

European University Association
Institutional Evaluation Programme

Izmir University of Economics
Turkey
EVALUATION REPORT

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1. Introduction

1.1. The history of the Institutional Evaluation Programme

In 1993, the European University Association (EUA, formerly CRE) decided to offer its member universities, to date almost 850, the possibility of being evaluated in order to assess their strengths and weaknesses in quality management in a changing higher education context. The aims of the Institutional Evaluation Programme (IEP) are to assist the university leadership and management in their efforts to improve institutional management and to promote the university's capacity for change. Emphasis is laid on the university's Self-Evaluation Report (SER) to help it understand its strengths and weaknesses. In the long-term perspective, EUA hopes to contribute to the promotion of a quality culture among its member universities, and to disseminate examples of effective strategic management among European universities. EUA does not wish to provide the university with a blueprint for its development; rather the evaluation process is a consultative and supportive one. During this process the university is helped to examine:

- How it defines and implements its mission and aims
- How it manages its external and internal constraints and opportunities shaping its academic development and
- How it develops and implements its quality enhancement strategies.

In Turkey, EUA has so far reviewed 17 universities, the first ones being the Bogazici University (Istanbul), Marmara University (Istanbul), Uludag University (Bursa) and Middle East Technical University-Ankara.

1.2. The Review Team

The Review Team of the Izmir University of Economics (IUE) consisted of Professor Alberto Amaral, former rector of Oporto University (Portugal), chair, Professor Ivan Leban, former vice rector of the University of Ljubljana (Slovenia) [participated only

in the second visit], Professor Noel Whelan, former Vice-President and Dean (Business) of the University of Limerick (Ireland), Student representative Francesca d'Ingianna, University of Milan and Professor Airi Rovio-Johansson, Copenhagen Business School (Denmark) and Gothenburg Research Institute at University of Gothenburg (Sweden), as coordinator of the Review Team. The first visit took place on March 9-11, 2009, and the second visit was on June 23-26, 2009.

1.3. The Self-Evaluation Report and the visits

The Self-Evaluation Report gave a good, comprehensive and honest general overview of Izmir University of Economics (IUE). At the end of the first visit the Review Team asked for additional information for the second visit, mostly regarding various policies, concrete details and data on the organisation, the administrative decision structures, the staff, the students, the international relations and the actions and the priorities defined in the Revised Strategic Plan.

During those visits, the Review Team met the Rector, the Liaison person, the Vice-Rectors, the Self Evaluation Group, the Policy Making Group, the Deans, Institute Directors, Department Heads of the Faculties visited, representatives of Special University Committees, Vice-President of the Board of Trustees, representatives of the Senate, groups of academic staff, the Student Dean, the Head of the Library, the Academic Evaluation and Quality Development Review Team, the Strategic Planning Review Team, a student delegation and groups of undergraduate and graduate students, as well as external partners.

During the first visit, the Review Team met deans, staff and student representatives of the Faculty of Fine Arts and Design, Faculty of Economics and Administrative Sciences, Faculty of Computer Sciences, Faculty of Arts and Sciences, external partners and the Chairman of the Izmir Chamber of Commerce.

During the second visit, the Review Team met the dean and representatives of the Faculty of Communication, Graduate School of Social Sciences, Graduate School of

Natural and Applied Sciences, central office staff members, the Academic Evaluation and Quality Development Review Team and the Strategic Planning Review Team.

The Review Team found both visits were well organised and was pleased to note the good working relationship between the Rector and the Vice-Rectors and as well as the management Review Team. It thanks the Rector and his Review Teams for the generous hospitality of Izmir University of Economics (IUE).

1.4. The international, national, and institutional context

The institutions of higher education in Turkey, including the foundation universities such as IUE, are in a transition process, which can be described as a transition towards a more open, modern and responsive system, based on traditional European values and on an international context (EUA, 2008). However, Turkey shares the political pressures and challenges of many European countries concerning higher education, namely to provide studies in higher education to a constantly increasing student population without matching increases in state financial support.

