5) Name of the HEI
Istanbul Technical University

6) Person completing the questionnaire, position and contact details
Please add any other staff (position) who help you completing the questionnaire.
Prof. Dr. Gulsun Saglamer, Former Rector of ITU (1996-2004) representing ITU in IMHE

7) Number of students of the institution (full time equivalent students)
22500

8) Proportion of Bachelor/Masters/Doctoral degrees/ Other degrees offered (use figures and %)
68% Bachelor, 24% Masters, 8% Doctoral

9) Full time equivalent number of teaching staff and number of teacher-to-student ratio
Teaching staff (with Ph.D): 926
24 student/per staff (Ph.D)
Total teaching staff: 1677 (including research assistants, instructors etc.)
13 student/ per staff

10) In case the list above is irrelevant to your institution, please use the comment box below to show specific breakdown of students using your own classification.
   a. Maritime 1043
   b. Electric&Electronics& Comp.Eng. 2466
   c. Science and letters 1143
   d. Naval Architecture 585
   e. Civil Engineering 2056
   f. Management 1356
   g. Chemical &Metalurgical Engineering 1079
   h. Mine 1063
   i. Mechanical Engineering 1237
   j. Architecture 1606
   k. Textile Tech.&Design 519
   l. Aerospace Engineering 784
   TOTAL(Undergraduate) 14937

11) Does your institution select the students?
Please specify at which level
Turkey has a Central Examination System

12) What are the main commitments of the institution aimed at enhancing the quality of its teaching?

<table>
<thead>
<tr>
<th>Commitment</th>
<th>1 is high</th>
<th>4 is low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial recruitment process of teaching staff</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Continuing education for faculty</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Institutional policy design, monitoring and implementation</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Programme design, programme monitoring and implementation</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Student evaluation (i.e. evaluation, achieved by the students, of the programmes or of their learning experience or of the learning environment)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Professional development to pedagogy (pedagogical tools, teachers behaviour and attitudes)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Funds to promote motivative teaching</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Prize endowment for 'good' teachers or remarkable QT initiated by teachers</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Support to organisations, management of programmes at teachers level</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Support to organisation, management of programmes at institutional level (departmental or institutional level)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Support to teaching and learning environment (libraries, computing facilities, virtual learning environment...)</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
Support to students (e.g. counselling service, career advice, mentoring, students associations...) | 1
Feedback loop of the QT initiatives on the teaching experience | 2
Support to student learning (initiatives helping students to work efficiently) | 2

13) IMPORTANT: What is (are) the specific QT initiative(s) your institution would like to address particularly through this questionnaire (1 to 3 QT initiatives):
Please specify:
- ABET Substantial Equivalency
- NAAB Substantial Equivalency (programme Accreditation)
- EUA/IEP (Institutional Evaluation)
- YODEK (Higher Education Council Evaluation System, Turkey)

14) Is your institution accredited or externally adjudged in relation to quality assurance or enhancement at institutional level?
   Yes (0)

15) Additional comments?
   21 Engineering Programmes have been accredited by ABET (American Board of Eng.&Tech.) in 2004, 2005, Architecture Programme has been accredited by (National Architectural Accreditation Board, USA) 2004, 2008

16) When has the most recent accreditation or evaluation occurred at institutional level and at programme level?
   2008

17) 2) External Agency
   yes

18) What are the main methods used to accreditate or to adjudge the institution in relation to quality assurance or engagement?
   1) Self-evaluation + peer review:
      yes

19) 2) External Agency
   yes

20) Other additional bodies?
   Higher Education Council of Turkey (YOK)

21) What are the main methods used to accreditate programmes?
   1) Self-evaluation + peer review:
      yes

22) What is the scope covered by the accreditation or the process in relation to quality assurance or enhancement (on teaching aspects only)?

