 bed İhsan Doğramacı Children's Hospital and the Oncology Hospital. Other facilities in this campus are 2176 bed student dormitories and the 841 bed student guesthouses, a library, a covered gym, cafeterias, and open/covered parking lots.

Beytepe Campus, the other major settlement of the University, is located on the Beytepe district in direction of Ankara-Eskişehir highway, 20 kilometers away from the Central Campus. The surface area covers 5.877.528 m² of which 190.325 m² is constructed area. There are 6 faculties (i.e. Letters, Education, Science, Fine Arts, Economics & Administrative Sciences and Engineering), 7 institutes (i.e. Atatürk Institute for Modern Turkish History, Informatics, Science and Engineering, Social Sciences, Nuclear Sciences, Fine Arts, Turkology Studies) and 4 Schools (i.e. School of Vocational Technology, The Hacettepe Vocational School, Foreign Languages, Sport Sciences & Technology). Other facilities in the Beytepe Campus are a 2.478 bed student dormitory, a 600 bed student guesthouse, 90 pupil kindergarten (0-6 years) and a 1022-pupil-primary school, a library, several cafeterias, a covered gym and open sports facilities.

Other than these two campuses, there are following five more locations contain a number of units of the university:

The Ankara State Conservatory established in 1936 by Atatürk, the founder of Turkish Republic has already been functioning in **the Beşevler Campus** located at the Bahçelievler neighborhood of Ankara since 1982 that it was attached to the Hacettepe University. There are 20 blocks of teaching and performance buildings and 360 bed student dormitory which have 30.064 m² of constructed and covered area in the campus which was built on a surface area of 24.850 m².

The Department of Social Services of the Faculty of Economics and Administrative in **the Keçiören Campus** located at the Keçiören neighborhood of Ankara has 5 blocks of buildings having constructed and covered area of 7.484 m² in a surface area of 11.175 m².

5.100 m² of **the Opera Campus** in the Altındağ district of Ankara, a real property accessed to Gazi University by treasury was transferred to the Hacettepe University in July 19, 1997. Vocational School of Social Sciences is serving in this campus.

There are the Polatlı Technical Sciences and the Health Services Vocational Schools which were established in 1998 and started educational activities in the academic year 1998-1999 in **the Polatlı Campus** located in Polatlı district of Ankara.

Bala Vocational School which was established in 2005, and started educational activities in the academic year 2005-2006 is located in **the Bala Campus**.

Surface areas of real properties that Hacettepe University functions are summarized in Table 1 and constructed and covered areas that the university possesses are summarized in Table 2.

Table 1: Distribution of Real-Property of Hacettepe University

| Name of Location | Area of Real-Property According to Ownership Status (m ²) | | | TOTAL (m ²) | Explanation |
|-------------------------------|---|----------------|----------------|-------------------------|--------------------------------|
| | University | Treasury | Others | | |
| HACETTEPE | 209.071 | | | 209.071 | Width = 530 m, Height = 930 m |
| BEYTEPE | 5.877.528 | | | 5.877.528 | Width = 2000 m, Height= 4500 m |
| INKUMU | 32.170 | | | 32.170 | |
| ELMADAG | 51.288 | | | 51.288 | |
| CONSERVATORY | | 24.850 | | 24.850 | |
| ALACAATLI | | 419.773 | | 419.773 | |
| KECIOREN | | 11.175 | | 11.175 | |
| VOCATIONAL SCHOOL OF SOC:SCI. | | 5.100 | | 5.100 | |
| YENIMAHALLE A.O.C. | | 105.275 | | 105.275 | |
| POLATLI | | | 466.071 | 466.071 | Pasture+ Municipality |
| ANTALYA | | | 100.000 | 100.000 | Ministry of Forest |
| TOTAL | 6.170.057 | 566.173 | 566.071 | 7.302.301 | |

Table 2: Distribution of Closed Area of Hacettepe University

| Name of Location | Closed Area According to Ownership (m ²) | | TOTAL (m ²) |
|--------------------------------------|--|---------------|-------------------------|
| | University | Treasury | |
| HACETTEPE CAMPUS | 310.603 | 41.578 | 352.181 |
| BEYTEPE CAMPUS | 165.840 | 24.485 | 190.325 |
| KECIOREN | 7.484 | | 7.484 |
| VOCATIONAL SCHOOL OF SOCIAL SCIENCES | 4.413 | | 4.413 |
| CONSERVATORY | 23.165 | 6.900 | 30.065 |
| POLATLI | 1.317 | | 1.317 |
| ELMADAG | 1.134 | | 1.134 |
| INKUMU | 4.500 | | 4.500 |
| ANTALYA | | 9.536 | 9.536 |
| TOTAL | 518.456 | 82.499 | 600.955 |

As indicated in the tables above, the Beytepe Campus has the largest surface area whereas the Sıhhiye (Central) Campus has the largest constructed and covered area. Other settlements of the university are small in both surface area and covered area when compared to these two campuses. The distribution of these places by the activities and services of the university is summarized in Table 3.

Table 3: Distribution of Closed Area According to Service Field

| Service Field | HACETTEPE CAMPUS | BEYTEPE CAMPUS | OTHER | TOTAL |
|--------------------------------|------------------|----------------|---------------|----------------|
| EDUCATION | 93.581 | 107.025 | 43.625 | 244.231 |
| HEALTH | 137.500 | 3.000 | 1.500 | 142.000 |
| SHELTERING | 26.075 | 47.600 | 2.000 | 75.675 |
| NUTRITION | 15.000 | 15.000 | 1.500 | 31.500 |
| CULTURE | 350 | | | 350 |
| SPORT | 2.500 | 2.000 | | 4.500 |
| OTHER (OFFICES, PLANTS, STORE) | 77.175 | 15.700 | 9.824 | 102.699 |
| TOTAL | 352.181 | 190.325 | 58.449 | 600.955 |

2. H.U. STRATEGIC PLANNING PROCESS

2.1. The HU's Strategic Planning Approach

The HU has started its "preliminary" strategic planning activities in January 1, 2004 upon the clause 25 of the decision (no. 2003/14) of Higher Planning Board titled as "Program and Budget Preparation for the Fiscal Year 2004" which requires eight pilot public institutions including the Hacettepe University to prepare their strategic plans in accordance with the provision 9 of Public "Financial Administration and Control Act (No.5018)" that states:

"Public Institutions will prepare their strategic plans in a participatory way in order to constitute their future mission and vision under the context of development plans, programs, relevant legal regulations, and their self-adopted basic principles, to determine strategic goals and measurable objectives, to measure their performance in accordance with pre-determined performance indicators, and to follow and evaluate strategic planning process."

Certain applications in Hacettepe University such as Total Quality Management training which was first started at the university hospitals in the year 2000 and then decided to be applied throughout the university in October 2003 and performance based contribution payment from revolving fund have provided a basis for strategic planning process.

Higher Planning Board decided strategic planning which was assigned to be carried out by all public institutions to be applied primarily in eight public institutions including the Hacettepe University as a pilot project in 2005, and thus the university has initiated strategic planning project in coordination with State Planning Organization (SPO).

Being selected institution for the pilot strategic planning project by State Planning Organization, and other applications such as total quality project and performance based contribution payment from revolving fund have played an important role in shaping the strategic planning approach of the university. The approach is consistent with the approach outlined in the "***Guidebook of Strategic Planning for Public Institutions***" prepared by SPO. In this context, the model presented in Figure 3 has been used in strategic planning process of the university.

There are usually two methods in establishing strategies and managing the process in strategic planning projects. One is top-down method in which orientation and preferences of top management lead the organization, and the other is bottom-up method in which information flow is from organizational units to top management. Adoption of a single method and rejection of other is actually not appropriate to nature of strategic management concept. The matter is the preference on different combination of these two methods. Hacettepe University preferred a more bottom-up approach in its strategic planning process.

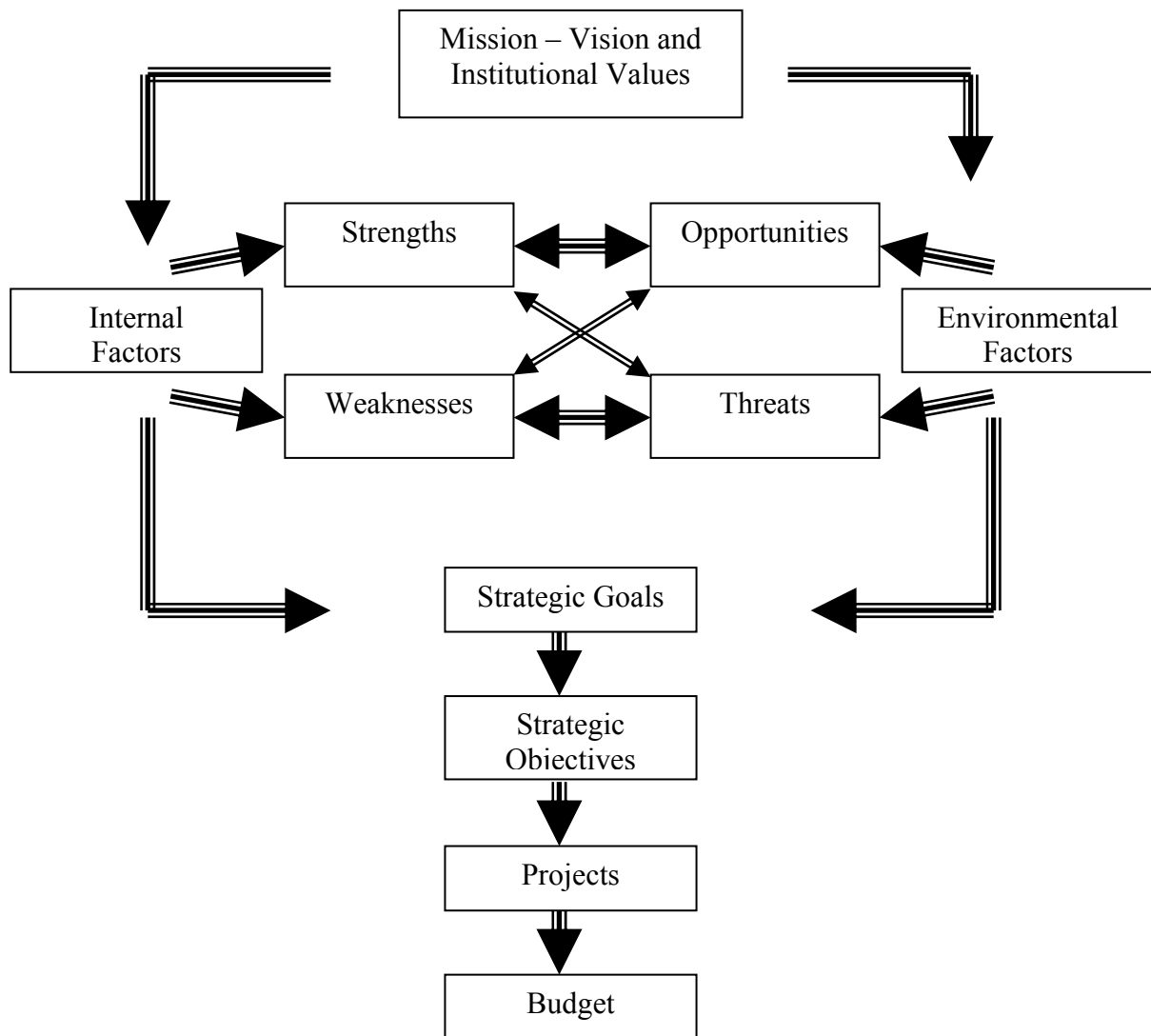


Figure 3. Strategic Planning Approach of the Hacettepe University

The HU's strategic planning has aimed at the most extensive participation in strategic decision making processes. The adopted approach in accordance with this aim has provided a locus of understanding that takes changing conditions in institutional environment into consideration, determines operational priorities, strategies, goals and objectives by direct participation of academic and administrative units, and guides for decisions of policy formation and resource utilization. Strategic planning project of the university has also aimed at serving as an institutional learning and improvement process other than preparing a strategic plan. In this context, strategic planning activities have been carried out by 208 academic and administrative units (given in Table 4) separately and strategic plans of these units was evaluated by Strategic Planning Committee and supplied important data for main strategic plan document.