In 1981, new conditions were established for higher education in Turkey. The Turkish higher education system is a centralised system, with four bodies controlling, regulating, supervising, and coordinating the system:

- The Council of Higher Education (YÖK)
- The Inter-University Council (UAK)
- The Turkish University Rectors' Committee (TURC)
- The Scientific and Technical Research Council of Turkey (TÜBİTAK)

The Council of Higher Education (YÖK) was established in 1981 and a new law for higher education private institutions as non-profit foundations was passed, which resulted in an extensive reorganisation of higher education institutions at that time.

A large number of structural, financial, administrative and academic reforms have taken place since 1981. The formal part of these reforms has been linked to the legislative changes made by the Ministry of National Education. YÖK is one of the most important bodies in the Turkish higher education, supervising and controlling the universities. Foundation universities, although private, fall under the jurisdiction of YÖK. This means that they can develop and suggest new programmes to YÖK, but have to get its prior approval according to the established criteria in order to announce and offer these programmes and courses to students.

The Inter-University Council (UAK) acts as an academic advisory body and in some cases as a decision-making body. The Turkish University Rectors' Committee (TURC) is the equivalent to the Rectors' Conference.

Furthermore, the Scientific and Technical Research Council of Turkey (TÜBİTAK), an upper body at national level which coordinates basic and applied research and development, also influences the situation of the Turkish universities in related scientific activities.

Turkish universities, like many European universities, find it difficult to cope with the increasing demands from society because of the lack of sufficient resources. For IUE, increases in financial support can only come from the founders of the university and from student fees. In this transition process there is a need for enhanced institutional autonomy in all universities. In Turkey, there are currently 130 universities: 94 are state universities and these include two Higher Institutes of Technology, and 36 are non-profit foundation (private) universities (European Commission, 2009).

The foundation universities are under the supervision of YÖK and their programmes must be regularly accredited. In the universities, the language of instruction is, in general, Turkish. However, like a few other universities, IUE uses English as the language of instruction, which means one additional preparatory year for the students.

The İzmir University of Economics (IUE) was established as a public corporation on April 14, 2001 by the İzmir Chamber of Commerce, Education and Health. It is a Foundation established under the auspices of the İzmir Chamber of Commerce in accordance with statute 4633 (Self Evaluation Report 2008, p. 2). It was the first foundation university in the Izmir and Aegean region. The first group of students was enrolled in 2001. In October 2008, there were 6,032 students registered at IUE of which 1,249 were preparatory class students (from all departments), 147 were vocational school students and 5,681 undergraduate students. IUE has five faculties: Faculty of Economics and Administrative Sciences, Faculty of Fine Arts and Design, Faculty of Computer Sciences, Faculty of Arts and Sciences and Faculty of Communication. Furthermore, there are two Graduate Schools, six Research Centres and three Schools (Self-Evaluation Report, 2009, Appendix A, p. 41-42).

IUE offers (Self-Evaluation Report, 2008, p. 10):

undergraduate degrees programmes [author's italics] in: "Computer Engineering", "Industrial Systems Engineering" and "Software Engineering", dual diploma programmes in "Computer Engineering" and "Software Engineering" with U.S.A. SUNY Fredonia in the Faculty of Computer Sciences; "Mathematics", "Psychology" and "Translation and Interpretation" in the Faculty of Arts and Sciences; "Fashion Design", "Interior Architecture and Environmental Design", "Industrial Design", "Communication Design" and "Architecture" in the Faculty of Fine Arts and Design; "Economics", "Business Administration", "Logistics Management", "International Relations and the European Union" and "International Trade and Finance", dual diploma programmes in "Economics" and "Business Administration" with U.S.A. SUNY New Paltz and SUNY Cortland, in the Faculty of Economics and Administrative Sciences; "Public Relations and Advertising", "Media and Communication" and dual diploma programmes in "Public Relations and Advertising" with U.S.A. SUNY Fredonia in the Faculty of Communications. "Culinary Arts and Management" is also offered in the School of Applied Management Sciences.