<table>
<thead>
<tr>
<th>Scope of Accreditation</th>
<th>1 is high</th>
<th>4 is low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic content of programmes</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Recruitment process of teaching staff</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Human resources policy</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Pedagogy</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Facilities for teaching and learning</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Quality assurance set up by the institution to support quality teaching</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Impact of student experience</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

23) Additional scopes covered?
   - Capacity for Change
   - Capability to realize the mission and goals
24) If case the institution is not accredited in your country or in your region, what can be the consequences?

<table>
<thead>
<tr>
<th>Consequence</th>
<th>1 is high</th>
<th>4 is low</th>
</tr>
</thead>
<tbody>
<tr>
<td>No funding or less funding received</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>The institution cannot operate</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>The institution is obliged to undertake corrective actions</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>No consequence</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

25) Additional consequences?


26) What reforms has your institution engaged in after the evaluation, in order to obtain full accreditation and/or to take into account the recommendations of the evaluators?

Many important reforms had been realized before ITU started its external accreditation and evaluation processes. After ITU received “Substantial Equivalency” and completed EUA/IEP small improvements have been going on based on the results of the evaluations and recommendations.

27) If the programme is not accredited or if the evaluation reveals poor or bad results, what are the consequences for the programme?

<table>
<thead>
<tr>
<th>Consequence</th>
<th>1 is high</th>
<th>4 is low</th>
</tr>
</thead>
<tbody>
<tr>
<td>No funding or less funding received</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The programme cannot operate</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>The institution is obliged to undertake corrective actions to make the programme operate</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>No consequence</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

28) Additional consequences?

As ITU decided by itself to go into external evaluation and accreditation, ITU has embedded a “Continuous Quality Improvement” (CQI) system in its structure to secure QA at programme and system levels. Therefore it has been the basic intention to make improvement after each evaluation/accreditation steps.

29) Has your institution recently required a private accreditation or evaluation (labelisation, etc) at which level?

YES NAAB/ 2008

30) In your country, to what extent does your institution have the freedom or the autonomy to....

<table>
<thead>
<tr>
<th>Autonomy</th>
<th>1 is high</th>
<th>4 is low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design the programmes</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Implement the programmes</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Assess the outcomes of the programme</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Recruit teachers</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Discretion to reward the teachers</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Assess the teachers</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

31) Any additional comments to add?

For Full professorship+ Assoc professorship positions University decides.
For Assistant professorship positions are open by the approval of Higher Education Council.
For Research Assistantship the number of vacancies are decided by the Government.
All Appointments are made by the University depending on the general and specific criteria which were defined by the university.

32) Does your institution (or part thereof) assign certain teachers to specific classes or specific levels (e.g. at
33) Do external regulations/guidelines oblige or expect new recruited teachers to be trained initially or on continuing education?

no

34) If you have external regulations or guidelines, how are they organised and impact on your institution?

ITU has been trying to compete at global level. Therefore besides synchronising its structure to BOLOGNA process, ITU decided to achieve external accreditation from USA Quality Agencies as most of outstanding ITU graduates prefer to continue their further studies in USA. This dual goal has created a kind of dynamism and different type of insight in terms of flexibility and adaptability of the system. ITU was able to combine its own mission and goals with the external requirements for accreditation and evaluations. ITU has had a chance to learn how to handle different requirements coming from different systems (Bologna Process-USA System) and match them with its own mission and goals.

35) If you have internal regulations or guidelines, how are they organised?

ITU has been using its CQI processes put in place at the end of 1990s.

36) * Introduction: profile and context of the institution
* Origin and initial steps of the QT initiative
* Functioning of the QT initiative
* Extension and sustainability of the QT initiative
* Progress monitoring and assessment of the QT initiative
* Synergy of the QT initiative
* Additional comments (optional)
* Confidentiality and further issues

37) What is the initiative?

Describe the QT initiative and give examples:

ITU decided to strengthen its international links and compete at global level in 1996 and created two consecutive projects ITU 2001 (put in operation in 1996) and ITU 2005 (put in operation in 2000) The mission was building on an institutional culture and history of reform, its ability to shape external constraints, its access to top notch human capital ITU’s Mission To Be an active participant in shaping the role of higher education at national and international levels, to be permanently at the forefront of knowledge creation.