Table 4: Units that Strategic Planning Activities Conducted

| UNITS | Number |
|----------------------------------|---------------|
| Rector's Office | 1 |
| Faculties | 9 |
| Institutes | 13 |
| Departments/Chairs | 127 |
| Schools | 8 |
| State Conservatory | 1 |
| Vocational Schools | 5 |
| Application and Research Centers | 35 |
| Hospitals | 1 |
| Administrative Departments | 8 |
| TOTAL | 208 |

2.2. Chronology of the HU Strategic Planning Process, Participants and Documentation

Chronology of Strategic Planning process in the university is given below.

Strategic planning project has been started up by the meeting of top administrators of the university held in February 12, 2004 under the chairmanship of the Rector. In this meeting, program supervisors have been assigned and the process has begun on a participatory basis.

A meeting with representatives of pilot institutions was held in February 16, 2004 at the State Planning Organization (SPO). "Strategic planning process" designated by SPO was presented and assigned SPO experts to guide pilot institutions were introduced to the representatives of pilot institutions.

The Rector, Prof. Dr. Tunçalp Özgen informed the Hacettepe University Senate about "the strategic planning process of the university" in February 18, 2004. The university senate debated the issue and made the necessary decision for strategic planning project to be carried out.

61 staff selected as representatives of different academic and administrative units received training on "strategic planning" in two terms at the Turkish Institute for Industrial Management (TUSSIDE). The training period of the first 32 participants was 21-25 March 2004, and that of the other 32 took place 28 March-April 2004. During these training periods, preliminary activities regarding the university's strategic planning were also conducted besides the Strategic Planning Training. The preliminary activities included drafting the university's vision, mission and values, and SWOT analysis, stakeholder analysis and possible performance criteria.

A "*Strategic Planning Committee*" was composed of ten academic and administrative staff, representatives of different units of the university who had training in TUSSIDE.

Members of the Strategic Planning Committee participated in a program on "Strategic Management" organized by SPO at TUSSIDE in April 9-14, and consolidated outcomes of preliminary strategic planning activities conducted at TUSSIDE and developed an action plan under the moderation of SPO. Some of the activities in this action plan have already been realized. During this program, strategic planning process and

relevant problems were debated with representatives from SPO, The Ministry of Finance, and the other pilot institutions.

Top management team and coordinators of Strategic Planning Group (SPG) held a meeting with SPO representatives at the Rector's Office in March 5, 2004. In this meeting progress that Hacettepe University had in strategic planning process was assessed.

SPG's consolidation of strategic planning contents produced by different groups was reviewed by SPG and top management team in a meeting held in April 29-30, 2004, and a consensus was reached upon expression of vision, mission, goals, values and other strategic planning elements for Hacettepe University.

SPG prepared a draft plan on the basis of the strategic planning elements agreed upon in May 3, 2004.

In a meeting held at S Auditorium in May 28, 2004, the draft plan was debated with 60 staff who had taken "Strategic Planning" training at TÜSSİDE, and it was redrafted. These participants were asked to inform the staff in their unit about the content of the meeting, and in return they provided feedback about opinions and recommendations of the staff to the SPG.

SPG lastly met at the meeting room of the Faculty of Pharmacy on the Hacettepe Campus in June 4, 2004 and finalized the strategic plan, and presented it to the Rector at June 14, 2004. Since revision of the report was deemed probable, it was presented to The SPO as the "*Hacettepe University Strategic Plan Draft*". The strategic planning project resulted in such a limited period of three to four months was comprehensive as much as possible in respect to the use of participatory processes as stated in the guide prepared by SPO.

The Rector declared a schedule in January, 2005 (Ref. No. 11/1713) for academic and administrative units to prepare their strategic plans as a bottom-up approach. All academic and administrative units and their sub-units were asked to prepare their strategic plans and to submit to the top management in accordance with the declared schedule.

The academic and administrative units of the university have started to present their strategic plans since February, 2005. The presentations were conducted at the Beytepe and Hacettepe Campuses, with the large participation of staff from all units. The Rector, Prof. Dr. Tunçalp Özgen, and top management team also participated in these presentations which were completed in December 13, 2005. Strategic planning presentations

of units were all published in the university's WEB site so that they remain open to recommendations and opinions of all stakeholders.

As a requirement of the Act No.5018, the Strategy Development Office was established in January 1, 2006. This office has responsibilities of preparing strategic plan and others given by the Act No.5018 and additionally acts as secretariat of Strategy Development Committee.

SPG which consists of 10 members has been transformed into Strategic Development Committee¹ (SDC) consisting of 19 members with 9 new participants from various units.

In February 2006, strategic plans prepared by 55 units of our university which have financial authority were assessed by the Strategy Development Committee and the units were informed about the deficiencies in their strategic plans. After the necessary revisions, units re-submitted their strategic plans to the Strategy Development Office.

SDC, which periodically met four times in a month, drafted this strategic plan by taking strategic plans of units having financial authority and 2005-2008 strategic plan draft into account in Bartın/Inkumu meeting that the Rector participated in.

The Strategy Development Committee has prepared the strategic plan with an intensive effort starting by February, 2006, and finalized it in June 15, 2006 as to submit to the Rector.

¹ **The Strategy Development Committee** – Prof. Dr. Nuran ÖZYER; Vice President, Prof. Dr. Uğur ERDENER; Hospitals General Director, Prof. Dr. Koray BODUROĞLU; Chief Physician's Assistant, Prof. Dr. Nil ATAY; Faculty of Dentistry, Dean's Assistant, Prof. Dr. Sedef KIR; Faculty of Pharmacy, Dean's Assistant, Prof. Dr. Bahtiyar ÜNVER; Faculty of Engineering, Dean's Assistant, Prof. Dr. Türkan KUTLUAY MERDOL; School of Health Technology, Director, Prof. Dr. Yasemin BEYHAN; School of Health Technology, Director's Assistant, Prof. Dr. Hakan Sedat ORER; Institute of Health Sciences, Director, Prof. Dr. Haviye NAZLIEL; Institute of Health Sciences, Director's Assistant, Prof. Dr. Yüksel KAVAK; Faculty of Education, Prof. Dr. Haydar DEMİREL School of Sport Sciences & Technology, Assoc. Prof. Dr. Doğan NADİ LEBLEBİCİ; Faculty of Economics and Administrative Sciences, Assoc. Prof. Dr. Mustafa KILIÇ; Faculty of Economics and Administrative Sciences, Assoc. Prof. Dr. Bahtışen KAVAK; Faculty of Economics and Administrative Sciences, Mehmet ÖZEN; Head of Administrative and Financial Affairs Office, Murat KARAAĞAÇ; Head of Strategy Development Office; Res. Assist. R. Erdem ERKUL; Faculty of Economics and Administrative Sciences, Department of Public Administration, Res. Assist. Aysun BAYRAM; Hospitals Project Coordination Office.

3. SITUATIONAL ANALYSIS

3.1. Higher Education System

Change was rare for mankind in the past. People were continuing to survive as long as they produce and satisfy their needs. Industrial revolution triggered and accelerated the change in human life.

Changes experienced especially in last 15-20 years of previous century were not only in science and technology but in economical and political arenas with equivalent social dynamics. Developments in information and communication technologies, globalization, political, economical and social movements also have impacts on other fields and increased the effects of change. For example, the concept of globalization connotes movement of ideas, capital, labor force, services and products in a way that diminishes the importance of national boundaries. Developments in information and communication technologies reduce the size of world in virtual sense into an electronic screen, provide people to learn about the events occurred in the world, and may be capable of influencing politics and regimes of countries.

These changes do not only affect the mode of production and management, but also the relative importance of production factors and quality of required workforce profile. Information society in global sense must rely on information workers who do not only use information but also have ability to analyze and decide on it.

One of the significant outcomes of this transformation in respect to educational institutions and individuals, so the society is the need for renewal of skills and abilities of labor force due to changes in qualifications of current jobs and newly emerging jobs

Those who fail to keep up with such changes and to acquire new skills lose their mobility that is the greatest promise of globalization and are forced to be imprisoned in their own boundaries.

Economic development, which requires the production and utilization of information and technology, is necessary to succeed in global competition of information age. The production of information and technology is rendered possible by access to the existing information/data, as well as creating and consolidating intellectual capital.

Thus, the role of the universities of the 19th-20th centuries in responding needs of the society, which mainly focused on education and training of qualified labour force demanded by the industrial society is changing and

universities are charged with the responsibility of creating information society for development and progress in the 21st century.

Sorbon Declaration was signed in May 25, 1998 by Ministers of Education of Germany, France, England and Italy as the first step in determination of quality and scope of structural change stipulated for the higher education systems applied in EU countries which has struggled for being an axis of power in the world especially after the disintegration of ex-Soviet Block since the beginning of 1990s. This was succeeded by the Bologna Declaration signed on June 19, 1999 by ministers of education from 29 European countries. Turkey also signed this declaration in 2001.

The Graz Declaration is accepted as the major EUA policy document resulting from the 2nd Convention of European Higher Education Institutions hosted by the three universities in Graz from 28-30 May 2003. The same principles were also confirmed in the Berlin Declaration on 19 September 2003. It sets out how Europe's universities see their role in the future, identifies priorities for action and stipulates what action we expect of governments and what universities need to do to ensure that they remain central to the development of European society by:

- maintaining universities as a public responsibility,
- consolidating research as an integral part of higher education,
- improving academic quality by building strong institutions,
- furthering mobility and the social dimension,
- supporting the development of a policy framework for Europe in quality assurance,
- pushing forward the Bologna Process.

Hacettepe University, as a university of the Republic of Turkey which is integrated into Europe in many respects in the process of joining the European Union considers that it should carefully observe developments and determine its position accordingly.

Besides these global developments and transformations, it is also useful to take to take the unique qualities of the Turkish Higher Education system into consideration.

3.2. General Situation of Higher Education in Turkey

Higher education in Turkey is outlined by the Higher Education Act (No.2547) in accordance with the articles 130 and 131 of the Constitution. In this legal context, there are 93 universities carrying out educational activities of which 66 are state universities, 2 are institutes of high technology and 25 are universities established and managed by foundations. There are 2.181.217 undergraduate students in Turkish higher education by the year 2005 according to data from the Council of Higher Education (CHE). 547.027 of those are enrolled in the Faculty of Open Education at Eskişehir Anadolu University. When excluding this number, it could be said that 1.634.190 students are involved in education at settled university locations. 2.055.435 of all students are in state universities.

There are 28.299 students in Hacettepe University. The university is carrying out educational and research activities by 3.548 academics.

There are two major problems among others regarding higher education in Turkey. These are low schooling ratio and financial constraints in the higher education.

The schooling ratio at every stage of education, especially at higher education makes a remarkable difference in development of a country. It is possible to observe this relation at the individual and societal levels. Although the schooling ratio in higher education in Turkey recently increased, it is still far from being efficient when compared to developed countries whereas the excessive demand for higher education becomes another serious problem to be solved.

In order to comprehend and evaluate current situation of education in Turkey better, it is necessary to have a data on population and the cost of education in developed countries. With a simple analysis, it is quite clear that education budget of each of four sample European countries with similar population size are quite larger than Turkey (Table 5).

When compared to European countries, per capita expenditure for education is the least in Turkey. The average per capita expenditure for Europe is about \$1000 whereas it is below \$100 in Turkey. This amount of expenditure naturally decreases the quality in every level of education.

Table 5: Educational Budgets of Some European Countries and Their Portion in GNP

| Countries | Educational Budgets | | |
|-----------|----------------------|-----------------|----------|
| | Population (Million) | Billion Dollars | % in GNP |
| Germany | 82 | 127 | 5,4 |
| France | 58 | 91 | 6,0 |
| Italy | 57 | 66 | 5,8 |
| England | 59 | 62 | 5,4 |
| Turkey | 63 | 5 | 2,5 |

Source: Abstract from OECD and UNESCO publications-1996

The data on the Table 5 indicates that Turkey neither has sufficient resources nor gives priority to education when allocating its limited resources. Thus, it is clear that Turkey has to create new resources and to utilize existing resources more efficiently.

3.3. Stakeholder Analysis

In this section, individual and institutional stakeholders in interaction with the HU directly or indirectly, positively or negatively regarding its products and services are defined.

Stakeholders have been considered as the following groups:

- Suppliers
- Consumers
- Collaborators
- Third parties affected by the activities of the institution
- Third parties affecting the institution

The real and legal personalities under these groups above have been categorized as follows:

- Consumers
- Employees
- Fundamental partners
- Strategic partners

Stakeholder analysis has aimed at providing data for strategic planning process, and shaping the plan in accordance with expectations of stakeholders, and thus, providing adoption of the plan by them.

The HU's stakeholder analysis is outlined in Table 6.