Master programmes [author's italics] in: "European Studies", "Financial Economics", "Business Administration (MBA)", "Logistics Management", and "Design Studies" are offered in the Graduate School of Social Sciences. Furthermore, the School offers *PhD degrees* [author's italics] in "Business Administration" and "Economics".

The Graduate School of Natural and Applied Sciences, on the other hand, offers masters degrees in "Financial Mathematics", "Applied Statistics" and "Information Technologies", and *a PhD degree* [author's italics] in "Applied Mathematics and Statistics".

The Review Team recognises the work and the efforts that, under the university leadership, the Faculties, Departments, Graduate Schools, Library and the Central administration have done so far in establishing IUE. The Review Team identified some areas where constraints of varying complexity are apparent and need attention from the management of IUE. The Review Team considers that initiatives must be taken to overcome these constraints and further the development of quality management and quality assurance.

The next section starts with an analysis of the constraints that influence the opportunities and policies of the university and the institutional policies under which it is operating. The following part of the report analyses the university's capacity for change and possible areas for improvement. The final part contains recommendations the Review Team wishes to make.

2. Constraints and Institutional norms

2.1. In terms of Governance and management

The highest decision making body at IUE is the Board of Trustees and the Rector is the primary executive person and a standing member of the Board of Trustees.

However, unlike a traditional Board of Trustees in an effective corporate governance environment and also, specifically, in US universities, the Board of Trustees at IUE takes an active role in many daily operational decisions in the institution. The senior managerial system as outlined is thus constrained in its strategic function given the role adopted by the Board of Trustees in relation to operational matters. This limits the institutional autonomy of IUE.

The mission and the aims set out in the revised Strategic Plan 2007-2009 presuppose a changed relation between the Board of Trustees and the Rector and his management team leaning towards more independence, especially taking into consideration that there is no active budgeting process in IUE and in the faculties, which hinders a strategic planning process. New committees are set up, such as the Academic Evaluation and Quality Development Team and the Strategic Planning Team, and in the perspective of the Review Team, their duties and their responsibilities are not clearly defined, resulting in unclear division of tasks and overlapping responsibilities.

The Rector has three Vice-Rectors as his advisors. The Senate acts under the chairmanship of the Rector and consists of Vice-Rectors, Deans, one instructor from each Faculty, the Directors of the Institutes and the Schools. The Board of the Directors acts under the chairmanship of the Rector. There is also a Management Planning Council, a coordinating body among different units in the university, consisting of the Rector, the Vice-Rectors, advisors to the Rector, the Secretary General, the Director of Student Affairs and the Students' Dean. This group has "to make sure that the decisions, which should be generated from this coordination are realized within an established schedule" (Self-Evaluation Report, 2009, p. 19).

Three types of commission support the Rector in the decision-making process: (1) YÖK regulated commissions, (2) the Self-regulated commissions and (3) the temporarily established commissions (Self-Evaluation Report, 2009, p. 19).

2.2. In terms of teaching

In the discussion with academics and students, the Review Team found that IUE lacks fully developed *systematic quality management procedures* (see Recommendation 4). It is evident that the quality of teaching and student learning must be the future focal points. Nor is there an overall *quality assurance system* centrally monitored by IUE and focusing on the entire undergraduate education and postgraduate education with the aim of

- (a) changing student learning from reproduction of facts to deep learning and understanding of the content of teaching
- (b) reforming the organisation of undergraduate teaching and courses to remedy problems such as the unbalanced mixes of theory and practice and, in several cases, weak interdisciplinarity.

