

**MIDDLE EAST TECHNICAL  
UNIVERSITY  
STRATEGIC PLAN  
2005 – 2010**

**March 2005**

***METU Strategic Plan 2005 – 2010***  
**was approved at the**  
**University Senate – University Executive Board**  
**joint meeting**  
**held on March 8, 2005**

**Middle East Technical University**  
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**(Translated by Naz Dino and Yeşim Çöteli from the original text in  
Turkish)**

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## Foreword

Esteemed METU Staff Members, Dear METU Students and Graduates, Dear METU Friends,

Within the framework of its national and international mission, Middle East Technical University has made significant progress in the fields of education, research and community services during the recent years. Not only has attending the METU graduate and undergraduate programs continued to be the primary preference of students from within the country and abroad alike, but also the national and international research and publication spectrum and intensity of our faculty have been on the rise. METU Technopolis is a rapidly expanding project which is expected to play a key role in the development of Ankara and in the competitive power of our country. METU has undertaken the responsibility of making its Northern Cyprus Campus a model institution of education at an international level and a focal point of development on the Island of Cyprus. The Graduate Program for Educating Future Faculty Members (ÖYP), The Network of National and International Projects (YUUP) and The Postdoctoral Research Program (DOSAP), programs all of which were initiated with the aim of increasing the number of qualified faculty at Turkish Universities, have been successfully implemented and have recently expanded to incorporate institutions from abroad.

In addition to the projects I have briefly mentioned above, we have been broadening and diversifying our responsibilities in education, research and community services in order to address the need for the ever increasing quest for knowledge in today's information society. Since its establishment, our university has always been a *source of knowledge* and a *solution partner* which contributes to never ending scientific and technological development, and which provides community services to various sectors of the society by stretching beyond national boundaries.

We have been compelled to determine our priorities painstakingly due to our diversifying duties and responsibilities, coupled with significant trends within Turkey and worldwide, the pressure of increasing demands on institutions of higher education and our limited resources. The METU Strategic Plan development process, which was designed to involve all academic units of the university, has produced a document that will enable us to take wise steps in shaping the future of our university. Throughout the process, our purpose has been to shape the future of our institution and to draw our pathway as a university whose numerous academic units will preserve their attributes. I believe that, in this sense, the METU Strategic Planning Process has established the critical balance between thought and action, and between learning and implementation within our university

METU's stance may be summarized as *leadership in the development of the society and contribution to international science*. Just as the work on strategic planning has put forth the university's pursuit of multi-dimensional success by materializing the 'METU Vision' in the light of these priorities, so has it enabled all its units to combine their responsibilities and efforts to create 'the best' at METU. *METU Strategic Plan 2005-2010* is a framework which promotes and enhances our strengths, creates novel networks of interaction and blends our research programs in an interdisciplinary manner. This *Plan*, built on the achievements of METU, will make the effective allocation of our resources possible in fulfilling our responsibilities. The *METU Strategic Initiatives*, which aim at establishing intensified collaborations in line with our *Vision* and attracting increased support to our university from individuals, institutions and the public, will be the pathway in our efforts for the advancement of METU.

The process through which *METU Strategic Plan 2005-2010* was developed was unique to METU and involved participation at an unprecedented scale. We are indebted to the great number of METU faculty, staff, students, alumni and friends who contributed willingly during the period of intense work which enabled us to reflect METU's experience and accumulation of knowledge to the *Plan*. I would like to extend my gratitude to each faculty member and staff who contributed to this challenging task at the levels of the Strategic Planning Committee of the University, the Strategic Plan Support Office, the Strategic Planning Task Force and the Strategic Planning Committees of our Faculties, Graduate Schools and Schools, who laid the necessary foundation during the planning stage.

The consequence of this work has been the arrival of our University at a significant juncture. As METU, we are at an important turning point in our efforts to be a university which is more dynamic, that can modify the existing conditions and display initiative, and that will offer effective service to its environment, and to this end, to establish broader relationships and collaborations. *METU Strategic Plan 2005-2010* has put forth our university-wide goals and developed distinct strategies whose outcomes will be measurable and will lead the way to the achievement of our goals. In the forthcoming period, we must keep a careful watch on the implementation of *METU Strategic Plan 2005-2010* to ensure the rapid and balanced progress of our University. The *Plan* will be the main point of reference to illuminate the judgments our University and the steps it will take. Resource allocation decisions and human resources policies of our University within the *Plan* period will be in harmony with the aforementioned priorities.

Planning is a process that involves determining goals, drawing the pathway leading to these goals, fulfilling the tasks specified, monitoring their implementation, and within the framework of their merits and changing conditions, reconsidering further steps to be taken. *METU Strategic Plan 2005-2010* dictates tasks for all of us in this process. Similar to all effective strategic plan implementations, the implementation of the *METU Strategic Plan 2005-2010* will pledge support at all levels from within and outside the university. The units that will assume responsibility in the implementation of each strategy described in the *Plan* have been specified and the mechanisms required for monitoring implementation and progress have initiated.

I hereby invite the involvement and support of all METU faculty, staff, students, alumni and friends in the implementation stage, as in the planning stage of *METU Strategic Plan 2005-2010*. I believe that, with its implementation, we will collaboratively create a more influential university.

Sincerely,

Prof.Ural Akbulut  
President

# Middle East Technical University

## Strategic Plan

### 2005 – 2010

#### A. SUMMARY

*METU Strategic Plan 2005-2010*, which was prepared during a period of intensive work initiated in 2002, entered into force upon its approval in the Joint Meeting of the University Senate and Executive Board on March 8, 2005.