Table 6: List of Stakeholders

| Stakeholders | Consumers | Employees | Basic Partners | Strategic Partners |
|---|-----------|-----------|----------------|--------------------|
| Academic Staff | | ✓ | | |
| Administrative Staff | | ✓ | | |
| Retired Staff | | | | ✓ |
| Students | ✓ | 0 | | |
| Student Families | ✓ | | | |
| CHE | | | ✓ | |
| Ministry of National Education | | | ✓ | |
| Ministry of Finance | | | ✓ | |
| Ministry of Health | | | ✓ | |
| Ministry of Industry and Trade | | | ✓ | |
| Governorship | | | ✓ | |
| Other Ministries | | | ✓ | 0 |
| State Planning Organization | | | ✓ | ✓ |
| TUBITAK–TUBA | | | | ✓ |
| Non-Governmental Organizations | ✓ | | | ✓ |
| Legislative and Judicial Bodies | | | | ✓ |
| Employers and Firms | ✓ | | ✓ | |
| Graduates | | | | ✓ |
| Other Universities | | | | ✓ |
| Research Establishment Funds(foreign /national) | 0 | ✓ | | ✓ |
| Local Administrations | | | ✓ | ✓ |
| Financial and Fiscal Establishments | 0 | | | 0 |
| Printed and Visual Press(Public and Private) | ✓ | | 0 | ✓ |
| Other Public Institutions | ✓ | | 0 | 0 |
| Society | ✓ | | | |
| Patients and Their Relations | ✓ | | | |
| Purveyors/ Vendors | | | | ✓ |
| TECHNO-PARK/KOSGEB | | | | ✓ |
| Inter-University Council | | | ✓ | |
| Social Security Institutions | | | | ✓ |
| EU Commissions | | | | ✓ |
| Military Institutions | ✓ | | | |
| ✓: All of them | | | | |
| 0: Some of them | | | | |

3.4. Education

Hacettepe University, with its qualified teaching staff, selected students, and facilities, is among the top universities of Turkey and a respected university with regard to universal criteria for higher education institutions in the world.

Hacettepe University offers four different degrees and diplomas. These are two-year vocational school degree, four-year bachelor's degree, master degree and Ph.D. degree. Actual duration of these degrees is two-years, four years, two-years and four to five years respectively. Medicine with 6 years, dentistry and pharmacy with 5 years are exceptional and equivalent of master degree as in the case of other countries.

Education is yearly-based in the faculties of medicine and dentistry and in The Ankara State Conservatory, whereas it is term-based in other faculties, schools, and institutes. An academic year consists of spring and fall semesters. Summer school may also be optional as a separate term. It provides students to have an opportunity for graduation before expected date, and it also increase the use of physical capacities. A semester takes a minimum of 14 weeks.

Formal education in academic units is principally carried out on day-based and evening-based. Education language in the HU is primarily Turkish. However, there are academic units teaching in English and German, and there are also academic units in which 30% of the curricula is in a foreign language. There is a preparatory language school for students of these departments.

The university offers vocational school degrees in 33 fields, bachelor's degrees in 80 fields, joint degrees in 4 fields, master's degrees in 142 fields and Ph.D. degrees in 135 fields.

There are 28.299 students at Hacettepe University by the academic year 2005-2006. 10.7% of them are enrolled in vocational schools, 79.9 % in other undergraduate programs including medicine and dentistry, and 9.5% in graduate programs. There has not been a remarkable change in numbers and ratios of students for the last five years.

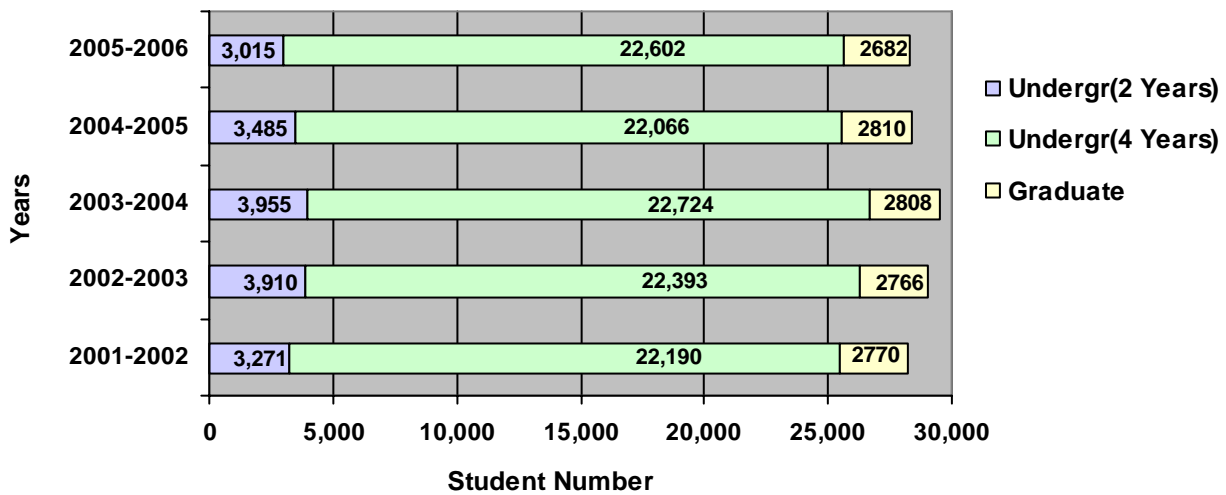
Student-teaching staff ratio is 15.6 in the academic year 2005-2006. This is a ratio around OECD average.

In order to achieve its educational objectives, the HU has continuously been improving its facilities of education, research and social and cultural

services toward contemporary standards for students to access these facilities more easily. The HU has also been providing counseling services to students to make their campus life quality since beginning of its foundation.

Hacettepe University, with nearly 30.000 students and 6.500 graduates every year, represents the future of modern Turkey (Figure 4).

Figure 4: Student Number by Years



The determinants of the HU's strategic preferences regarding to quantitative aspects of education will certainly not only be the university's condition and its internal dynamics. In developed countries such as the USA, Canada and Australia, the schooling ratio is above 80% whereas it is about 50% in EU countries. In this context, they have gone beyond mass higher education to universal higher education. The schooling ratio (formal education) in higher education is around 23% in Turkey. Thus, the international indicators points out a serious gap between Turkey and developed countries in regard to higher education capacity. When considering the internal circumstances of Turkey, there is also a significant imbalance between supply and demand for higher education. The demand has recently exceeded 1.5 million per year. However, the supply can only meet the one fourth or fifth of total demand.

Universal and national profiles of higher education regarding to two-years graduate schools (short-term higher education) which are important tools for the enlargement of higher education at the universal level are as follows: the share of the two-year graduate schools within higher

education systems in many developed countries is above 30%. E.g. it is 55% in Belgium, 52% in Sweden, 45% in USA, and 33% in Japan. It is still around 17% in Turkey although it has been accepted as a basic tool for the policies to enlarge the higher education since 1980. All these national and international figures and trends will play an important role in determining the HU's policy priorities for the education, research, and distribution ratios of undergraduate and graduate students.

3.5. Research and Publication

Scientific research as one of the fundamental functions of universities is not observed as a basic element in the administrative structure. Research is accepted as an “ordinary activity” under routine operation of the university although it is an activity which should be managed separately with its unique and specific qualities. In a sense, research is one of the undervalued activities of the university. One of the most obvious indicators of this is the fact that there is no specifically defined time allocated to research for faculty members. The Turkish higher education system obliges faculty members to make research but it does not specify an appropriate context for research activity. Yet, scientific research requires some special conditions unique to research activity in many aspects. Any research activity should not be expected to conclude with a remarkable discovery.

The European University Association (EUA) considers research as a separate individual activity in the report entitled “Developing an Internal Quality Culture in European Universities” which is a product of the Quality Culture Project in years 2002-2003 (Report on the Quality Culture Project, European Universities Association, Brussels, Belgium, 2003). Among the proposals in the report, there is a suggestion for constituting a structure under rector’s office to observe the quality of research activities in the university. Another element for improving the context of scientific research is the existence of internal and external evaluation mechanisms and objective assessment processes for distributing resources. Thus, it would be important to increase the number of international research and publications and to make the performance criteria appropriate for the international quality standards.

Hacettepe University is the highest ranking university in Turkey in terms of international publications. Despite the fact that the number of its publications appearing in the citation indexes have increased about 12% per year between 2001 and 2005, the HU’s share in total publications of Turkey has decreased from 12% to 8,2%. (Table 7)

The most important reason for this situation is the increasing efforts in all over Turkey to produce publications for journals in citation indexes. As a matter of fact, Turkey rose up its ranking into 19th order in terms of indexed publications in the world by the year 2005. The 1448 indexed publications by the HU academic staff in 2005 is well above the number of publications by many universities of the world.

Table 7: Annual Number of Indexed Publications of Hacettepe University by Years

| Explanations | YEARS | | | | |
|---|-------|------|-------|-------|-------|
| | 2001 | 2002 | 2003 | 2004 | 2005 |
| Total Number of the HU Publications | 938 | 964 | 1055 | 1178 | 1448 |
| Number of Research Articles | 793 | 839 | 881 | 965 | 1073 |
| Total Number in Turkey | 7623 | 9552 | 12492 | 14110 | 17717 |
| Hacettepe's Portion in Turkey (%) | 12,3 | 10,1 | 8,5 | 8,4 | 8,2 |
| <ul style="list-style-type: none"> • Publications in extended SCI, SSCI and AHCI are included. • Source: ISI Web of Science | | | | | |

Hacettepe University has established a merit-based research support system which is defying all competition by the board of specialists under Scientific Research Unit (SRU) and the other boards in the faculties and schools. However, a research management system at the international standards has not been established yet. Therefore, there is need for a policy for science and an administrative structure which will intensively deal with routines of research activities for researchers to make them more concentrated on research activity itself, to increase international integration, and to routinize scientific research. The clues for such a transformation are discussed below.

In order to conduct high quality research, it is necessary to increase the quality of all kinds of data produced at the university, and to use measurement techniques and the models in international standards. For this, the infrastructure of the university should be developed constantly. Hacettepe University has accelerated this transformation by raising the allocation of research fund within the revolving fund from 5% to 10%. The number of research projects supported by the Scientific Research Unit has been increasing regularly over the last five years. The overall research budget has also increased considerably in the same period. The Hacettepe University Senate has decided to raise the status of the Scientific Research Unit to "departmental level" in 2005. In addition to this, within the framework of the new financial regulations, the Scientific Research Unit undertakes the supervision of all research projects including TÜBİTAK projects.

Thus, among the Turkish universities, Hacettepe University has designed an advanced and pioneering administrative structure for research activities in parallel to its mission. The scientific research budget has reached 32,8 million TRY (21,9 million dollars) which is a remarkable value in 2006 (Table 8). However, it is not certain yet whether the Ministry of Finance will approve of the designed research structure.

Table 8: Research Budget for 2005-2006 (in YTC)

| Sources | 2005 | 2006 |
|-------------------------|-------------------|-------------------|
| SPO | 1.656.920 | 9.044.000 |
| TUBITAK* | 1.576.105 | 331.458 |
| EU | 134.566 | 369.849 |
| OTHER** | | 88.372 |
| INTERNAL SOURCES | 16.212.197 | 23.000.000 |
| TOTAL | 19.579.788 | 32.833.679 |

* The TUBITAK projects have been followed up by the Scientific Research Unit since 2005.
 ** The projects obtained by the academic staff by their own initiative are excluded.

It is observed that contribution of external resources is relatively low in the overall research budget. The share of internal resources in the research budget is 70%. Share of external resources in the research budget is expected to be higher in a research-based university.

For instance, 87% of research budget of 85 million dollars at the University of Newcastle upon Tyne in England is provided by external projects and awards in academic year of 2003-2004. In its total budget, the amount received for research fund solely from the European Commission is 11,8 million dollars. When considering 2.044 faculty members, the research input is 41.585 dollars per faculty member (Facts and Figures, University of Newcastle upon Tyne, 2004). University of Newcastle was ranked as 179th among the best 200 universities in the world by the Times (World University Rankings, The Times Higher Education Supplement, London, November 5, 2004). As it is obtained by more competitive means, external resource brings forth high quality research which is open to external assessment as well. It is necessary to increase the ratio of external resources at Hacettepe University. The HU should especially increase the number of the projects and the amount of funding from the European Union over the current level.

Regarding to institutional formation of the research management in Turkey, Hacettepe University with its research ethic committees is in a good position when compared to other universities. The academic staff is channeled to do research as open to ethical inspection and any violation is investigated seriously by related units. Such practices should be regarded as inspection mechanisms within the institution and should be improved further.