Initiative came from top management. Top management spent three years to convince the academic staff and all stakeholders for external accreditation processes by organizing meetings and informing stakeholders about the latest developments in HE World by inviting outstanding speakers from other countries to share best practices with the academic staff and students. At the end of 1990s ITU managed to have over 650 academic staff working for its QA projects and to create Quality Culture to a certain extend at the end. This achievement created a kind of snowball effect and the QA projects have been owned by the stakeholders especially by academic staff across the university. In summary ITU managed to combine its top down initiative with very strong bottom up participation in the first project period of 1996-2000 (ITU 2001 Project).

38) What was the origin of the QT Initiative?

Internal (strategy, new types of teaching) (0)
External (law, regulation, quality assurance process, accountability...) (0)

39) Who prompted the QT initiative within the institution?

Leadership at school or faculty level (0)
Decision-making bodies (0)

40) Additional comments?
41) Has the QT initiative...  
Been implemented for more than 3 years (0)

42) How would you describe the QT initiative?  
Experimental  
Established yes

43) Does it aim at:  
Enhancing the quality of the teaching (0)  
Assessing the quality of the teaching (0)  
Helping teachers to teach efficiently (0)  
Rewarding teachers that commit themselves to QT (0)  
Affecting teachers career progression (0)  
Promoting scholarship and research on teachers (0)

44) What is the level of concern regarding the objectives of the QT initiative?  
1 is high 4 is low

<table>
<thead>
<tr>
<th>For the Institution</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>For teachers</td>
<td>2</td>
</tr>
<tr>
<td>For students</td>
<td>2</td>
</tr>
</tbody>
</table>

45) Is the QT initiative locally implemented(within a faculty or a department or at lower level)?  
For accreditation, faculty and department levels. Departments played the major role  
For institutional evaluation, university-faculty-department levels. University administration played the major role.

46) Is the QT initiative disseminated (over several departments, faculties or concerns the whole institution)?  
yes

47) What is the exact timeline of the QT initiative?  
ITU started its reform programme in 1996 and accepted students for new restructured programmes since 1997-1998. First graduates of these programmes graduated at the end of 2000-2001. By the year 2002 ITU was ready to apply for external accreditation and institutional evaluation. ABET accreditation process started soon after and first group of departments (12 departments) received their “Substantial Equivalency” in 2004. The second group (9 departments) completed their processes in 2005. Architecture department received “Evaluation” of NAAB in 2004 (as NAAB was not awarding substantial Equivalency outside USA at that time. They decided to do so in 2007 July) Architecture programme has been accredited by NAAB in 2008.  
YODEK (Higher Education Council’s (National Evaluation System) started to be operational since 2006. Every university prepares their self evaluation reports with their Strategic Plan every year and submit to the Higher Education Council of Turkey for their evaluation)  
ABET and NAAB accreditations are for 5-6 years. 
EUA/IEP is for 5 years.

48) Who is dedicated to the project (position, type, number of staff concerned) and how is it done?  
ITU established Education Committees and Accreditation Committees at University, Faculty and Department levels and linked them together as a network working both at vertical and horizontal dimension to organize and integrate all the efforts related to QA across the university. This structure penetrates deep into the field structure in each department to get all the individual academics involved into the system. 650 academic staff took part in this QA projects in ITU between 2000-2005

49) Does your institution have a specific body/committee/postholder that centralises or monitors or coordinates the support to the QT initiative?  
At University Level  
Rector, Vice Rector (in charge of education)  
Senate Education Committee  
Senate Accreditation Committee  
Senate
At Faculty Level
Dean
Faculty Board
Faculty Education Committee
Faculty Accreditation Committee
Department Heads
Department Education Committee
Department Accreditation Committee

ITU YODEK
Since 2006 ITU established ITU’s YODEK which is responsible to prepare annual self evaluation reports and updates strategic plan at department, faculty and university level as well.