The Review Team acknowledges that IUE regularly distributes an evaluation questionnaire to all students at IUE, in which they are asked to evaluate the education and the teachers. However, this evaluation is a constraint for the development of education, for a number of reasons. The students told the Evaluation Team that only a part of the student body has answered this questionnaire. Several groups of students, which the Review Team met, have not been asked to answer the questionnaire and a few of them expressed the view that this was not a serious assessment of the education and the teachers of IUE. Accordingly, the results of this assessment cannot be used for any reorganisation of the education due to the very limited number of student responses. If the students are expected, in future, to assess their teachers, it is also necessary to include as a complement to this an appraisal of teachers made by the Dean

of the faculty, or by the management of IUE, or by external assessors from the subject matter field as a part of an accreditation process.

The Review Team met students who said that they were satisfied and proud to study at IUE. Almost all of them had chosen to study at IUE as their first choice.

The Review Team also met both the Academic Evaluation and Quality Development Team and the Strategic Planning Team. Both Teams have recently started their work and so far they have not been able to develop and initiate new activities in their areas of responsibility. Contrary to their work today, these Teams need clearly defined fields of responsibilities as well as earmarked resources in order to be able to actively support IUE's implementation of the Strategic Plan, the new coming budgeting process, and the dissemination of the quality and accountability processes of IUE.

2.3. In terms of research

Researchers at IUE confirmed that it was difficult to apply and get money from EU funds, from TUBITAK and also from businesses in the region. So far, EU money has supported one or two research projects. It is only possible to get only small sums for research from the Board of Trustees. This is a constraint in the long term perspective. Researchers at IUE need (1) support and money from various sources, which means that a fund-raising policy has to be formulated by the management of IUE; (2) another strategy might be to intensify the search for international research partners, i.e., join international research networks which can open the possibility to apply for EU-money from the 7th Framework Programme (FP7).

2.4. In terms of resources

IUE rightfully complains about the budget being inadequate to meet the needs of society. Indeed, there is no yearly budget that the Board of Trustees presents to the Rector and his team; apparently, when some acquisition is necessary or when some

financing is needed, the resources must be asked from the Board of Trustees. This is a constraint which needs to be changed.

The budget of most European governments today imposes restrictions on the operation of the universities, which affects teaching, research and services in a negative way. As all activities of the universities are an investment for the future of any country, governments are encouraged to ensure that a greater proportion of the country's limited resources are invested in education in order to guarantee a successful implementation of the Bologna reform processes (Bologna Declaration, 1999).

However, in Turkish foundation universities, efforts to increase their resources will depend on their founders as, in general, they are not given any public money. The Review Team wants to encourage the management of IUE to develop a strategic plan to cope effectively with the restricted resources and decrease its dependency on student fees while the management searches for various new economic resources for the university.

A strategic plan must be complemented by an action plan including a set of priorities covering selected fields of activity in research and education. The Review Team acknowledges the steps already taken by the Rector and his management team to revise the Strategic Plan of 2007-2009.

IUE has to act in accordance both with the national legislation for higher education and the national legislation for foundation universities. The continuously increasing number of students over recent years has affected the resources for teaching and research as well as the working conditions of the staff. Any constraint in resources and the student fee dependency can seriously influence the budget of the IUE (see Recommendation 5).

IUE argues, and the Review Team agrees, that it is necessary to create a staff development programme. A large number of the teachers of IUE are not involved in research activities and/or in development of study programmes and teaching activities,

because there are no incentives for further promotion. The students get maybe too much teaching in each course, which does not enhance students' critical thinking and independent study work.

3. The capacity for change

3.1. The mission

A central general competency of higher education institutions is their capacity to change and their ability to adapt to new prerequisites and new working conditions. A clear and well defined mission statement is an important prerequisite for strategic planning. The Self-Evaluation Report (2009, p. 9) stated the Mission of the IUE and its values as:

Mission

The Mission of the Izmir University of Economics is to educate and equip qualified students with leadership attributes, entrepreneurial capabilities, critical thinking skills and the ability to contribute valuable research in a variety of sciences.