During the planning stage, not only was every opportunity used to achieve extensive participation from both within and outside the university, but also maximum effort was made to enable METU staff members and stakeholders to observe the work done, to have the work open to suggestions, and to make public the assessment of the results. The principles of starting the process from academic units and maintaining a high degree of participation in each phase of the process were adopted. Special attention was devoted to making use of data in the decisions taken and choices made during each phase of the process. Consequently, *METU Strategic Plan 2005-2010* is being introduced as a document for which the University, as a whole, has assumed authority and responsibility rather than solely the top administration, and as one that is based on data and evidence instead of impressions and opinions.

The planning process was initiated with the following aims:

- a) Concretizing our University's joint vision, outcome expectations and priorities for the forthcoming 10 year period,
- b) Preparing a five-year 'Strategic Plan' for METU,
- c) Institutionalizing the mechanisms required to reach the future envisioned in the 'Plan'.
- d) Creating a performance measurement system that will develop along with the 'Plan'.

In addition to the 'Plan', the 'METU Vision' was formulated in accordance with the aims stated above,. The foundations of the *Dimensions of the METU Vision –Performance Measurement Framework* were based on the 'Mission—Vision—Goals—Strategy Proposals' prepared by the academic units.

The dimensions of the *METU Vision*, which fulfill the aspirations of its faculty and administrative staff, its students, alumni, and external stakeholders alike, describe the University as one which:

- is internationally recognized
- educates the future leaders of the community
- creates interdisciplinary synergy
- is research-oriented
- is innovative and creative
- assumes leadership in the development of the community
- is successful in improving administrative and institutional structures
- is rich in its resources
- has effective communication and collaboration networks with its stakeholders

The strategic Performance Areas — Indicators — Measures under each dimension have been listed in Annex 2. The *Dimensions of the METU Vision – Performance Measurement Framework*, which concretize the *METU Vision*, will help monitor the effectiveness of the steps to be taken in the future in reaching the desired destination. In this sense, by concurrently putting into effect the ‘strategic planning’ and ‘performance measurement’ systems, the opportunities of realistically implementing the *Plan* and monitoring and assessing its success have been provided.

*METU Strategic Plan 2005-2010* not only covers in full spectrum the mission of the University, which ranges from education and research to community services, but also reflects the priorities determined by its authorized bodies. These priorities were determined in two stages. During the first stage, which took place in April-May 2004, the joint ‘priority’ and ‘adequacy’ assessment carried out by the members of the University Senate—the University Executive Board—the University Strategic Planning Committee by utilizing *Dimensions of the METU Vision –Performance Measurement Framework (Version 1.04)* helped specify the issues to be taken up by the *Plan*. During the second stage, the ten distinct ‘Strategic Initiatives’ specified as addressing these issues were approved in the University Senate—University Executive Board Joint Meeting. The ten Strategic Initiatives, whose headings are listed below, constitute *METU Strategic Plan 2005-2010*. In the parentheses following each heading, the performance areas which each Strategic Initiative focuses on have been indicated in *italics*.

- Boosting interdisciplinary synergy (*research and education*)
- Proliferating the products of research (*publications, theses, patents, licenses*)
- Improving mechanisms that support creativity and promoting innovation (*the creative student*)
- Improving financial resources (*self resources, state budget allocations, investments*)
- Structuring the strategy implementation system; encouraging participation, staff development and institutional learning
- Improving the infrastructure for communication and collaboration with stakeholders (*industry, national/international research and educational institutions, students, alumni*)
- Supporting activities geared towards problems of primary importance within the community and supporting services open to the community (*research and implementation in communal priorities, participation in NGO activities, informing the public, facilities*)
- Increasing staff satisfaction (*administrative and academic, financial prospects, work environment*)
- Increasing recognition at an international level (*research, professional*)
- Promoting student development (*academic, social, personal*)

Upon the decision of the Senate–University Executive Board, seven separate Task Forces were established in order to improve the contents of the Strategic Initiatives. Approximately 90 members representing internal and external stakeholders contributed to the work carried out by these Task Forces. The information in the reports submitted by the academic units was used in the preparation of the Task Force reports which were prepared between July-October 2004. The USPC presented the draft Strategic Initiatives based on these Task Force reports to the authorized bodies of the University for their information and views in February 2005.

*METU Strategic Plan 2005-2010*, which includes the Strategic Initiatives in full length in Chapter E, was approved by the University Senate and Executive Board and entered into force on March 8, 2005.

In addition to the existing improvement, development and support strategies, *METU Strategic Plan 2005-2010* introduces a series of new concepts and applications. The following main headings in terms of improvement, development and support strategies are included in the *Plan*:

- ▶ Increasing communication and interaction among academic units (Str. Inct.1)
- ▶ Increasing technical and administrative support provided for large scale research projects (Str. Inct.2)
- ▶ Increasing the support provided by the Graduate Schools for the transformation of theses into publications and products (Str. Inct.2)
- ▶ Sustaining initiative in efforts to increase the number of research personnel at the level of concerned institutions (Str. Inct.2)
- ▶ Effectively publicizing and disseminating research activities and products; improving the research infrastructure (Str. Inct.2)
- ▶ Increasing the number of awards granted for research outputs/products (Str. Inct.2)
- ▶ Increasing curricular support for educating ‘innovative, ‘creative students’ and extracurricular support for their self-development (Str. Inct.3, 10)
- ▶ Increasing the revenues of the Revolving Funds and minimizing the deductions (Str. Inct.4)
- ▶ Increasing the METU Development Foundation support for the priority projects of the University’s (Str. Inct.4)
- ▶ Monitoring the projects which are not run through the Revolving Funds and their contribution to the University resources (Str. Inct.4)
- ▶ Institutionalizing efforts in providing scholarships and donations (Str. Inct.4)
- ▶ Developing the ‘*METU Integrated Information System*’ (Str. Inct.5)
- ▶ Improving organizational and management systems and enhancing human resources in order to increase the efficiency in administrative units (Str. Inct.5)
- ▶ Having international quality certification become prevalent in administrative units (Str. Inct.5, 9)
- ▶ Improving collaboration programs with Turkish universities and involving administrative units widely in these programs (Str. Inct.6)
- ▶ Improving communication with international education and research institutions and encouraging involvement in collaborative programs (Str. Inct.6, 9)
- ▶ Fostering deeper and broader interaction with METU Technopolis firms (Str. Inct.6)
- ▶ Improving the quality of METU’s written and visual promotional materials; improving the web pages as regards content and presentation (Str. Inct.6)
- ▶ Sustaining the activities of ‘informing the public’ and ‘opening up METU’s opportunities/services to the community’ (Str. Inct.6)
- ▶ Providing support for Centers for Research and Applications in their activities involving community services (Str. Inct.6)



- ▶ Enhancing the METU Northern Cyprus Program, METU Technopolis, the Central Laboratory and e-learning programs as projects of social responsibility (Str. Inct.6)
- ▶ Sustaining efforts to improve staff salaries and employee rights and privileges (Str. Inct.8)
- ▶ Broadening the practice of performance based awards/bonuses for academic and administrative staff (Str. Inct.8)
- ▶ Improving the social services offered to the staff (Str. Inct.8)
- ▶ Providing support for the improvement of common areas and facilities on Campus (Str. Inct.8)
- ▶ Increasing the support provided for the training of academic and administrative staff (Str. Inct.8)
- ▶ Improving the workplace and work environment (Str. Inct.8)
- ▶ Increasing score points and awards issued for international publications and products of research (Str. Inct.9)
- ▶ Increasing the score points issued and the managerial support for participation in international projects (Str. Inct.9)
- ▶ Effectively publicizing and sharing the METU research potential, projects and products in the international arena (Str. Inct.9)
- ▶ Attracting international students to traditional and e-learning programs and improving the support provided for international students (Str. Inct.9)
- ▶ Encouraging the harmonization of METU's standards of education with international education standards and the participation in accreditation processes (Str. Inct.9)
- ▶ Increasing the number of faculty members with international qualifications (Str. Inct.9)
- ▶ Improving the publicizing carried out for Turkish students and encouraging participation from academic units (Str. Inct.10)
- ▶ Increasing student-faculty interaction (Str. Inct.10)
- ▶ Increasing the support and prospects for the social and personal development of the students at university level (Str. Inct.10)
- ▶ Improving the support provided for new graduates in choosing a profession and finding jobs (Str. Inct.10)
- ▶ Monitoring the professional success of alumni and developing feedback mechanisms (Str. Inct.10)

In addition to the improvement, development and support strategies listed above, The *Plan* introduces a series of new applications and concepts:

- ❖ At the level of academic units, measuring and assessing interdisciplinary research and educational activities, determining strategies and the implementation of these strategies (Str. Inct.1)
- ❖ Establishing *METU interdisciplinary Research and Education Committee* (Str. Inct.1)
- ❖ Allocating additional scores for interdisciplinary research and educational activities and the related products (Str. Inct.1)

- ❖ Granting additional publication awards for interdisciplinary publications (Str. Inct.1)
- ❖ Establishing mechanisms to determine and support *primary interdisciplinary research* areas at the levels of both the university and the academic units (Str. Inct.2)
- ❖ Providing support for intellectual property via the establishment of a ‘firm’ with the aim of registering intellectual property and transforming it into a product (Str. Inct.2, 4)
- ❖ Increasing the significance of ISI-based Citations and granting awards for outstanding achievements regarding such citations (Str. Inct.3)
- ❖ Carrying out studies for the planning and recruitment of academic human resources and securing and sustaining high quality human resources (Str. Inct.5)
- ❖ Implementing and monitoring the implementation of *METU Strategic Plan 2005-2010*, and creating the necessary mechanisms for its assessment in 2006, 2007 and 2008 (Str. Inct.5)
- ❖ Establishing the *METU Institutional Development and Planning Office* (Str. Inct.5)
- ❖ Putting into use the joint *Alumni Information System* to track information about graduates (Str. Inct.6)
- ❖ Establishing *Sector Consultative Committees* within academic units (Str. Inct.6)
- ❖ Establishing the *METU Hot Line* system (Str. Inct.6)
- ❖ Establishing the *METU Institutional Communication Office* (Str. Inct.6)
- ❖ Establishing the *METU Community Services Fund* and *Commission* to support research and applications in priority social issues (Str. Inct.7)
- ❖ Carrying out pilot studies in order to increase participatory management (Str. Inct.8)
- ❖ Finalizing the work on the establishment of *METU Ombudsman’s Office* (Str. Inct.8)
- ❖ Measuring and evaluating regularly staff satisfaction and staff attitude towards the institution (Str. Inct.8)
- ❖ Setting goals and making plans in order to increase METU-based Citations for all academic units and implementing the plan (Str. Inct.9)
- ❖ Establishing the *METU Learning and Student Development Office* in order to improve educational-instructional methods and techniques, and to support the academic, social and personal development of the students (Str. Inct.10)
- ❖ Enabling the functioning of *Education Commissions* within academic units and, with the technical support of the *METU Learning and Student Development Office*, continuously assessing and improving educational programs (Str. Inct.10)

*METU Strategic Plan 2005-2010* aims at solving all problems to be faced in all areas and at all levels. The *Plan* specifies the priority areas which will be significant in METU’s ‘achievements’ and concentrates on the headings that necessitate primary consideration in such areas. The descriptions of issues and problems not included explicitly in the *Plan* and suggestions for possible solutions are presented in the academic unit, Task Force and USPC reports which have been meticulously written and archived at the web address <http://sp.metu.edu.tr>.