The improvement of research facilities and universities' abilities to compete is a primary concern for both in Turkey and all countries in the world. It is undeniable that welfare and development will increase through science. Importance attributed to scientific research and higher education in Turkey as a rapidly developing country will continue to increase. One of the tasks of prominent universities, such as Hacettepe University, is to educate and train scientists that the country needs. In this sense, doctoral education should be considered as a mean of a scientific research rather than being a classical education program. Graduate/undergraduate student ratio in the HU is still below the ideal ratio to fulfill the task. "Faculty Member Raising Program" started at the HU in 2006 and supported by SPO aims at raising highly qualified researchers with Ph.D. to meet faculty member deficit in developing universities in a collaborative manner.

The other problems regarding research activities are the lack of internal and external cooperation, the lack of multi-disciplinary research, and the weak interaction between the university and industry. As social responsibility requires, universities should support research beneficial for society. This necessitates close and constructive relationships between universities and industrial establishments.

Regarding to external cooperation, student exchange especially under Erasmus Program has been accelerated at the HU in the last two years. For instance, only 5 graduate student exchanges in the field of health sciences had been realized in 2004, whereas the number reached 25 in 2005. The joint graduate programs in the future are expected to have a positive effect on the quality of research.

The research performance of the institution is better to be assessed according to the criteria proposed by the EUA. However, the adoption of the international criteria is sometimes impossible due to technical difficulties and resistance within the institution. Extra effort is necessary to improve this situation.

3.6. Products and Services

In addition to education, research, and publication activities, Hacettepe University also provides some products and services for the society. There are currently 93 universities (68 state and 25 private owned by foundations) in Turkey. Hacettepe University is among leading universities in terms of services provided to the society.

The products and services provided by Hacettepe University are as follows:

Products:

- Graduates with occupation
- Information
- Publications
- Industrial products
- Medical equipments and tools
- Aesthetic products
- Press and printing products (posters, business cards, books... etc)

Services:

- Health Services
- Consultancy Services
- Laboratory Services
- Education and training services for the society
- Aesthetic services
- Social activities
- Library services
- Production services
- Press and printing services
- Maintenance services
- Calibration services
- Publicity services

The health service is the primary service that the HU provides for society. Since its foundation, Hacettepe University has been the first address for society to demand health services, and the HU is determined to sustain this rank by providing the best health services through the most advanced technology and methods. The number of patients receiving health service from Hacettepe University Hospitals and its other units offering health services is given in Table 9 by years.

Table 9: Number of Patients Served by Hacettepe University in Years 2001-2005

| Service Unit | 2001 | 2002 | 2003 | 2004 | 2005 |
|-------------------------------------|----------------|----------------|----------------|----------------|----------------|
| Adult Hospital | 388.618 | 425.114 | 456.193 | 490.438 | 505.951 |
| Child Hospital | 169.958 | 166.579 | 170.206 | 177.944 | 186.438 |
| Oncology Hospital | 28.932 | 32.095 | 33.577 | 35.030 | 39.819 |
| Faculty of Dentistry | 37.304 | 49.669 | 47.559 | 46.523 | 52.236 |
| Physical Therapy and Rehabilitation | 2.100 | 2.210 | 1.557 | 6.928 | 7.758 |
| TOTAL | 626.912 | 675.667 | 712.092 | 756.893 | 792.202 |

The academic staff of Hacettepe University provides consultancy services in many public and private organizations. They do this by participating in special commissions and/or counseling boards of these organizations. Thus, the HU academic staff especially contributes to government policies by their consultancy services. They also provide services as expert witnesses, opinion provider, referees, and editor. In this context, 33 units provided 1.094 consultancy services in 2005.

The HU provides laboratory services by its various laboratories to meet demands of the society for these services. In its laboratories, doping control analyses, performance tests for athletes, various chemical analyses and tests are conducted.

The Turkish Doping Control Center (TDCC) of Hacettepe University performs the analyses of substances and methods whose use by athletes is prohibited by the Anti-Doping Agency. TDCC gained its first accreditation from the International Olympic Committee in 2001; and the second (ISO 17025) from the British accreditation organization UKAS (United Kingdom Accreditation Service) in 2003. Since 2004, it has been the accredited doping center of WADA (World Anti Doping Agency) and becomes capable of making doping control analyses from all around the world. Thus, it is entitled formally to undertake the analyses of doping control samples both from home and abroad. The number of samples that TDCC tested is about 2500 in 2005 while it is around 600 in 2001.

Furthermore, the Parenteral Solution Production Center pertaining to the Faculty of Pharmacy at Hacettepe University produces hemodialysis solutions with various formulations. The total amount of production was

786 tons/year in 2005. Moreover, Hacettepe Drug and Poison Information Center (DPIC) of the same faculty has been contributing to the rational use of drugs and the treatment of poisoned patients by answering the calls about drugs and poisoning in the fastest way possible, and served 1983 people in 2005. Two pharmacies of practice pertaining to the Faculty of Pharmacy at Hacettepe University (in The Beytepe and Central Campuses) also paid for prescriptions of a sum of 11.475 student and staff in 2005.

The Human Performance Laboratory of the Hacettepe University, School of Sport Sciences & Technology (SSST) provides the performance assessments of sport teams on the national level. Academic staff of SSST serves as trainers and referees in international sports competitions, and also perform duties as top administrators in Turkish National Olympic Committee (TNOG), General Directorate of Youth and Sports (GDYS), sports federations, and other organizations. The SSST has applied performance tests for 419 athletes from 20 national teams, and 570 athletes from 33 private sports clubs in between 2003 and 2005. The branches in which the performance tests were conducted are football, athletics, handball, skating, volleyball, tennis, mountaineering, basketball, wrestling, swimming, weight lifting, gymnastics, boxing and taekwon-do. The number of performance tests applied to athletes of national teams and/or private sports clubs by SSST in between 2003 and 2005 is about 1000.

Faculty of Engineering provides services such as laboratory analysis, engineering projects and consultancy services and industrial products such as dye and thinner in its laboratories and workshops.

Different units of the HU have provided various services in 2005 such as 4 archeological excavations and surface surveys in 3 cities, translation and interpretation services for public and private organizations, 186 music concerts open to public, 232 sports activities and 27 carrier planning activities.

Products and services offered by Hacettepe University units and their shares in the revolving fund are shown in Table 10.

In addition to education, research and publication, Hacettepe University is determined to continue offering high quality services and products to the public.

Table 10. Revolving Fund Contributions of Hacettepe University Units for the year 2005

| UNIT | PRODUCT/SERVICE | R.F. SHARE (YTL) |
|-------------------------------|--|--------------------|
| Hospitals | Patient services | 203.065.829 |
| Faculty of Dentistry | Patient services | 7.008.521 |
| Faculty of Pharmacy | Production/ recipe/ counseling | 983.862 |
| School of Phy.T. & Rehab. | Patient services/ production | 1.865.587 |
| Health Services Voc. School | Counseling/ education | 169.315 |
| School of Home Economics | Counseling/ education | 25.593 |
| Hospital Printing House | Printing | 847.937 |
| Institute of Population Stud. | Project/ counseling | 1.809.262 |
| Turkish Doping Control Cen. | Measurement/ analysis | 306.958 |
| Other | Various affairs/ counseling | 282.567 |
| Faculty of Letters | Project/ counseling | 4.803 |
| Faculty of Education | Project/ counseling | 615.739 |
| Faculty of Science | Projects/ counseling/ analysis | 163.617 |
| Faculty of Fine Arts | Various courses | 125.918 |
| Fac.of Econ.& Admin. Sci. | Project/ counseling | 3.000 |
| Faculty of Engineering | Project/ counseling/ analysis | 873.134 |
| Sch.of Sport Sci. & Tech. | Sports courses/ sports measurements | 34.522 |
| Sch. of Foreign Languages | Foreign language courses | 116.287 |
| Sch. of Vocational Tech. | Analysis | 12.740 |
| Information Center | Project/counseling | 395.300 |
| Continuing Education Center | Courses | 2.760 |
| Wood Workshop | Furniture production/decoration | 1.046.845 |
| Insecticide Workshop | Anti-insect drugs production/analysis | 64.617 |
| EKG gel Workshop | EKG gel production | 522 |
| Process Workshop | Plane paints/production of various paints and thinners | 897.803 |
| X-Ray Workshop | Production of X-Ray film baths | 698.604 |
| Other | Analysis | 124.314 |
| TOTAL | | 221.545.954 |

3.7. Analysis of Human Resources

In continuous institutional development model, human resources management is an important factor affecting the success of an institution like strategic management. It is necessary for an institution to organize its human resources correctly, effectively, and efficiently in order to fulfill its strategic goals. This requires employees to be deployed in positions appropriate to their knowledge, skills and abilities, and given the opportunity of promotion. By taking constraints like government personnel and payment policies into consideration, the HU continuously interrogates and seeks the way and methods of developing its human resources and utilizes modern techniques to accomplish this.

Individual employee satisfaction surveys are conducted by some of the units of Hacettepe University in order to measure expectation and satisfaction of staff in terms of institutional image, working conditions, management, motivation, participation, skills and abilities. It will be useful to conduct these surveys centrally, systematically and periodically in the university to improve human resource management practices.

Hacettepe University has 7737 employees, 3548 of which are academic staff while 4189 are administrative staff. The number of academic and administrative staff is given by years in Figure 5.

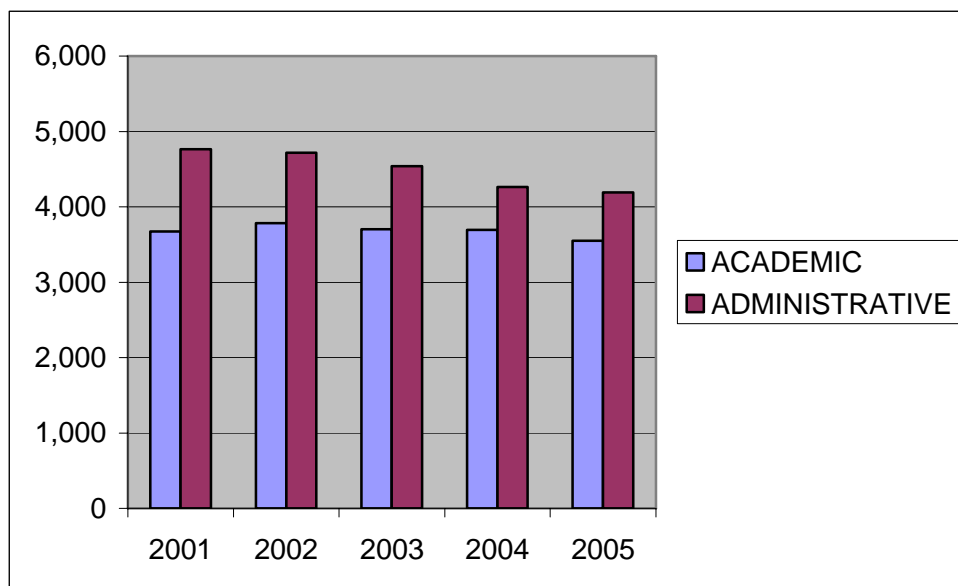


Figure 5. Number of Academic and Administrative Staff by Years

When the education levels of the administrative staff are analyzed, it can be seen that 3,08% of them are primary school graduates; 18,13% are secondary school graduates; 32,98% are high school graduates; 24,82% have vocational school degrees; 18,43% have bachelor's degrees; 2,26% have master's and doctor's degrees (Figure 6). When generally considered, it is clear that more than half of the administrative staff has not received university education. This profile shows the importance of in-service training needs for administrative staff. In this context, it would be useful to refresh in-service training programs conducted successfully during 1980s. There are still some units continuing to offer in-service training programs.

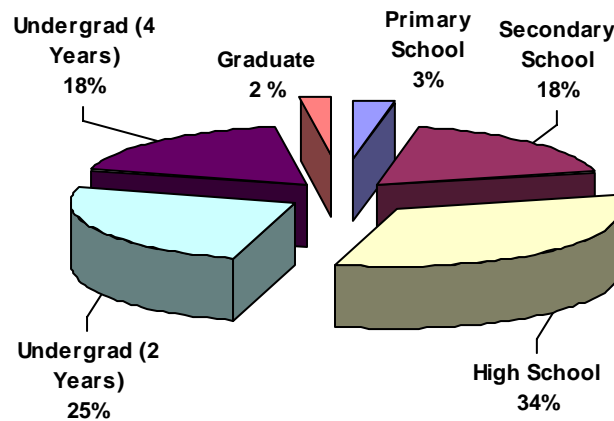


Figure 6 Education Level of the HU Administrative Staff

A total of 168 HU administrative staff had already received strategic management and/or total quality management training since 2004. Training need surveys will be extremely important for planning future in-service training programs.