Vision

The Vision of the Izmir University of Economics is to become a pre-eminent institution of higher learning at the forefront of education on a universal level and to pioneer valuable research in a variety of disciplines.

The Basic Values of the Institution

- *Participation:* the fostering of an academic environment which is universal, flexible, pluralist, transparent and open to collaboration.

- *Innovation:* to take part in interdisciplinary research and development activities, which are effective, creative and at the forefront of new discoveries.

- *Social Responsibility:* to be responsible within the community by effectively managing its social resources in the production and dissemination of universal knowledge.

- *Perfectionism*: to focus consistently on the best possible outcome in every activity.

The Strategic Plan for 2007-2009 (Izmir University of Economics, 2006, p. 6) contained the 11 strategies for future development.

- To maintain the current educational and instructional programmes (Str. Aim 1)
- To improve the educational and instructional processes (Str. Aim 2)
- To strengthen the academic and administrative personnel with well qualified individuals (Str. Aim 3)
- To improve the academic quality of new students (Str. Aim 4)
- To improve the University's educational infrastructure (Str. Aim 5)
- To increase research activities and output (Str. Aim 6)
- To develop cooperation with the industrial and technical sectors (Str. Aim 7)
- To increase the effectiveness of interdisciplinary education and research (Str. Aim 8)
- To publicise the University and its accomplishments nationally and internationally (Str. Aim 9)
- To develop, implement and regularly update effective strategies and applications (Str. Aim 10)
- To increase and strengthen job satisfaction as well as the professional development of all staff (Str. Aim 11)

In the Revised Strategic Plan 2007- 2009 (Izmir University of Economics, 2008, p. 3-15) some strategies and activities were *removed* (Self-evaluation Supplementary

Report, Appendices 1, Revised Version of Strategic Plan, page 3, activity 1.3.2., 1.3.3, 2.1.9.), some *revised* (Self-evaluation Supplementary Report, Appendices 1, Revised Version of Strategic Plan, page 4, activity 2.1.8, 3.3.1.) and *some added* (Self-evaluation Supplementary Report, Appendices 1, Revised Version of Strategic Plan, page 12, activity 9.1.9). Consequently, the Evaluation Team acknowledge that there are differences between the two Strategic Plans after the revision. However, the Team noted that the new *Strategic Plan 2010 – 2014*, which will be produced after this IEP Evaluation, also needs a concrete *action plan* that would help the institution to enhance its capacity for real change (see Recommendation 1).

3.2. Constraints

The most severe constraints are the lack of resources at IUE for (a) education and research and (b) the dependency on student fees. The Rector's and the Rectorate's relation to the Board of Trustees and the management structure of the IUE needs to be revised as has been mentioned above. An Action Plan has to be linked to the revised Strategic Plan, including clear priorities, supported with the necessary resources and a time schedule.

3.3. Strengths and opportunities

The Review Team acknowledges the growth and development of the entire IUE since it started in 2001. Its students are highly regarded by outside partners. All students the Review Team met are very positive and satisfied to study at the IUE. There are research programmes and PhD-programmes launched recently as well as international research-net activities. IUE has an excellent outreach in Izmir region and its mission and values are the rationale of its activities, which was clear in the Self-Evaluation report and the Supplementary Report.

3.4. Weaknesses and challenges

The above mentioned mission statement and the core values can be strengthened by further development of policies relating to the major university activities. Among IUE weaknesses, there is a lack of policies on strategic issues (see Recommendations). In addition to the regulations and documentation requested by YÖK, IUE should go further than these regulations and develop policies on strategic issues in the new *Strategic Plan 2010 – 2014*, which will be developed.