Satisfactory solutions and ameliorations to problems of primary significance for METU's long-term achievements such as the salaries and personnel rights and privileges of academic and administrative staff could not be provided in the planning studies due to the limited means at hand. Due to the fact that it includes such headings, the *Plan* is expected to serve as a source of reference in future solution and amelioration efforts. As regards sustainability of the efforts of strategy development and implementation, the *Plan* indicates priority issues for which adequate solutions have not been provided, areas that need to be emphasized in the coming years, different approaches, suggestions for solutions, and resources and tools for implementation.

*METU Strategic Plan 2005-2010* will be implemented with the participation of all the academic and administrative units of the university. In this sense, the 'Plan' assigns duties and responsibilities to units at all levels on the pathway to reach the *METU Vision*, which encompasses the whole university. This planning study has avoided, as much as possible, the creation of new units within the University. However, the setting up of certain committees and offices has been deemed necessary in order for the implementation of the new functions introduced by the *Plan* and for the provision of sustainability. The establishment of such units is necessary during the first phase of the implementation of the *Plan*. The *Plan* will be implemented in accordance with procedure, timing and collaboration as described in the *METU Strategic Plan Implementation Program*, which will be distributed to the academic and administrative units. Within this framework and parallel to the work to be carried out at the level of the University, the strategic plan proposals prepared by the academic units will be updated in the light of the *Plan* during the period April-September 2005 and the academic unit strategic plans will go into effect starting from Faculties-Graduate Schools-Schools.

The text of the 'METU Strategic Plan' will be updated as implementation proceeds. Core values which do not exist in the METU strategic initiatives will be determined interactively with the core values to be specified in the academic unit programs during the period April-September 2005, and then, these will be added to the *Plan*. Modifications deemed necessary in the light of the outcomes of implementation will be inserted to the text upon approval by the authorized bodies. Modifications made to the text will be announced within the University, and the most recent text will be available for access at the web site <http://sp.metu.edu.tr>. It is advised that users compare the version and date of the text at hand with that at the above web address.

## **B. ABOUT THE METU STRATEGIC PLANNING MODEL**

What underlies METU's strategic planning process, which was initiated in 2002 and involved all its academic units, is a wide range and variety of experiences that the university has gone through over the past ten years. During this period, a series of projects to develop strategies, to improve organizational structures and to officialize quality both at the university level and within academic and administrative units have laid a foundation for strategic planning.

Two documents that have been prepared at the university level are of great significance in its strategy development studies. The documents titled *METU's Development Goals and Strategies 1995 – 2000* and *METU's Development Goals and Strategies 2000 – 2005* have provided a framework for the thematic initiatives and development strategies to be pursued at the university level for these two five-year periods. In these studies, neither have mechanisms for formal implementation been devised, nor have strategies of the President's Office been transformed into implementation programs encompassing academic and administrative units.

METU is a pioneer in Turkey in the external accreditation and international evaluation of its academic units. In addition to the ABET accreditation procedure, which all the departments of the Faculty of Engineering participated in and successfully completed, certain departments of the Faculty of Arts and Sciences underwent international evaluation. It has been observed that these accreditation and external evaluation applications, which mainly focused on undergraduate education, have provided significant benefits for all academic units that have participated in the processes. In addition to the 'Quality Development' studies initiated by the Faculty of Education with respect to quality management and total quality, a 'Plan Q' study to support education and research activities was started at the Computer Center. Furthermore, as a pilot institution, the Library and Documentation Center participated in a project titled 'Performance-Based Budgeting', which was carried out by the Ministry of Finance. Similarly, among the service units, the Medical Center and the Culture and Convention Center have received international quality certificates.

In the light of these experiences, in the year 2001, METU applied to the European University Association (EUA) to go through an international evaluation process covering all units of the university. As indicated in the panel report of EUA, the external evaluation process that METU successfully completed, the 'METU SWOT Study' and the 'METU Self-Evaluation Report' that were prepared as a part of this process, as well as the work on the 'METU Pathway for Research and Development' that was initiated in the year 2000 have made it possible for the university to overview its environment, its organizational structure, and its education and research processes.

During this process, the developments and restructuring attempts in the Turkish higher education and research sector along with international trends, particularly the European Union agenda, have been examined. The demands and expectations resulting from these trends, the opportunities and threats that they have created, and the impacts of these trends on the 'traditional METU advantages' and 'METU quality' have been assessed. In order for METU to continue with its activities with increasing success within changing environmental circumstances, clues have come to the forefront regarding the fields to be given priority, the resource limitations to be considered, and the more efficient use of present resources. These assessments have indicated the necessity to determine the university's vision, goals and strategies in a holistic manner with extended participation, and that the implementation be of a nature to cover all the academic and administrative units of the university.

In October 2001, METU initiated a ‘Self-Evaluation’ process that involved units at the levels of its Faculties, Graduate Schools and Schools (F/E/YO), and its Departments and Graduate Programs (EABD), and to this end, ‘Self-Evaluation Committees’ were established. At meetings and evaluation sessions held by the Senate and the University Executive Board, the committee in office between October 2001 and March 2002 scrutinized the methods to be utilized in comparing, contrasting and unifying the self-evaluation reports of the academic units, and the processes to be initiated in order to implement the outcomes of these reports. Optional models have been assessed in the light of university-wide expectations, and consequently, it was decided that the self-evaluation studies be transformed into a strategic planning process.