One of the prominent functions of human resources management is motivation. The criteria for academic appointments and promotions are set objectively and clearly at the HU. The HU's fair conduct in applications for professorship, associate professorship, assistant professorship, instructorship and research assistantship has a motivating influence on academic personnel.

In-service training activities for academic staff regarding "education" have started as conferences at the Faculty of Medicine in corporation with the Faculty of Education in 1998. Later on, these training activities have continued as "Education Skills Seminars".

These training activities have aimed at providing participants with necessary skills to perform teaching with capability-based approach by using interactive techniques. 46 teaching staff from different disciplines participated in these seminars organized by the Faculty of Medicine in 2005, and 14 academicians received 40 hours of training by May, 2006. In 2005, the Hacettepe University Senate decided to start "Training of Trainers Program" organized by the Faculty of Education. The Senate also decided to start "Strategic Planning and Management Training Program" in September, 2006.

Commendation and rewarding are among important means of motivation. The HU grants "Service, Science-Art, Encouragement and Group Achievement Awards" to science and art people who worked/have been working at the university in accordance with the "Hacettepe University Reward Directives".

In this context, the HU grants service awards to academic and administrative staff who have worked for 15, 20, 25, 30, 35, 40 years. Besides, the HU grants rewards for about 65 administrative staff each year in accordance with the article 13 of the Civil Servants Act (No. 657).

The HU has also provided "Financial Support for Participation in Conferences Abroad" from the revolving fund for academicians who will present papers in international conferences since 2001.

Table 11 shows the distribution of academic staff who benefit from this support by the years.

Table 11. Support for Participation in Conferences

| Years | Number of Staff Supported | Amount of Support (TRY) | Total (TRY) |
|--------------|----------------------------------|--------------------------------|--------------------|
| 2001 | 43 | 667 | 28.696,38 |
| 2002 | 90 | 650 | 57.867,32 |
| 2003 | 95 | 1.000 | 93.415,10 |
| 2004 | 149 | 1.500 | 217.174,29 |
| 2005 | 167 | 1.500 | 240.463,24 |

In conclusion, it is necessary for the university to utilize the present human resources correctly, effectively, and efficiently in order to fulfill its goals. This can be accomplished by advanced analyses and practices

concerning the planning, development, motivation, performance evaluation, and measurement of human resources.

3.8. Analysis of Financial Resources

According to the Financial Administration and Control Act (No.5018), universities have been included in Institutions with special budget by January 1, 2006. The Act defines special-budget institutions as “institutions pertaining to a ministry to execute a certain public service with allocated income and authority to spend it by special act”.

Special-Budget Institutions:

- Have their own legal personalities,
- Can be commissioned in social, scientific, technical, cultural fields as befitting the legislation,
- Have autonomy to a certain extent,
- Have their own assets,
- Have their own sources of income,
- Have their own cash management.

The temporary article 11 of Act No. 5018 indicates that the revolving fund budget pertaining to a public institution within general administration will be considered under the budget of that institution. However, until the revolving funds established within the public institutions are reconstructed, the preparation, application and finalization of the budgets of these institutions, and their accountancy, control and inspection are to be determined by the directive which will be promulgated by the Ministry of Finance.

Realization of institutional objectives is closely related to the resources that the institution has. Financial sources of the Hacettepe University consists of the revolving fund, rental revenues, secondary education and summer school incomes, tuition fees, conditional donations, and aids other than contribution from the treasury.

Figure 7 shows that the Hacettepe University had a budget of 536.908.000 TRY of which 47.37% is treasury support, 43,13% is revolving fund and 9.51% is self-generated income.

The research project budget of the university consists of SPO grants, internal resource (revolving fund share), grants from TUBITAK, EU, other public institutions and project resources supported by private firms (Table 8).

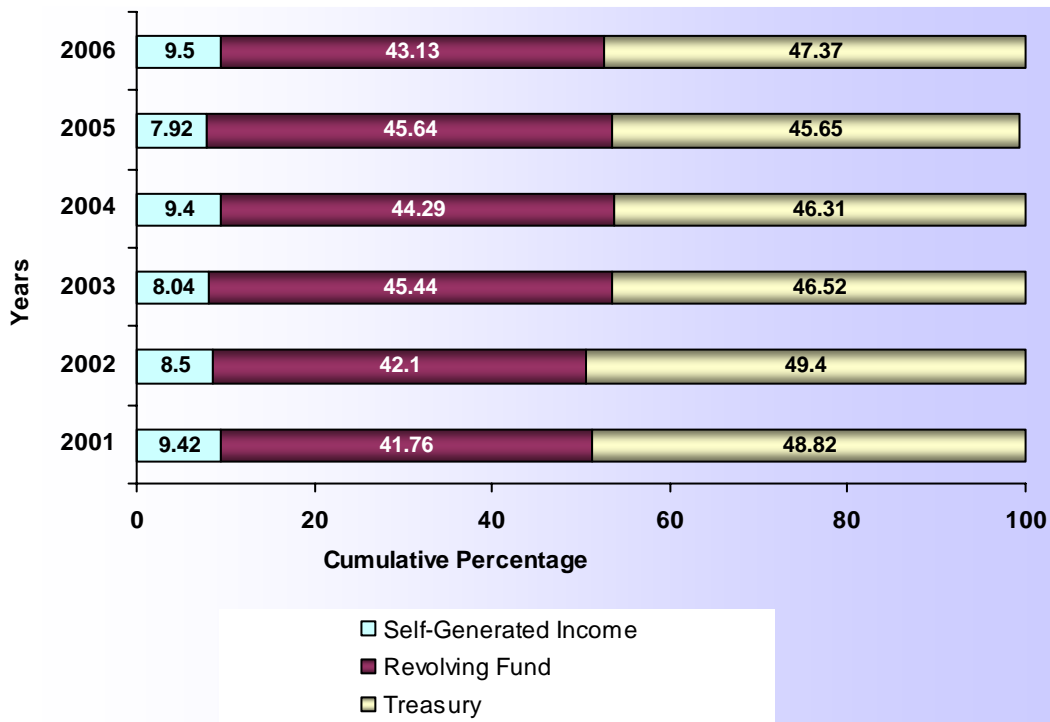


Figure 7. Profile of Financial Resources

The public will question the functions of institutions funded by taxes more in the future. The Hacettepe University produces 52.63% of its total funding itself. This ratio is expected to be higher in the future. The university needs autonomous use of financial resources to fulfill its goals. However, the present legislation does not allow this. The Hacettepe University aims at increasing and using resources autonomously in the future in consistent with the principle of accountability. The university also expects that the contribution from treasury will be increased parallel to changing role of universities for the society in the future.

3.9. SWOT Analysis

Strengths and weaknesses of the university and opportunities and threats that may effect the university's situation are determined by 55 units having the authority to spend (Tables 12, 13).

Table 12. Strengths and Weaknesses

| STRENGTHS | WEAKNESSES |
|--|--|
| <ol style="list-style-type: none"> 1. A transparent administration which encourages sharing and is open to change 2. Strategic Administration Approach 3. Well-educated academic personnel 4. Most of the academic units are the best in Turkey 5. Variety in undergraduate and graduate programs 6. The quantity and quality of scholarly publications 7. Status in the health sector 8. Support provided for research projects 9. Capacity to create resources 10. Library services 11. Present of Techno-city 12. Positive image in public opinion 13. International collaborations 14. Relations with public institutions and organizations 15. The campuses are in the capital 16. Public's trust in the image of Hacettepe | <ol style="list-style-type: none"> 1. Management Information System 2. Communication and coordination 3. Ratio of graduate/undergraduate students 4. Lack of motivation of academicians and the excessive tendency to switch to the part-time status. 5. Consumption of present sources 6. Relationships between the counselor and the student 7. Lack of laboratories open to joint use and the inability to use the present facilities efficiently 8. Lack of qualified personnel in The Computer Center 9. Information technologies are not used to full capacity 10. Central database applications 11. Relationship between the University and the business world 12. Project incomes outside the University 13. Contact with graduates 14. Career counseling services 15. Number of international students 16. Difficulties in the employment of foreign academicians. 17. The number of assistant researchers (post-doctoral) and the number of technical personnel 18. In-service training 19. The number of administrative personnel who speak a foreign language |

Tablo 13: Opportunities and Threats

| OPPORTUNITIES | THREATS |
|---|---|
| <ol style="list-style-type: none"> 1. Increase in the demand for information, education and scholars parallel to economic growth and development 2. Increase in the demand from industry to collaboration with the university 3. Increase in the demand for interim technical personnel 4. Increase in the demand for labor force due to the development of both public and private sectors 5. The necessity of integration with EU Programs (FP6, FP7, Socrates-Erasmus programs) 6. International investments' tendency toward our country as a result of globalization. 7. Increase in the accessibility of information as a result of advances in technology 8. Increase in the importance the state attaches to education 9. Increase in TUBİTAK and SPO project 10. The youth population 11. Being pilot institution in strategic planning and performance-based budgeting 12. Tendency to increase in elderly population 13. That the USA and Britain have made the admittance of students from Middle Eastern countries more difficult 14. Lack of academicians at universities | <ol style="list-style-type: none"> 1. That foundation and foreign universities cause brain drain 2. Decrease in the tendency to become an academician due to low salaries 3. Graduates' problem of unemployment in some fields 4. Lack of coordination between institutions 5. That the Universities are not autonomous in financial and administrative terms 6. That the student quotas are determined without the institution's input 7. Risk of economic and political instability. 8. Lack of regulations regarding copyrights and patents 9. The decrease in quality and the increase in work load due to student remission 10. Lack of laws regarding certain professions and the present laws are not updated 11. Quality of high school system 12. That the country is technology-wise dependent to foreign countries |

3.10. Assumptions

The fulfillment of strategic goals and objectives depends on the following internal and external factors.

Internal factors:

- Decisiveness of the top management of the University in applying strategic management
- Adoption of strategic management approach by the university staff and their willingness to work for it

External factors:

- Decisiveness of the government in continuing the strategic management
- Consistency of economical and political stability
- Maintenance of the European Union perspective
- Absence of events like wars and natural disasters
- Existence of priority for higher education
- Increase of scientific research and technology budget share within the general budget
- Persistent deficit in qualified labor force
- Existence of the central entrance examination system for higher education
- Increase in demand for higher education system by international students

4- STRATEGY

4.1. MISSION, VISION AND VALUES

3.1.1. Mission

The HU has its mission to train highly qualified individuals for the future of the country, and to supply its research, education and service outcomes for benefit of the society through its scientific and aesthetic accumulation of knowledge under the light of universal values.

3.1.2. Vision

The HU's vision is to become a leading university, of which people are proud to be a member of in national and international arena, and which contributes in raising national education to the modern civilisation level by its education and research activity, and by its artistic creativity.

3.1.3. Values

The following institutional values are the basis for all activities in the Hacettepe University:

- **Transparency:** Activities are carried out so as to be visible to all the stakeholders. All people in managerial positions of the university are responsible for their decisions, actions, and their consequences.
- **Equity:** University management never discriminates against its employees, and treats them on the merit basis, and respects for their labor.
- **Cooperativeness, Solidarity and Sharing:** University staff act on a cooperative basis, rely on solidarity, and share their knowledge and experience.
- **Innovativeness and Creativeness:** University staff has the right to express their innovative and creative opinions freely, and they take risk for this.
- **Being Participatory in Management Processes:** University staff participates in management processes in every hierarchical level by preserving their individual attributes.

- **Seeking for Excellence:** University staff strives for excellence in academic and administrative endeavors continuously.
- **Being Sensitive to Environment:** University staff is sensitive to environmental issues. They are inclined to protect and develop the natural environment.
- **Trust in the Future:** University staff trust in the university's future success.
- **Respect to Public Benefit:** The HU respects to public benefit in its activities.

4.2. STRATEGIC GOALS AND OBJECTIVES

Strategic Goal 1: Improving the quality of education.

Hacettepe University was founded in 1967 by the Act No. 892. It had become one of the limited number of universities in Turkey. There are currently 93 universities (68 state and 25 private owned by foundations) in Turkish higher education system. Education, as research, is universally one of basic functions of the universities. So, the 93 universities in Turkey carry out educational activities. Contemporary education requires appropriate physical spaces, provision of education tools and equipments, and teaching staff, and also educational process and curriculum.