The following policies need to be implemented in the daily work of IUE:

- (a) Policy for Strategic Management
- (b) Policy for Financial management and general fund raising
- (c) Policy for Research and Excellence in Research
- (d) Policy for Excellence in Teaching
- (e) Quality Management, Quality Assurance and the establishment of a Quality culture in IUE based on a combination of top-down and bottom-up initiatives
- (f) Policy for Scholarships and Policy of student fees
- (g) Policy for Human Resource Management
- (h) Policy for Internal Communication
- (i) Policy for internationalisation, e.g., expanding the number of international students; expanding the number of students and academics going abroad and

taking part in exchange programmes; and supporting the interest of students to study languages

(j) Policy for investment in buildings and more student accommodations

These policies should be implemented with the help of an overall internal communication and democratic involvement of representatives from all parts of academic community including students, in order to make them effective. These policies must be clearly linked to the budget planning process in order to be concrete and efficient activities.

These are challenges to overcome in the near future. The most important challenges identified by the Review Team are in three generic areas and fundamental base-points in the development as a university:

1. Overall governance
2. Strategic management and quality management
3. Core strategic priorities in the Strategic Plan

The Review Team believes, that in the present state of development, IUE has the capacity for change in relation to (1) the future outlined strategies of development in the Revised Strategic Plan 2007-2009; however, this Revised Strategic plan 2007-2009 is in need of further revision; (2) the strong commitment of the students and the graduated students (Alumni); (3) the strong commitment of the academic staff and the administrative staff; (4) the relations with the local authorities; (5) the relations with the surrounding region and society. These are the challenges for the near future which also will be commented on in the recommendations.

4. Recommendations

1. In terms of Strategic Planning

As has been already mentioned, a new *Strategic Plan 2010 - 2014* will be developed for the future of IUE. This new strategic plan needs to be firmly linked to key decision-making within IUE. In order to achieve this, the Evaluation Team recommends that an action plan (incorporating priorities, a time schedule, resource requirements, and a resource availability schedule) should be derived from the strategic plan. This strategic plan and its related action plan should be taken seriously by both the Board of Trustees and IUE management as the blue-print and rationale for the future development of IUE.

2. In terms of Governance

The Evaluation Team recommends that the Board of Trustees should adjust its role by moving away from the day-to-day decisions on operational items and concentrate on the overall long-term development of IUE. The major role of the Board of Trustees should be to approve the yearly action plan and budget, and the medium term strategic plan and its revisions while refraining from interfering with the daily life of the institution. The Rector and the Rectorate should be regarded and accepted, unambiguously, as the locus for daily decision-making and strategic management within IUE; and, in the process of strategic management, the Strategic Planning Team should be encouraged to play an important role under the guidance of the Rector. Also, student involvement in the strategic management and governance of IUE should be encouraged since the student body is the essential client base of IUE.

3. In terms of Institutional Management

The Evaluation Team felt that roles and responsibilities for each of the governance and managerial levels of IUE were in need of more specific definition, and in some cases in need of redefinition. The core responsibilities for each level of the IUE organisation

structure should therefore be reviewed and this includes changes in the role of the Board of Trustees, the Rector and Rectorate, the Deans, Faculties, and Faculty Departments. The role and responsibilities attaching to each of the Vice Rectors should be reviewed to ensure that each Vice Rector has a range of cognate functions which does not overlap with those of her/his colleague vice rectors. Responsibilities for Research, for Academic, and Outreach should be clearly defined within the range of responsibilities for vice rectors. Clearly defined managerial systems designed to foster coherent and integrated management and communications between the different managerial layers within IUE should be defined and installed.

4. In terms of Quality and Quality Management

An organisation-wide quality culture does not yet exist in IUE. The role and work of the existing Academic Evaluation and Quality Management Team should be further supported and developed in the direction of creating an organisation-wide quality culture. Quality management, supported by a quality assurance system, should be centrally located and organised within IUE and its remit should extend to all aspects of the university i.e. to both its academic and administrative/managerial functions. All aspects of the university's activity viz. teaching, research, administration, student services, internal communication, internationalisation, and IUE's reputation both nationally and internationally should be subject to quality assessment and benchmarked against high quality international norms.