The *METU Strategic Planning Model*, designed by Prof. Ahmet Acar, Vice President, was approved by the University Senate in April 2002. The model provided opportunity for all academic units to directly participate in the planning and implementation processes in a manner which responded to the experiences, circumstances and attributes of METU. Studies to determine ‘missions, visions, goals and objectives’ and to suggest ‘strategies’ with a ‘bottom up’ approach at the departmental level during the initial phase of the process were merged with the studies carried out at the level of faculties, institutes and schools, and were eventually reflected to the university level. At this initial stage, the academic units specified their goals and priorities concerning their activities in education and learning, research, community services and administrative/institutional development. During the second phase of the process, the University Strategic Plan, which covers its education, research and community service activities, was prepared in the light of the reports submitted by the academic units. The academic units will revise their strategic plan proposals in the light of the *METU Strategic Plan*, which has been approved at University level, and thus the *Plan* will be transformed into implementation plans to be carried out by all academic and administrative units.

The METU Strategic Planning process has been aimed at institutionalizing extended participation in the university’s strategic decision making processes. The concept that has been developed to serve this purpose has brought with it a principle that takes into consideration changing environmental conditions, that determines the goals/objectives, prioritized activities and strategies of the university via the direct participation of its academic units, and that determines its policies and resource allocation decisions.

The METU Strategic Planning Process has aimed at being a study that enhances learning and improvement across the university rather than solely being a study to produce a plan. For this reason, mechanisms have been developed to ensure the widespread participation of ‘internal’ and ‘external’ stakeholders, work has been carried out with a maximum level of participation, all decisions and reports have been disseminated and archived, and suggestions offered by stakeholders have been evaluated at every stage. In this respect, creating a balance between the aim of producing a plan and the aim of creating an environment of learning and sharing during the process has been attempted. Initiative and authority were handed over to academic units, and rather than convincing the top management, academic and professional responsibilities were brought to the fore. With this aim, during the strategic planning process, participatory mechanisms not existing within the present administrative structure were formed, and to provide support to and to enable the implementation of the prepared plans, the participation of academic unit heads and the approval of academic unit authorities at every milestone were ensured.

## C. THE PROCESS OF METU STRATEGIC PLANNING: PHASES, PARTICIPANTS AND DOCUMENTATION

After the approval the METU Strategic Planning Model in 2002 by the University Senate, Strategic Planning Committees were established in each Department and each Faculty, Graduate School, and School. In order to provide support for the work to be carried out in each unit, the *University Strategic Planning Support Office* (USPSO) was established.\*

The following information was included in the web site prepared by USPSO in order to provide support for the studies of the academic units:

- a) Notes on the METU Self-Evaluation and Strategic Planning Process (version 1.03; 90 pages + appendices)
- b) Reports and data files about the university
- c) Reports about the Higher Education sector
- d) Strategic planning models.

In order to help the academic units prepare their strategic plan proposals, the USPSO held seven informative, discussion, and evaluation meetings during the first six months of the process. Furthermore, during the same period, the members of the USPSO attended the committee meetings of the departments upon invitation and provided expert support.

The strategic planning committees of the academic units started their work in July 2002. In the primary stage, starting at the Department/Program level, then continuing at the level of Faculty/Graduate School/School, these committees prepared, in accordance with the common format provided by the USPSO, their initial reports that included the mission, vision and values statement of their unit, analyses of their stakeholders and competitors, and the SWOT and PEST analyses they conducted. After having shared the information in the first reports, once again the departments and then the Faculties/Graduate Schools/Schools prepared their second reports with the addition of 'Performance Areas/ Indicators/ Measures; Goals, Objectives and Strategy Proposals'. During this process, a total of 43 Departments/Graduate Programs and 3 Faculties, Graduate Schools, and Schools submitted their first-phase and 33 departments/graduate programs and 8 Faculties/Graduate Schools/Schools submitted their second-phase reports to the USPSO. These reports were displayed on the USPSO web site so that all METU staff could have access to them.

Upon the submission of the reports of the Faculties/Graduate Schools/Schools to the USPSO in January 2003, the University Strategic Planning Committee (USPC) was established and at the end of January 2003, the committee held its first meeting. The members of the USPC were appointed upon the President's proposal and with the consent of the University Senate. One Vice President, one of the President's assistants, nine faculty representatives five of which were elected Senate members; three administrative executives representing administrative staff; one representative from the Student Council; one representative from the Alumni Associations and one external stakeholder representative, that is, a total of 17 members and 2 support staff from the USPSO held office in the USPC.

The studies of the USPC between the period of January 2003 – July 2003 initially focused on the evaluation of the mission and vision statements, performance measurements, goals, objectives, and strategy proposals that were in the reports prepared by the academic units. In this respect, the studies were kept at the evaluation level and did not gain a normative quality.

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\* Prof. Ahmet Acar, Vice President, Prof. Sibel Güven, Asst. Prof. Gülsel Köksal, Asst. Prof. Özlem Öz, and Research Assistants Elçin Başbuğ and Işıl Yavuz carried out work in the USPSO, which was established in 2002. In January 2003, when the reports prepared by the Faculties/Graduate Schools/Schools started to be submitted, Prof. Güven, Dr. Köksal and Dr. Öz were relieved of their duties in the USPSO.