Hacettepe University has to provide these better than other universities in order to be the best of 93 universities. Therefore, Hacettepe University aims to provide all facilities and resources required by contemporary education.

Strategic Objective 1.1: By 2009, Hacettepe University will complete 50% of investments for needed classrooms and laboratories.

This objective is a tool for evaluating the HU's success in terms of its strategy regarding physical spaces for education. The expected results of the objective are the provision of physical spaces and the increase in the program diversity of the academic units for contemporary education.

Program diversity which is prevented by the lack of classrooms will increase students' acquisitions of expertise by providing opportunity for them to take courses appealing to their field of interests. New classrooms will provide opportunity to open additional sections for overcrowded classes, and this will decrease the number of students per classroom, and thus, it will create an atmosphere for student-centered education.

Strategic Objective 1.2: By 2010, the need for all education tools and equipments (i.e. video projectors, computers, etc.) and laboratory hardware will be met.

Education tools and equipments are indispensable elements of developing education. The use of the advanced education technologies in the classroom is a prerequisite for being a modern and leading university. This

objective will provide opportunity for free and easy use of education materials necessary for contemporary education.

Strategic Objective 1.3: By 2011, the university will be equipped to publish all textbooks approved by the publication commission.

The increase in the efficiency of the courses offered at the university is closely related to the existence and quality of the course materials for students. Easy access to weekly course content is essential for students to be prepared for the course in advance which is necessary for a more convenient learning environment. Therefore, the university should maintain its policy of printing textbooks.

Strategic Objective 1.4: By 2011, contents of all courses at the university will be published in the electronic web site of the university.

The education should be supported not only by printed material but also by electronic means. The HU aims to develop facilities of computer access (intranet and internet-based education) for students and academic staff since information technology is a widely used tool in education. In this context, it is quite important to publish course contents in the web environment which should be followed by course notes and presentations.

This objective will support the production and supply of the course material. Thus, one of students' important needs will be met. The university will also gain prestige by disseminating its education materials in internet environment.

Strategic Objective 1.5: All teaching staff will participate in training of trainers program by the end of 2007.

The key element in developing education is the quality of teaching staff. An important tool for improving the quality of teaching staff is to equip them with necessary teaching skills. The HU intends to achieve the target above by the end of 2007

Strategic Objective 1.6: At least 25% of all academic programs at the HU will start up minor or double major programs by the end of 2011.

Increasing the diversity in educational programs by double major and minor programs, and thus the interdisciplinary ones will let the successful

students gain new skills and abilities, and provide the graduates with new employment opportunities.

Strategic Objective 1.7: By 2008, all appropriate academic programs will adapt ECTS (European Credit Transfer System).

ECTS is one of the requirements of the Bologna Process. The adaptation of ECTS in academic programs and the provision of diploma supplement will promote the student mobility (from the HU to other countries/from other countries to the HU) and also support the movement of the HU graduates in European labor market. It is also a part of responsibilities undertaken by Turkey in the Bologna Process.

Strategic Objective 1.8: All education programs will be updated by the end of 2007.

Program development is a continuing process. The needs and expectations of the stakeholders (individual, employer, society etc.) from education programs, and association of the programs with actual life conditions require periodical revision and update of these programs. It is vital for an higher education institution to adapt environmental changes timely to survive in its environment.

Strategic Objective 1.9: All programs will start up accreditation activities by the end of 2011.

The quality assurance systems and academic evaluation mechanisms are requirements of contemporary higher education systems. These are issues seriously debated in the Bologna Process. Regulations of the CHE also require Turkish universities to establish quality assurance systems at the national level. Recognition of the HU academic programs by national and international accreditation institutions will increase the reputation of the university and provide recognition of the HU diplomas in the international environment which will lead to increasing mobility of the HU graduates in the European labor markets and increasing opportunities for the HU graduates to continue their further education in abroad.

This target will provide opportunity for the HU to spread its TQM philosophy, which was adopted before and sustained through out the strategic planning processes, to all units. Realization of this target will prove the reality that “nothing happens by coincidence” in education at the Hacettepe University.

Strategic Objective 1.10: By 2011, the student/teaching staff ratio will be decreased to 15.

Hacettepe University aims at reaching the international standards in all dimensions of education. This objective is set forth on the basis of basic indicators of OECD and EU countries. The ideal ratio will be achieved by increasing the number of the teaching staff (professors, associate professors, assistant professors, and instructors) at the departments which the ratio is high.

Strategic Objective 1.11: The student/classroom ratio will be 30 by the end of 2011.

Within the context of the HU's aim for reaching the international standards in all dimensions of education, by taking OECD and EU standards into consideration, the HU will be fulfill the objective above through the realization of physical investment stipulated in Objective 1.1.

Strategic Objective 1.12: Provided services for students (i.e. accomodation, food, health sports facilities, cultural activities, etc) will be improved, and thus, student satisfaction rates will be increased to 70% by the end of 2011.

The services offered to students (accommodation, food, health, sports, cultural activities etc.) become more important in developed countries. When considering that the university is a habited area, the improvement of such facilities will likely affect the educational environment of the university positively.

The rates of expenditures for services offered to students by the Health Culture Sports Office of the HU in 2006 are 23.8% for food, 12.1% for accommodation, 10.9% for health, 6.2% for culture and sports, and 48.6% for other services. Total amount of expenditures increased by 22.4% when compared to expenditures in 2005 (Figure 8).

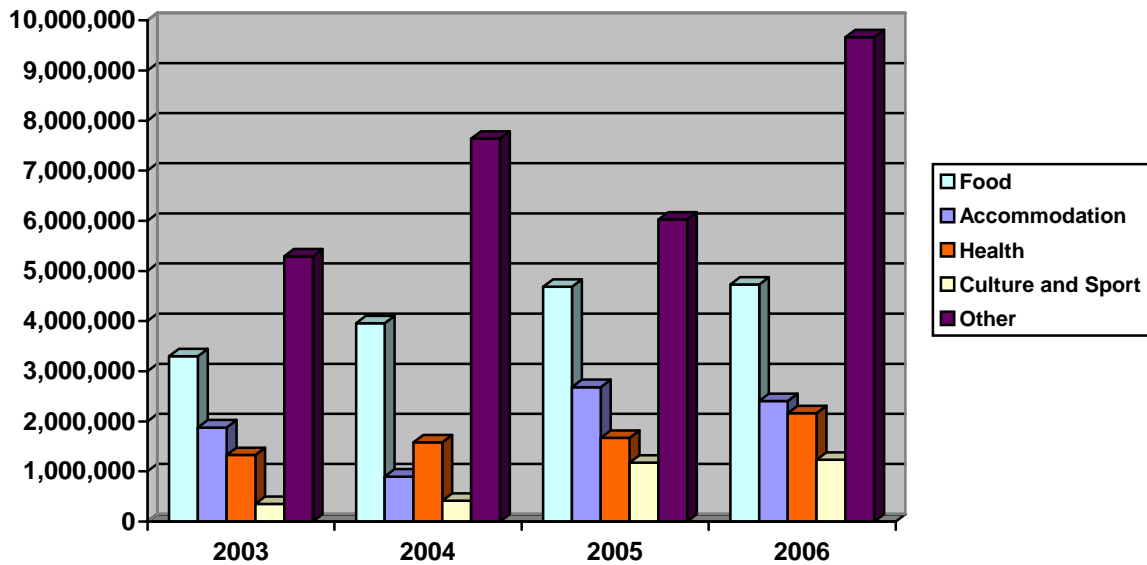


Figure 8: Expenditure by Food, Accommodation, Health, Cultural and Sportive Activities (in YTC)

Strategic Objective 1.13: Student satisfaction for the student advisory services at undergraduate and graduate levels will be increased to 50% by the end of 2011.

The advisory services play an important role in a student’s life at the university. These services are provided during the whole process of university education from the very beginning to the end. In this process, the academic advisory services are very important for the student’s success. The improvement of advisory services will have positive influences on the student’s success.

Strategic Objective 1.14: At least 5% of undergraduate and graduate students will participate in international exchange programs by the end of 2011.

The international student exchange programs represent cultural diversity for universities. Therefore, the HU aims at providing opportunity to more students and departments for benefiting from exchange programs which are mainly carried out within the ERASMUS project. By this objective, number of students having experience of education in abroad will gradually increase. International student exchange programs are also among the essential objectives of the Bologna Process. In this context, the

HU aims to provide opportunity to each of its students for having international experience during her/his time at the university.

Strategic Objective 1.15: The number of academic programs offering joint diploma with other programs within the university, in the other national and international universities will be 5% of all academic programs in the university by the end of 2011.

Inter-departmental, inter-university, and interdisciplinary studies are gradually increasing and being encouraged at universities. As a result of this, national/international “joint diploma” programs are becoming prevalent. Further development of these endeavors and partnerships may lead both competition and quality in higher education. The approach for joint degrees is also one of the key elements of the Bologna Process (Berlin-2003).

Strategic Objective 1.16: The “academic appraisal methods” to assess academic acquisition level of the graduates by the end of 2011.

As a part of the quality improvement process, it is quite important to develop academic measurement and appraisal methods for academic achievements of student candidates of graduation in order to evaluate the quality of outcomes and to observe the relationship between objectives and outcomes. Such methods will be helpful to provide feedback for the improvement of educational processes.

Strategic Objective 1.17: The infrastructure for distance learning will be established by the end of 2011.

Information technology offers new opportunities in education of students and training of graduates. The establishment of the distance learning infrastructure will provide opportunity to the HU for transferring some modular education programs to developing universities, for offering formation and development programs, and society training programs. Furthermore, the infrastructure will provide opportunity to present some elective courses via internet, and thus, new objectives related to internet use could be developed. For example, offering courses to other universities could be possible.

Strategic Goal 2: Generating knowledge and high technology that will contribute universal science.

In accordance with its mission, the HU is bent on carrying out research and development activities which will contribute to science. The HU is one of the prominent higher education institutions in Turkey which take place in international rankings of universities. Hacettepe University aims to reinforce its respectful status and improve its position in international rankings within next five years. The HU, with a deep research culture, has established a merit-based research support system which is defying all competition by the board of specialists under Scientific Research Unit (SRU) and the other boards in the faculties and schools. However, the HU needs a structure to determine science policy of the university.

Moreover, it is among the aims of Hacettepe University to increase the quality of all kinds of data and to assure that the measurements and models utilized are up to international standards. In this strategic plan period, the HU especially aims to increase the number and the budgetary amount of competition-based research projects and to take part in international projects as project manager or project coordinator.

Strategic Objective 2.1: An academic structure on the basis of international standards to determine science policy of the university will be established by the end of 2007.

The HU academic staff produces around 1.500 indexed (SCI/SSCI/AHCI) publications each year. However, it is necessary to establish an academic body to specify the science policy of the university regarding the planning, management and improvement of research activities. This body should be structured so as to create synergy among different academic units of the university.

The HU aims to set a general science policy which will guide at the departmental level. Thus, it could be possible to give priority for specific researches such as industry and application oriented researches. The given structure will follow up performances of the supported researches on the basis of internationally accepted criteria and will provide internal and external evaluations for units carrying out these supported research projects.

Strategic Objective 2.2: Resources allocated to research will be increased 10% by the end of 2011.

This objective is directly related to increase the knowledge and high technology production which will contribute to the science and to the achievement of the HU's vision in a sense. The resources will be increased by means of public budget and revolving fund.

Strategic Objective 2.3: By 2011, the share of external research projects in total research budget of the university will be doubled at least.

The HU's research potential is directly related to the research budget. When considering the limited resources of the university, it becomes quite important to increase the share of external resources in the total budget. Therefore, financial resources obtained from national (SPO, TÜBİTAK, public and private institutions) and especially international research funds should be increased. Hence, the HU aims at increasing the number and the budget of national and international joint projects.

Strategic Objective 2.4: The number of academic staff participating in international exchange programs will be tripled at least by the end of 2011.

Quality and productivity of education are supposed to be increased by the increasing international experiences of academic staff. Participation of international exchange programs will also provide international recognition of the HU. Therefore, participation of academic staff in international exchange programs will be promoted in accordance with this objective.

Strategic Objective 2.5: Number of scientific meetings organized by the HU will be increased 50% by the end of 2011.

By this objective, the HU aims at sharing its knowledge and technology with international scientific environment, and thus, providing recognition of its research potential and researchers. It will also provide the opportunity to develop international collaborations and to introduce the national/ the institutional culture.

Strategic Objective 2.6: The number and the budget of application oriented projects in collaboration with business society will be doubled by the end of 2011.