50) What is the target audience of the QT initiative?
The target audience represent the beneficiaries, those who are directly concerned and involved by the QT initiative

<table>
<thead>
<tr>
<th>Audience</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>New teachers</td>
<td>2</td>
</tr>
<tr>
<td>Current teachers</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor students</td>
<td>1</td>
</tr>
<tr>
<td>Master students</td>
<td>1</td>
</tr>
<tr>
<td>Doctoral students</td>
<td>1</td>
</tr>
<tr>
<td>Administrative staff</td>
<td>1</td>
</tr>
<tr>
<td>Leaders of the institution</td>
<td>1</td>
</tr>
<tr>
<td>Employers</td>
<td>2</td>
</tr>
</tbody>
</table>

1 is high 4 is low

51) Other target audiences?
Alumni

52) How many people have attended and which departments have participated (as beneficiaries) in the QT initiative so far?
- 21 Engineering programme (in 9 Engineering Facultiers)
- Architecture Programme
- EUA/IEP whole university
- YODEK whole university
- 650 academic staff have taken part in QA projects

53) If individual teachers have been launching their own QT initiative, to what extent does the institution support, monitor and/or reward these initiatives?
If the new initiative can be integrated with the main QA project it has the full support from the university administration

54) If your institution or department has launched the QT initiative, what are the tools and procedures used to make such initiatives attractive to a potential audience?
1. procedures used to make such initiatives attractive to potential audience?
   - The university leadership managed to raise fund from alumni and industry for;
   - Improving infrastructure for teaching and research
   - Establishing new labs and research infrastructure
   - Create awards for international publications
   - Creating new research funding opportunities
   - Awarding scholarships for international projects
   - The university administration has also obtained new investment opportunities for new projects from the state on competitive basis to upgrade teaching and research environment not only for infrastructure but also enhancing human resources across the university to attract best academics and best students.

55) To what extent the QT initiative has enhanced or clarified the linkage between research activities and teaching activities in the institution?
Please see above comments
56) Is there a willingness of the institution to extend the QT initiative?
   yes

57) How has the institution extended, disseminated or permeated the QT initiative in-house?
   ITU used its web site to disseminate the information related to the processes and results obtained at the end of theses processes.

58) What are the major challenges the QT initiative promoters will have to anticipate, or had to anticipate, in order to succeed?
   High motivation of academic and administrative staff, students and alumni (all stakeholders)
   And strong university leadership are needed

59) In what ways, does your institution encourage discussion of the impacts and the appraisal of the efficiency of the QT initiative?
   ITU organizes regular strategic development meetings at department, faculty and university levels

60) How is the QT initiative funded?
   special external money, internal resource, amount...
   ITU Development Foundation funded ITU's all QA projects with extensive contributions from alumni

61) How does your institution foresee the next steps for the future of the QT initiative?
   ITU is preparing all the accredited departments for the next step which will start in 2009-2010 to invite external accreditation and evaluation agencies for follow-up.
   There is another development taking place in Turkey. After several universities have had external accreditation processes and evaluations, they started to establish independent National accreditation agencies such as MUDEK (Accreditation Agency for Engineering Programmes), MIAK (Accreditation Agency for Architecture Programme). This development has created a debate in the university whether it is necessary to go into international agencies for the next step or to National ones? The top administration prefer to continue with international agencies at the moment

62) Additionally, what could be done to lead the QT initiative to greater success?
   To create awareness and understanding for the importance of QA across the university.
   To lead the stakeholders to own the project.
   To share best practices to motivate stakeholders.
   To create incentives for the infrastructure, scholarships, etc.
   To raise fund to remove the obstacles.

63) What are the mechanisms/indicators implemented by the institution to follow-up on the progress of the QT initiative?
   Annual feedbacks of CQI processes at department levels are used to secure the improvements.
   These processes are monitored by the Accreditation committees at department-faculty-university levels.