The reports of the academic units and the documentation of the USPSO were displayed on their web page for the easy access of the staff. Additional research carried out by the USPC and studies of foreign origin were synthesized with the academic unit reports, and as an appendix to the document titled *January 2003 – July 2003 Studies of the USPC*, the evaluation reports of the USPC, which included the following headings, were presented to members of staff for their information and evaluation:

- Report on the External Agenda / Environmental Analysis
- Report on Internal and External Stakeholder Expectations and Table (Appendices: Table of Stakeholder Expectations; Report on the Expectations of Different Groups of Stakeholders)
- Summary Report on the Mission and Vision Statements of Departments (Appendices: Mission Report, Vision Report)
- Table of Strengths and Weaknesses
- Report on the Categorization and Prioritization of Opportunities and Threats
- Summary Report on Performance Indicators and Measures

From September 2003 onwards, the USPC initiated studies that would answer the following questions: “What kind of a University would we like to have?”, “What is our university’s Vision?”, and “How can we define and measure success (performance) within the framework of this Vision?”. As a result of the intensive and extensive studies of the USPC, *Dimensions of the METU Vision – Performance Measurement Framework (version 1.04)* was developed. In order to evaluate this framework and to examine whether it was in line with the opinions brought forth by the academic units, a DELFI study was carried out by the USPC members making use of a software designed specifically for this purpose. This study made it possible to understand how much priority certain vision and performance headings had for success and to understand how sufficient the current conditions were considered. *Framework (1.04)* was presented for approval at the joint University Senate - University Executive Board meeting held on March 30, 2004. Amendments to *Framework (1.04)* were made in accordance with the suggestions, and *Dimensions of the METU Vision – Performance Measurement Framework (version 1.05)* was produced in May 2004. Members of the University Senate and the University Executive Board participated in the second DELFI study which was carried out on the new *Framework* making use of the same evaluation software. The outcomes of the joint DELFI study were evaluated by the USPC in order to give ‘METU Strategic Planning Proposals’ its last shape. *Framework (1.05)* and the revised strategic initiative headings were presented to academic unit representatives for their information and evaluation on June 8, 2004.

*Dimensions of the METU Vision – Performance Measurement Framework (version 1.05)* and the Strategic Program priorities (the strategic initiative headings) were approved at a joint meeting of the University Senate and the University Executive Board held on June 23, 2004. At the same meeting, it was decided to establish seven Task Forces (sub-committees) to further develop the Strategic Initiatives. Strategic Program Task Forces consisting of approximately 90 members representing the University’s internal and external stakeholders were appointed with the approval of the University Senate and Executive Board. Proposal reports of goals-objectives-strategies were prepared as an outcome of the studies carried out by these task forces during the period July – October 2004. The decisions made by these task forces and their final reports were displayed on the web site for the access of METU staff members.

In July 2004, the software used during the DELFI studies was transformed into a web-based format and made accessible to academic units to enable them to conduct their own ‘priority’ and ‘adequacy’ studies.

During the period of October 2004 – January 2005, the USPC prepared its Strategic Initiative drafts by basing them on the reports of the Task Forces. The Strategic Initiative drafts prepared by the USPC were presented for evaluation to the members of the University Senate and Executive Board at a joint meeting held on February 16, 2005. Approving the Strategic Initiative drafts that were revised by the USPC at a joint meeting held on March 8, 2005, the members of the University Senate and Executive Board decided to put the *METU Strategic Plan 2005 – 2010* into force adhering to the content in full and ensuring that it would encompass the whole of the University’s academic units.



## **D. THE VISION STATEMENT OF METU AND THE PERFORMANCE MEASUREMENT SYSTEM STUDY**

The long accepted *METU Mission Statement*, which has been publicized for almost ten years on METU's web site and in official documents, expresses the university's reason for existence and its characteristics that distinguish it from the other higher education institutions as follows :

**Middle East Technical University is devoted to the pursuit, generation and application of knowlege, and educating individuals equipped with this knowledge, for the social, cultural, economic, scientific and technological development of our society and mankind through achievements in education, research and community services at universal standards.**

The METU Mission statement extensively covers the academic unit mission dimensions put forth during their strategic planning studies. For this reason, the *METU Mission* indicated above has been considered the foundation for the strategic planning studies without any modification.

Since the university did not have a 'vision' statement that was officially accepted, there was a need to develop a definition for 'success' and 'the status the university wished to achieve' to serve as a guide for the strategic planning studies. The variety of vision dimensions expressed in the reports of the academic units has indicated the fact that METU has to achieve 'success' in different dimensions in order to fullfill the expectations of its internal and external stakeholders. The studies carried out by the USPC during the period of October 2003 – March 2004 focused on the development of a vision statement for METU, which would answer the question "*What kind of a university would we like to have?*" and which would give the definition of 'success' in line with the expectations of internal and external stakeholders.

It is a well-known fact that in strategic planning applications, difficulty is frequently experienced in wording 'vision' statements that define *the desired future and status* of an institution contentful and concrete enough and confining them to realistic limits. This difficulty is experienced especially when highly wordy and complicated expressions in the 'vision' are understood differently by different people and left undefined so that it is not possible to measure to what extent an institution has approached its vision. In such a case, the 'vision' statement will lie far from concrecy, and remain as a 'dream' that cannot transform into 'work/duties to be fulfilled' and does not point out priorities. With this in mind, The USPC aimed at developing a vision statement that would be full in content, balanced, concrete, that would be easily understood by METU's stakeholders, and that would be meaningful, valid and of a guiding nature for the strategic planning studies. A very significant contribution of the USPC has been to develop the 'vision' and 'performance measurement' concurrently and interactively.