The HU has accepted it as one of its priority tasks to contribute added value of the country by utilizing knowledge obtained from scientific research in practice. Thus, the HU aims at contributing to the welfare of the country by increasing the number and the budget of application oriented projects.

Strategic Objective 2.7: 10 patent applications will be supported at least by the end of 2011.

The indicator of the technological applicability of scientific knowledge is the number of patents. In this context, the HU will promote patent applications in order to get original and applicable results from research.

Strategic Objective 2.8: The HU originated publications in the "Nature" and "Science" Journals will be promoted as from 2007.

The number of research articles published in "Nature" and "Science" journals is an important criterion in the international ranking of the universities. Therefore, the HU aims to increase its publications in these journals.

Strategic Goal 3: Strengthening research dimension of education (i.e. Ph.D. education).

The distinctive feature of graduate education is its nature of knowledge production based on scientific research. Critical importance of knowledge production stems from its contribution to human life by solving important problems. Therefore, thesis dissertations based on research are vitally significant in graduate education. Research shifts students from a passive and receiving position to active, producing and self-educating position. It also enhances students' initiative, creative, adjudicative and perseverance abilities, and provides them the experience of getting pleasure of discovering the unknown. The increase in the quality of graduate education is related to the increase in the quality of thesis dissertations which are final outcomes of researches. Graduate education, especially Ph.D. education is among science and research activities of a university rather than being an educational activity. In the "Quality Culture Project" of European University Association, Ph.D. education is discussed under the title of science and research. Ph.D. education is also considered to be

discussed under the title of science and research. However, the current law regarding to higher education does not include the necessary regulations to define the scientific and technological responsibilities of universities and those of the academic personnel in respect to requirements of the Act No.5018 and the Ministry of Finance. Therefore, the performance of Ph.D. education is required to be measured under the title "education" which regards it as a "process of completing certain credits of courses" rather than writing thesis dissertation based on research. This understanding should be changed for the success of the strategic plan.

Strategic Objective 3.1: All graduate programs in the university will be updated by the end of 2007.

When analyzing the graduate programs in the university, it is remarkable that some of the programs includes dead courses which are not actually offered and many of the courses have not been updated for years. For this reason, the University Senate decided on May 4, 2006 that courses and programs which have not been offered for last five years will be removed and the decision was started to be applied by the beginning of the academic year 2006-2007.

Graduate programs should stimulate students' potentials. In this sense, students could take elective courses pertaining to their field of interest even if these courses are not offered by their original program. Therefore, the elective courses offered by programs should be diversified.

The reasons mentioned above necessitate reanalyzing and updating graduate programs in respect to program and course efficiency in order to improve them in accordance with the contemporary education.

Strategic Objective 3.2: Duplication of Ph.D. courses in different programs will be prevented and only relevant departments will be offered the concerned courses by the end of 2007.

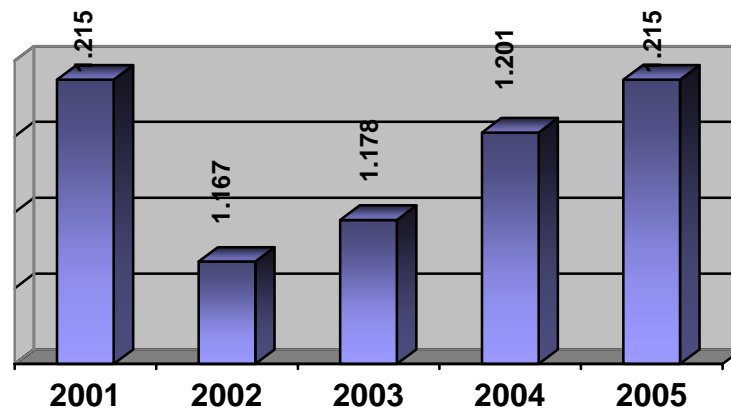
Ph.D. education process should widen students' perspectives and stimulate their creativity. In this context, students can include courses pertaining to their field of interests offered by different departments in order to enrich their educational experience. Many departments have offered courses that are originally in the scope of another department's field of study. The students can not take such courses from the original departments currently and this weakens the quality of education and deprives the students of the experience other disciplines provide. Students also lose the opportunity to communicate with other students in different

departments. Common courses will enrich the students' educational experience and also influence the expectations of the students regarding the quality of courses positively.

Strategic Objective 3.3: Number of Ph.D. students will be increased 30% by the end of 2011.

The increase in the research potential of universities is directly related to the increase in the number of graduate students. There are currently 18.6 undergraduate students per Ph.D. student at the university. Increasing the research potential without hindering the education is only possible by increasing the number of Ph.D. students. When considering the academic manpower needs of newly founded universities, Ph.D. education becomes more important to train needed academic manpower through Ph.D. education. Therefore, the HU aims at increasing the ratio of graduate/undergraduate students in the strategic plan period (Figure 9).

Figure 9: Number of Students in Ph.D. Program by Years



Strategic Objective 3.4: The scope of the Faculty Member Raising Program (FMRP) will be broadened and 10% of all Ph.D. students will be those joining in the FMRP by the end of 2011.

When considering the population growth and developmental potential of Turkey in the lights of international indicators, establishment of new universities emerges as a necessity. In this context, it is also necessary to raise new faculty members to meet current and future academic manpower needs of the country. For this reason, the HU has started

“Faculty Member Raising Program” (FMRP) is consistent with its mission. Thus, the HU has undertaken the task of raising qualified faculty members for academic manpower needs of the country by using its academic, scientific and technological potential. In this sense, the HU aims at expanding FMRP applied currently in health sciences to other fields, and thus, increasing the number of students joining in FMRP.

Strategic Objective 3.5: The HU will be publishing 95% of Ph.D. dissertations produced in the university by the end of 2011.

Only very few percentages of the Ph.D. dissertations are published in Turkey. The reasons behind this are the lack of procedural responsibility for publishing Ph.D. dissertation, the lack of quality of dissertation to be published or the lack of motivation by the dissertation advisor due to being overloaded. The result of being unpublished becomes the underutilization of scientific knowledge produced by the Ph.D. dissertations. Therefore, the HU aims at increasing the ratio of Ph.D. dissertations published by taking necessary measures to encourage their publication.

Strategic Objective 3.6: All graduate students will be trained on “ethical codes of science” by the end of 2008.

Graduate students are expected to have higher values of scientific ethics since the research is an indispensable part of graduate education. The lack of scientific ethics in researches may cause non-compensable outcomes for a researcher that will influence his/her entire academic career negatively. Currently, the HU does not have a standard and common training program on this issue. Developing such a program will also contribute in reinforcement of scientific ethics at the institutional level.

Strategic Objective 3.7: “Ideal Laboratory Practice” (ILP) will be spreaded throughout the university and all laboratory staff will be trained on ILP by the end of 2008.

Research education also requires working discipline. ILP is necessary for both increasing the occupational safety and obtaining high-quality data. The various chemicals, biological samples and material are likely to cause environmental pollution and threaten health. Therefore, everyone who works/will work in laboratories must receive a standard and generalized training.

Strategic Objective 3.8: By the 2011, the number of academic staff who spends 50% of his/her time on scientific research will be doubled.

"The time that academic staff spares for research" is one of the most important performance criteria among the basic international indicators regarding scientific research. This criterion is significant in terms of establishing the relationship between the time spared for research and outcomes of research. There is no specific time period for research defined in the job description of academic staff in the HU. In this context, the HU aims at developing criteria for spending time on research on the basis of systematic measurements, and increasing time period spared for scientific research.

Strategic Goal 4: Constituting appropriate management systems that will provide the university to be efficient and effective in its activities, and increasing self-generated portion of the budget and using it autonomously.

Debates on scientific and artistic aspects of the management have been continued during the history. Both aspects of the management are currently emphasized as important as each other. However, the use of scientific methods in management is gradually increased. In other words, management is now accepted as a scientific discipline and it is represented as undergraduate and graduate academic programs in higher education. Thus, on the one hand, the management becomes an academic discipline, and on the other hand, new techniques of management are developed to make organizations more efficient and effective in practice.

The first step for organizations to reach international standards in a global environment is to adopt and sustain quality management and applications. The philosophy of Strategic Total Quality Management (STQM) is based on Total Quality Management and has been established on a total system perspective. The philosophy considers quality not only as a content embodied in the products and services sold to customers, but also as reflection of the institutional performance. In other words, institutional performance is regarded as a reflection of qualities as a whole rather than products and services.

Hacettepe University has adopted the Strategic Total Quality Management approach which respects sensitivities of the society and the groups it serves.

The HU had a budget of 536.908.000 YTL of which 43,13% is the contribution of revolving fund, 9,51% is from students' tuition fees, and 47,37% is from the national treasury (Figure 7).

Public will gradually interrogate more on functions of public institutions funded by taxation. In this context, public institutions providing better services by relying less on public funding and more on its self-generated income will be the most respectful organizations in public opinion. The HU has this capacity of producing more self-generated income.

Financial autonomy is necessary for the HU to achieve its objectives effectively. Current financial regulations seem to prevent such autonomy. In the long run, the HU aims at producing considerable amount of income and spend its financial resources in an autonomous way by the sense of public accountability.

Strategic Objective 4.1: The HU will prepare directions for operational methods and procedures of all units by the end of 2008.

This objective is for clarifying and writing job descriptions and procedures of all processes at the departmental and institutional levels to implement quality projects in the university.

Strategic Objective 4.2: The number of research projects and self-generated income will be increased 10% through increasing the number of units contributing self-generated income by the end of 2008.

The HU's self-generated income consists of revolving fund contributed by about 380 units, rental revenues, summer school fees, evening classes' fees, and tuition fees. This objective is related to the university's potential of creating its own financial resources through the services it provides and the products it produces. The achievement of this objective is considered as prerequisite for having financial autonomy within Turkish higher education system.

Strategic Objective 4.3: The HU will ensure that searching committees will play a dominant role in recruitment, selection and appointment of managers at all levels by the end of 2007.

Recruitment and selection of managers in an organization is critical for organizational success. This objective is important to provide participation in management, constituting objective decision-making mechanisms, and institutionalization.

Strategic Objective 4.4: The HU will ensure that the infrastructure for an effective information management system will be established and it will be activated by the end of 2008.

It becomes a necessity for institutions to constitute mechanisms of transforming internal and external information into functional knowledge. The decisions that are not supported by data and information cannot lead an institution to be successful. In this context, the HU considers the information management system as one of the key elements that will contribute to the improvement of the decision making process.

Strategic Objective 4.5: The HU will develop and start to use necessary performance criteria and also specify benchmarks for providing quality assurance.

Current performance criteria must be enhanced and managed consciously in strategic process in order to evaluate the fulfillment of strategic objectives in accordance with the HU's vision and strategic goals. Specification and the use of benchmarks for quality assurance are also necessary for the HU which has adopted the TQM in its managerial processes.

Strategic Objective 4.6: The HU will ensure that all managerial staff will take strategic planning and TQM training by the end of 2011.

The success of quality management practices at the HU depends on its staff, especially managerial staff to have an understanding of quality and to adopt TQM philosophy as a part of their managerial responsibility. This can be accomplished by training staff in strategic planning and TQM. A total of 394 staff, of which 226 are academic and 168 administrative staff had these trainings since 2004. The HU aims at providing these trainings to its entire staff by the end of 2011.

Strategic Objective 4.7: The HU will provide and perpetuate in-service training for all academic and administrative staff by the end of 2011.

Institutional success depends on the contribution of all staff. In this context, the HU considers it important to provide academic and administrative staff with skills to follow and adopt developments and changes in all fields for achieving its strategic goals.

Strategic Objective 4.8: The HU will constitute an information system that will produce and manage data regarding its physical capacity (i.e. classrooms, laboratory equipments and tools, etc.) by the end of 2008.

The efficient and effective use of current and potential physical resources of the university are very important. Therefore, this objective aims at using physical resources such as classrooms, laboratories, equipment etc. efficiently and effectively.

Strategic Objective 4.9: The HU will make all necessary attempts to use its self-generated financial sources autonomously by the end of 2008.

This objective is especially related to the autonomous use of the financial resources produced by the University itself. Financial figure of the university (Figure 7) shows that almost half of financial sources produced by the university itself. This figure seems to remain unchanged in the short-run when considering the general tendencies of the higher education system in Turkey. In this context, the HU intends to lobby for an appropriate legal structure to use its budget autonomously.

Strategic Goal 5: Developing an institutional identity and culture that will foster cooperation among units of the university.