5. In terms of Finance and Budget

The existing almost total reliance on student fees by IUE for its financing is dangerous for the long-term development of the university, and the sources of finance should be diversified. In particular, other sources of finance must be found for teaching and research. The budgetary process needs to be decentralised within the organisation; and budget allocation must be derived from the goals and objectives specified in the strategic plan and enshrined in the strategic planning process. Possibilities for philanthropic funding should be explored by the Rector.

6. In terms of Research

Research is an indispensable and fundamental component and activity of a university. The Evaluation Team considers the research at IUE, while still in the early stages of its development, to be an important university dimension for IUE. It recommends that research programmes be developed further as soon as possible. A corporate research policy and a policy for research fund raising needs to be developed by the Rectorate, and this policy should identify some research priorities which reflect economies of scale and IUE's scientific research competence in an international environment. A vibrant and internationally excellent research programme will contribute considerably to IUE's status and perception on the international scene.

7. In terms of Teaching

Employability of students from IUE is good in the Izmir area, and this is an acknowledgement of the relevance of IUE teaching in the local employment market place. However, faculty members (in all faculties) have too high a teaching load in IUE. This militates against faculty members engaging actively in serious research. So, there is a major challenge for the Rectorate of IUE to reduce the teaching load, and as soon as possible. Also, the quality of teaching needs to be appraised very closely and carefully, in the context of the quality enhancement and quality management programmes of IUE (see recommendation 4 above). The faculty evaluation questionnaire and related system needs to be reviewed closely in terms of its continuing relevance in the context of IUE wishing to emerge as an internationally acknowledged university. The Evaluation Team received mixed messages in relation to the balance between theory and practice in the teaching area. This needs to be evaluated by management to ensure that an optimal balance is achieved across the university in relation to teaching what is practical in the context of what is theoretical.

8. In terms of Faculty Development

Development of faculty members must be continually pursued, because their academic qualifications are but one dimension of their professionalism. The quality of faculty to teach professionally and to undertake serious research in an international context must be ensured by various programmes. The doctoral component of faculty should be increased wherever possible. The existing two year faculty contract should be reviewed towards introducing a longer (four year) contract. The Rectorate should reappraise the policy now in existence for sabbaticals to ensure that it is more “user friendly”, and is available fairly and equitably across all faculties.

9. In terms of Internationalisation

IUE needs to be more active in pursuing international activities and in ensuring that it has a strong international profile as a serious university. The Evaluation Team recommends that IUE make every effort to increase the number of foreign academics it recruits, the number of foreign students taking its courses and academic programmes, and the number of IUE students who study abroad on various study exchange programmes. In relation to the last mentioned, IUE should increase its interaction with the institutions of the European Union which foster international student exchange. IUE should also benchmark itself carefully and thoroughly against high quality international university norms.

10. In terms of Outreach and Commitment to its Local Community

Successful universities in modern times must perform their activities credibly in both the global/international competitive market place and in their national/local market place. They must be relevant to both, and considered excellent in both market places also. The IUE has focussed to date on the local/Izmir dimension, but it must, from now on, also focus on the international global market place (see recommendations 6 and 9 above). In pursuing its international dimension, it must not lose sight of its commitment to its local community: It should continue to serve its local market place,

as it is doing very effectively, and it should develop this further by extending it to a national Turkish profile. Active pursuit of knowledge transfer and lifelong learning programmes would be very relevant in this context.

Envoi

The Review Team wants to extend its thanks to the Board of Trustees, Senate, deans, department heads, academic directors, academic and administrative staff, representatives of Student Council, students, and the external representatives for their time and attention. We extend special thanks to the Rector, Professor Dr. Attila Sezgin, and the liaison person, Professor Dr. Oguz Esen, and his colleagues for their helpful efforts and careful attention to all our logistical arrangements. Finally, we thank the Vice-Rectors, and the management team.

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