In order to determine the kind of university that the academic units desired, not only the 'mission/vision statements' they had included in their reports, but also the 'goals and strategy proposals' they offered to make the mission and vision statements more concrete were scrutinized. In the light of these proposals, The USPC initially defined the dimensions of the vision that constituted the 'Vision Statement of METU'; afterwards, in order to contextualize each dimension, the itemization and meaning of the concerned dimension were discussed and the required performance was explained in detail. As can be observed in the 'USPC minutes' on the USPC web site, quite a lot of iterations and redefinitions were made and it was made a point to keep referring to the reports of the academic units.

Eventually, the office was able to formulate the *Dimensions of the METU Vision – Performance Measurement Framework* (version 1.04) which provided a foundation for the strategic planning studies and that was in some way able to draw an operational relationship between ‘Vision’ and ‘Performance’. The *Framework* that was formulated brought with it 10 Vision Dimensions and a performance definition and measure for each dimension in the hierarchical order of ‘Performance Area’ / ‘Performance Indicator’ / ‘Performance Measure’ / ‘Performance Sub-Measure’ aiming at defining and measuring performance in varied detail.

METU Vision Statement >

Dimensions of the Vision >

Performance Areas >

Performance Indicators >

Performance Measures >

Performance Sub-Measures >

*Framework* (version 1.04) was used as the grounds for the DELFI studies which were carried out in order to determine the strategic planning priorities of the USPC in February 2004. *Framework* (version 1.04) proved to have the required reliability and validity as regards the aims of the strategic planning studies. *Framework* (version 1.04) and the proposed strategic planning priorities (strategic initiative headings) were presented for the evaluation of the University Senate and Executive Board Joint Meeting held on March 30, 2004. A hard copy of *Framework* (version 1.04) was distributed to the members of the University Senate and Executive Board to enable them to scrutinize it in depth. Written feedback on the *Framework* was received from the members in four week’s time concerning the ‘content’, ‘balance’, ‘level of detail’, ‘meaningfulness/validity’, ‘intelligibility’ and ‘feasibility’. The feedback was evaluated in detail by the USPC and by making some changes in accordance with the feedback received the *Dimensions of the METU Vision –Performance Measurement Framework* (version 1.05) was prepared.

The *Dimensions of the METU Vision –Performance Measurement Framework* (version 1.05) was tested during the DELFI study carried out by the University Senate, Executive Board and USPC members in April 2004 in order to determine the Strategic Planning priorities. *Framework* (version 1.05) which was approved by the University Senate – Executive Board Joint Meeting held on June 23, 2004 is as follows:

### **Dimensions of the METU Vision – Performance Measurement Framework (version 1.05)**

*METU’s stakeholders would like to perceive METU as an institution which*

- **is recognized at an international level**
- **is research oriented**
- **educates prospective leaders**
- **creates interdisciplinary synergy**
- **is innovative and creative**
- **has a pioneering role in the process of societal development**
- **ensures the satisfaction of its staff members.**

*In order to realize this vision, METU has to be a university which*

- **is successful in organizational and institutional development**
- **has bountiful resources**
- **has an infrastructure that lends itself to effective communication and cooperation with its stakeholders.**

A brief definition of each vision dimension and the related performance areas/indicators/measures have been listed in Appendix 2.

The *Dimensions of the METU Vision and Performance Measurement Framework* is a unique document that effectively covers METU's experiences, attributes and expectations. This document, which makes an operational definition of the *METU Vision* in accordance with the goals of the Strategic Plan, has become a permanent source of reference for determining the strategic plan priorities. *Framework (Version 1.05)* is not yet fully ready to be used as an institutional performance measurement system in a realistic sense due to its comprehensive content and highly detailed items. However, it does form a domain for an applicable performance measurement system. The data to be collected and the performance headings to be formulated according to the content of the strategies that are present in *METU Strategic Plan 2005 – 2010* will serve as a guide to shape the performance measurement system for METU. As in all institutional performance measurement applications, it will take time for the performance measurement system to be fully established. However, the system will develop, become clearer to all and will gain a focus as it is applied.

## **E. METU STRATEGIC INITIATIVES: GOALS, OBJECTIVES AND STRATEGIES**

Based on the reports of the Strategic Program Task Force (Sub-Committee) and the studies of the academic units, ten strategic initiatives were prepared by the USPC and approved by the University Senate and Executive Board. These initiatives make up the content of the *METU Strategic Plan 2005 – 2010*. In this sense, in addition to interacting with the other headings, the Strategic Plan has been organized in such a way as to include ten thematic strategy initiatives that possess a unity within themselves.

The implementation of the Strategic Initiatives brings with it important undertakings at the University level and the level of Departments/Graduate Programs, Faculties/Graduate Schools/Schools. Similarly, administrative units will directly be undertaking certain duties as implementors or as support units during the process. Different strategy implementation mechanisms have been developed in accordance with the content and features of each initiative. As explained in Part F, implementation will be carried out by the ‘responsible unit’, the ‘implementing unit’ and if applicable, the ‘support unit’ and ‘strategy development unit’ specified for each strategy. For this reason, it is of great importance that each Strategic Initiative be read carefully by all academic and administrative units, especially by the management, the roles to be assumed be fully understood and the necessary arrangements for implementation be swiftly made.

For this reason, each Strategic Initiative must be read carefully by all academic and administrative units, especially by administrators, and it is very important that the roles that each unit will have to assume be fully understood and that arrangements for implementation be made.

The 10 Strategic Initiatives and Goals/Objectives/Strategies that make up the content of *METU Strategic Plan 2005 – 2010* are presented below.

## **STRATEGIC INITIATIVE # 1: CREATION OF AN INTERDISCIPLINARY SYNERGY IN RESEARCH AND EDUCATION**

### **Explanation :**

Within the framework of this initiative, suggestions have been made for increasing interaction among different disciplines in METU's research and educational activities. The four general strategies listed below will be pursued for both research and educational activities.