There are six components forming an institution. Five of them are top management, middle management, operational core (staff carrying out production activities), support staff, and technical staff (staff working for the improvement of production processes). The organizational culture is the sixth component which holds all others together like glue or cement. Institutional sharing could only be possible with a shared culture. It encompasses the shared attitudes, values, ceremonies and common perceptions within the institution. It consolidates the sense of solidarity within the institution. The organizational culture is reflected on the institutional environment as the institutional identity. Members of institution express their states of belongingness by referring to their institution. The role and significance of institutional identity and organizational culture in the strategic planning process can be found in its emphasis on the concept of sharing. It is well known that first vision and mission, then all the other strategic policies and programs must be shared by all members of the institution. In other words, directions of all arrows must be the same.

In the above context, the HU aims at developing its institutional culture and having an institutional identity as an indispensable part of its strategic planning process that will contribute collaboration among units and its members will be proud of.

Strategic Objective 5.1: The HU will conduct a survey regarding institutional culture and identity, and services provided for staff by the end of 2008.

As stated before, the institutional culture functions like the glue that holds the pieces together. It is the whole body of shared attitudes, values, ceremonies and common perceptions within the institution. Institutional culture may have different peculiarities that may strengthen or disturb the sense of solidarity and cooperation within the institution. There is no systematic research conducted in the HU regarding these peculiarities although members of the HU express their positive and negative feelings and opinions about the institutional culture and identity. This objective aims at conducting systematic research and comprehensive evaluation of results on this issue. This objective is for the formation of shared attitudes, values and common perceptions which will contribute to institutional identity.

Strategic Objective 5.2: The HU will expand the total square meters of areas 20% where social, cultural, and aesthetic and sports activities can be organized by the end of 2008.

This objective is about the enlargement of the present area of 4.850 m² used for recreative activities of staff and students in order to provide them to spend their spare time in a more relaxed environment.

Strategic Objective 5.3: The HU will ensure that its physical facilities such as libraries, laboratories, workshops, etc. which supports the scientific and aesthetic knowledge, products and services will be renovated at modern standards for longer service time during the day by the end of 2011.

This objective will provide use of physical facilities in longer time periods, and thus, indirectly contribute to the increase in quality and quantity of knowledge, products and services produced at the university.

Strategic Goal 6: Building up relations with stakeholders and reinforcing public relation activities.

Organizations obtain their input or resources from their institutional environment. The concepts of resource or input should not be regarded only in material terms. Public or political support may as well be one of the resources an institution needs. In this respect, institutions are dependent on their environments more or less in terms of resources. Institutional strategic risks increase in parallel to the degree of dependency. In other words, there is no guarantee for obtaining the environmental resources in fixed and planned or needed amount. This situation is also valid for the HU. In this context, achievement of strategic goals will be predicated on eliminating the resource dependency. The HU produces an important amount of its financial resources, and has the potential to produce all. However, the HU does not have full control over the resources depending on its relations with real and legal personalities due to various reasons. Therefore, the HU considers the public trust and support as a valuable resource which should be maintained for the HU's future. The HU aims at maintaining and developing its good relations with third parties through public relations activities.

Strategic Objective 6.1: The HU will ensure 25 % of its graduates to be members of the HU Graduate Association through developing relations with graduates by the end of 2011.

The graduates of a university are not only the products of that university but also its representatives. Therefore, universities follow their graduates and try to maintain firm relationships with them. One of the most widespread mean used for this purpose is Graduate Associations. In recent years, relations with graduates has gained more importance and supported as a public relations activity. The HU has had about 100.000 graduates since its foundation. However, the HU graduate association has about 2800 registered members. This objective aims at covering more graduate under the structure of the graduate association by supporting and strengthening the association.

Strategic Objective 6.2: A Career Center will be established by the end of 2007.

It is an important indicator of success for the HU to have graduates adapting to professional environment easily and preferred in the labor market. The Career Center will help students to be familiar with the labor market and professional business environments, and thus, make the right choices.

Strategic Goal 7: Improving provided services to the society as to be easily accessible, permanent, secure, respectful to individual rights, measurable by performance, and continuously got better.

Hacettepe University provides following services in respect to its relations with stakeholders:

- Consultancy services,
- Health services,
- Laboratory services,
- Education,
- Fine art activities,
- Social activities,
- Library services,
- Production,
- Publication,
- Printing services,
- Maintenance and repair services,
- Calibration services,
- Promotion services.

To achieve the mission and the vision, these services primarily must meet the expectation of stakeholders. It is an absolute necessity for these services to be easily accessible, permanent, respectful to individual rights, and secure to meet the expectations of stakeholders. For these specifications to be sustainable, services must be continuously improved on assumption that expectations of stakeholders shall increase. Consequently, performance in all service areas must continuously be followed up.

Hacettepe University does not intend to make a concession of quality in any of services it provided at any expense. There are 93 universities (68 state and 25 private owned by foundations) in Turkey. Among these, Hacettepe University has proved its credibility on public opinion for its given services since its foundation. Therefore, the HU has become one of the primarily preferred universities by students. The HU has also provided substantial support to other universities founded after by breeding academic and administrative staff for them.

The HU has been pioneering and leading with its health services which are nucleus of the HU's foundation in Turkey. The HU provides health services for 600.000 patients annually. In addition to these services, the HU serves with its various laboratories accepted as reference laboratories.

Hacettepe University has provided consultancy services to various ministries which are its stakeholders. Faculty members are serving in commissions constituted in ministries, and thus, contribute to the formation of public policies.

The HU has served to society with its aesthetic, artistic and cultural activities as stated in its mission. The HU has been pioneering to the development of cultural richness of Ankara province by public concerts, art exhibitions, and conferences.

Promotion Office has introduced the university at the national and international expositions and promotion meetings.

Hacettepe University has accepted and undertaken the training of society as one of its institutional task.

Strategic Objective 7.1: The HU will ensure that 50% of service units will start up system projects for acquiring accreditation or quality assurance certificate by 2011.

Approved documentation of quality assurance or accreditation in the HU with respect to health, laboratory, printing, and production and maintenance services will be an indicator of quality standards in these service areas.

Warranty of a service provision constantly at the same standard will meet the expectations of consumers of this service. Therefore, the HU aims at starting the projects for service units to apply for quality certificates and accreditation from relevant institutions.

Strategic Objective 7.2: Satisfaction surveys will be developed and applied in all service units by 2008.

Perception of consumers of services provided by the HU in accordance with its mission is important for service quality. In this context, service units of the HU will conduct stakeholder satisfaction surveys to determine the current perception on services, and will improve services that satisfaction levels are low. Thus, this objective aims at preparing stakeholder satisfaction surveys to improve the quality of services.

Strategic Objective 7.3: Search conferences with stakeholders will be held by 2007.

The HU will organize search conferences with its stakeholders specified by stakeholder analysis in this strategic plan which will present services provided by the HU, and then, will search for the expectations of stakeholders from these services. The results of conferences will lead the revision of types and quality of the services.

Strategic Objective 7.4: Number of public activities (social, cultural, art and sports) organized at the university will be increased 5 % annually until the end of 2008.

This objective aims at enhancing public relation activities. By this objective, public trust on the HU is expected to be solidified and the positive image of the HU is expected to be reinforced.

Strategic Objective 7.5: Hacettepe University will take an active role in constituting and developing social consciousness in the fields that the HU offered services by the end of 2011.

This objective is concerned with the utilization of the expertise of the HU staff that are well known in their fields of interests for the creation of the appropriate environment, and social consciousness and public opinion for achieving its strategic goals in harmony with its stakeholders and the society.

4.3. STRATEGIC PERFORMANCE INDICATORS

1. The supply/demand ratio for tools and equipments.
2. The demand/publishing ratio of textbooks.
3. The ratio of courses of which contents are published at the HU web site to total number of courses.
4. Number of academic staff participating in training of trainers program and its ratio to total number.
5. Number of minor/major joint programs and its ratio to total number of programs.
6. Number of programs applied ECTS.
7. Number of updated programs.
8. Number of nationally accredited programs and its ratio to total number of programs.
9. Number of internationally accredited programs and its ratio to total number of programs.
10. Number of students per teaching staff.
11. Number of students per classroom.
12. Student satisfaction ratios for offered social services (accommodation, food, health, sports, cultural activities etc.).
13. Student satisfaction ratio for academic advisory services at undergraduate level.
14. Student satisfaction ratio for academic advisory services at graduate level.
15. Ratio of decrease in advisor originated mistakes in student affairs.
16. Number of undergraduate students participating in international exchange programs and its ratio to total number of students.
17. Number of graduate students participating in international exchange programs and its ratio to total number of students.
18. Number of joint diploma programs within the university and its ratio to total number of programs.
19. Number of joint diploma programs with other universities and its ratio to total number of programs.
20. Number of joint international diploma programs and its ratio to total number of programs.
21. Graduate point average.
22. Student satisfaction ratio for education.
23. Academic staff satisfaction ratio for education.
24. Annual Number of research project applications.
25. Percentage of time period that academic staff spared for research.
26. Supported research projects/Total number of applications ratio.

27. Number of approved projects.
28. Ratio of academic staff having research projects.
29. Average research project budget.
30. Number of research projects obtained on the basis of international competition.
31. Number of research projects obtained on the basis of national competition.
32. Percentage of research projects which has passed referee evaluation.
33. Percentage of industrial research projects.
34. Percentage of research projects supported by internal resources.
35. Number of research assistant.
36. Number of post-doctorate researchers.
37. Number of research projects without referee evaluation.
38. Total hours of professional practice.
39. Number of academic staff serving in scientific journals as editors and referees.
40. Number of products produced as a result of scientific research and marketed.
41. Number of Ph.D. degrees given.
42. Number of master degrees given.
43. Ratio of success for graduate programs.
44. Number of moderators or chairpersons at significant national and international conventions
45. Number of academic staff presenting papers in national and international scientific conventions.
46. Number of academic staff invited to give national and international conferences.
47. Number of research reports prepared for customers.
48. Amount of research budget prepared for customers.
49. Annual number of references to the HU publications received.
50. Number of artistic products and performances.
51. Major awards and medals the HU academic staff received.
52. Best article, presentation and poster awards.
53. Number of academic staff invited as keynote speaker.
54. Number of academic staff serving as members of international decision-making bodies.
55. Number of academic staff serving as referees for other institutions.
56. Number of academic staff serving as referees for scientific journals.
57. Number of books written.
58. Number of book editorships.
59. Number of books with new editions.
60. Number of book chapters written.
61. Number of the HU articles indexed in SCI-SSCI-AHCI.

62. Number of the HU publications in *Science* and *Nature*.
63. Number of the HU articles published in other journals.
64. Number of publications other than research articles.
65. Major compilations written by the HU academic staff.
66. Letters to the editor written by the HU academic staff.
67. Number of conference proceedings.
68. Audio-visual CDs and recordings by the HU academic staff.
69. Computer software with commercial value prepared by the HU academic staff.
70. Technical drawings, architectural projects, models and designs prepared by the HU academic staff.
71. Number of consultancy services by the HU academic staff at Techno parks and other software companies.
72. Number of patents obtained by the HU academic staff.
73. Other minor creative works by the HU academic staff.
74. Other major creative works by the HU academic staff.
75. Individual exhibitions.
76. Original works of art.
77. Exhibition curatorship by the HU academic staff.
78. Number of services provided.
79. Income/expenditure ratios for services provided.
80. Number of search conferences.
81. Number of satisfaction surveys, and ratios of satisfaction.
82. Number of service units accredited.
83. Real increase in self-generated income.
84. Increase in the number of units contributing to self-generated income.
85. Increase in the number of research projects.
86. Share of self-generated incomes within the total budget.
87. Number of units achieving information management.
88. Number of units that can make data entry.
89. Number of performance criteria developed at the level of the university/units/ individuals.
90. Number of performance criteria applied at the level of the university/units/individuals.
91. Number of quality criteria developed at the level of the university/units/individuals.
92. Number of quality criteria applied at the level of the university/units/individuals.
93. Number of staff receiving in-service training and its ratio to the total number of staff.
94. Annual in-service training hours per employee.
95. Total period of time for the use of the buildings.
96. Number of in-campus events.
97. Number of participants in in-campus events.

98. Ratio of members of the alumni society to total number of graduates.
99. Budget size.
100. Increase in cooperation with business society.
101. Decrease in the complaints about classroom and laboratory needs.
102. Increase in the diversity of programs in academic units.
103. Decrease in the number of students per classroom/course section.
104. Intensity of network trafficking.



**HACETTEPE
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