64) What is measured when assessing or monitoring the QT initiative?
   Progresses are measured according to goals and targets defined in the strategic plan

65) The people who are in charge of the implementation of the QT initiative, who are they accountable to?
   At department level to the Department Head, Dean of the Faculty
   At institutional level to Strategic Development Committee, Accreditation Committee, Vice Rector and Rector

66) Who are responsible for taking stock of the QT initiative's progression and of it's outputs?
   1) The people in charge of QT implementation?
      yes
   2) The administration support?
68) 4) A special body? Accreditation Committees

69) What criteria did your institution chose to evaluate the success of the QT initiative? Please give examples of the criteria.
   - Success rate
   - Drop out rate
   - Graduation rate
   - Completion rate

70) Please give examples of yardsticks or standards to be reached.
    New National accreditation agencies are developing their own criteria and yardsticks for accrediting programmes in Turkey. ITU academic staff has played a leading role in these developments.

71) To date, what are the main consequences for the teachers and the students of the QT initiative?
    The whole teaching and learning processes have become more efficient, effective and integrated than before. Learning outcomes have gained importance across the university and Quality Culture has been established to a certain degree.

72) Has the QT initiative been designed and implemented to be linked to other policies of the institution? If so, could you please specify by giving examples.
   1) IT strategy? yes
   2) Student services? yes
   3) Staff development policies? yes
   4) Estate, space and building strategies? yes
   5) Others? Research & Development and Innovation

77) Could you give examples of tools or practices that ensure the coherence amongst the various QT initiatives that many occur simultaneously?
    ITU has upgraded its infrastructure for teaching and research and made investment on cyber infrastructure and labs and libraries extensively to give access to knowledge resources.
    ITU has also made extensive investments to upgrade the living standards of students and staff;
    3000 capacity first class student housing has been provided in 2 years (1997-1998)
    Student centers, dining facilities, sport facilities have been established
    Scholarship programmes developed to help low-income students and every year 7500 students received full or partial scholarships.
    Scholarship programmes has also developed for academic staff to go abroad
    Awards for international publications are offered to academic staff every year
    Nursery, Primary School, High School have been established in campus for staff children especially to help women academic staff to leave their children to ITU schools every morning and fetch them every afternoon from their schools.
    Technoparks established, 65 R&D companies with their 1500 employees settled in the campus. The main aim was to establish strong links, a kind of interface between university and industry but it has also served to the university in different way. Real estate has become one of the income generation tool for ITU as a result of these developments.

78) Could you give examples of impact of the QT initiatives that concern other domains than solely teaching
(eg. on teachers mobility, on research activities...)?
Accelerated the speed of developments in Research activities
Attracted more fund
Attracted better staff and students
Enhanced internationalization
Helped to gain visibility at National and International levels

79) Within the institution, how is the QT initiative articulated with other initiatives undertaken by other departments, by senior decision-making bodies, by committees and by other individuals?
Three different but in fact connected QT efforts have been harmonized by the Education Committees and Accreditation committees across the university

80) Outside the institution, how is the QT initiative articulated with other initiatives undertaken by other departments, by senior decision-making bodies, by committees and by other individuals?
ITU Development Foundation and its Board of Trustees supported these efforts strongly by providing fund and motivating alumni.
ITU has contributed tremendously to the development of National accreditation agencies in different fields

81) Could you give examples of how your institution makes sure that the QT initiative is articulated with the strategy or the key objectives of the institution?
All the CQI efforts and QT projects have been successfully implemented towards realizing the mission of ITU and its short and long term goals.

82) Is the QT initiative part of, or, an incentive, to build a ‘quality culture’ in your institution?
Definitely YES

83) To some extent, is the QT initiative bound to a specific identity of your institution?
yes

84) Is the QT initiative part of the promotion of the institution?
yes

Page 7 (0 Points)

85) Would you permit reference to your institutional illustrations in the report?
Yes (0)

86) Would you allow the institutional illustrations to be quoted in the report or in an annex?
Yes (0)

87) Would you like the institutional illustrations to be part of the annex of the report on the IMHE-OECD website?
Yes (0)

88) Would you like to be contacted to have further discussions on the topic?
Yes (0)

89) Would you like to participate in the in-depth analysis for the second phase of this project?
Yes (0)