- General Strategy 1 :** Ensuring continuity in certain activities such as holding meetings, providing information, making announcements (on web pages) in order to increase the communication and interaction among the academic units inside and outside of METU
- General Strategy 2 :** Allocating extra points for interdisciplinary research and educational activities and their products by making changes in the academic performance measurement system
- General Strategy 3 :** Providing extra support for interdisciplinary articles by making changes in the rules concerning publication awards
- General Strategy 4 :** Establishing the *METU Interdisciplinary Research and Education Commission* that aims at monitoring, evaluating and providing suggestions for the improvement of the interdisciplinary research and educational activities at the university level

In this plan, a 'faculty', a 'department' or a 'field for associate professorship' are all considered different disciplines. Any kind of research/educational activity or product/result that has been carried out either through individual or institutional contribution from a different discipline is referred to as 'interdisciplinary'. With the term 'research' what is meant is a thesis study carried out inside or outside of METU or a research activity that is organized under a project code. Research products/outputs mean publications, theses, patents, beneficiary models, official registrations of designs, licenses, non-written products, citations, conferences, meetings, the development of programs, and the revenues from research activities.

### **GOALS AND STRATEGIES CONCERNING INTERDISCIPLINARY RESEARCH**

**GOAL 1:** Supporting interdisciplinary research and interdisciplinary research units

Objective 1.1: Monitoring and supporting interdisciplinary research activities

- Strategy 1.1.1: Obtaining, reporting on, monitoring and evaluating statistical data related to the interdisciplinary research activities carried out at the levels of the departments and the university and their outputs/products
- Strategy 1.1.2: Having the *METU Interdisciplinary Research and Education Commission* organize interdisciplinary research activities by taking into consideration the research potential of METU, the developments in science and technology and the needs of the community, evaluate the possibilities of forming new research groups and units, and propose suggestions
- Strategy 1.1.3: Determining objectives in terms of interdisciplinary research activities and their outputs/products at the levels of the departments and the

university; supporting units that achieve high performance and/or show improvement in this respect

Objective 1.2: Making the necessary arrangements to increase the efficiency of interdisciplinary research centers

Strategy 1.2.1: Sustaining initiative in coordination with the Ministry of Finance and the State Planning Organization in making use of project resources in order to employ research personnel in research units

Strategy 1.2.2: Having the research centers determine annual objectives for research activities and the related outputs/products, and submit yearly reports on implementations and financing; ensuring evaluation and the development of proposals concerning the continuation and extent of the support to be provided the *METU Interdisciplinary Research and Education Committee*

Strategy 1.2.3: Giving priority to interdisciplinary research units in the allocation of space, equipment and funds based on the evaluation results

## **GOALS AND STRATEGIES CONCERNING INTERDISCIPLINARY EDUCATION**

### **GOAL 2: Increasing interdisciplinary interaction among undergraduate programs**

Strategy 2.1: Obtaining statistics on the number of students enrolled in double major and minor programs; determining objectives regarding the ratio of such students to total student population in the department, monitoring implementation, and supporting units which display high performance and development in this area

Strategy 2.2: Obtaining statistics about undergraduate and graduate courses that departments offer to students of other departments and faculties; determining objectives regarding the number of such courses and their ratio, monitoring implementation, and supporting units which display high performance and development in this area

Strategy 2.3: Obtaining statistics about the must and elective courses taken by undergraduate and graduate students which bear codes of other departments; determining objectives regarding the ratio of such courses to the total course load, monitoring implementation, and supporting units which display high performance and development in this area

Strategy 2.4: In undergraduate programs, implementing projects and assignments that are carried out by groups of students from different departments and organizing competitions for such projects

Strategy 2.5: Allocating funds by the President's Office, the Offices of the Deans of Faculties and Graduate Schools in order to increase the interdisciplinary dimension in education, and to provide support to departments for projects oriented towards this aim

### **GOAL 3: Making effective the support provided for the improvement and expansion of interdisciplinary graduate programs**

Strategy 3.1: Evaluation of the educational activities of the existing interdisciplinary graduate programs and the proposals for establishing new ones by the *METU Interdisciplinary Research and Education Committee*, proposal development concerning the continuation of such activities and the continuity and extent of the support to be provided

Strategy 3.2: Ensuring that priority is given to interdisciplinary graduate programs in the allocation of space, equipment and funds by taking into consideration the evaluation results and providing sufficient resources

**GOAL 4: Increasing interaction among disciplinary graduate programs**

Strategy 4.1: Obtaining statistics on students who are enrolled in disciplinary graduate programs and who take must and elective courses bearing codes of other graduate programs and Graduate Schools; determining objectives regarding the the ratio of such courses to the total course load, monitoring implementation, and supporting units which display high performance and development in this area

Strategy 4.2: Encouraging and supporting experts who have completed their graduate studies in different disciplines to collaborate in national or international interdisciplinary projects to write their doctoral theses

## **STRATEGIC INITIATIVE # 2: INCREASING THE NUMBER OF RESEARCH PRODUCTS**

### **GOAL 1: Providing prioritized support to research in selected fields**

- Objective 1.1: In addition to the priority research fields specified at the university level, creating mechanisms to determine ‘priority’ and/or ‘utmost priority/joint’ research fields at the levels of Faculty/Graduate School and Department/Graduate Program
- Objective 1.2: Developing project proposals in ‘priority fields’ and providing financial support
- Strategy 1.(1-2).1: Broadening the implementations of the Network of National and International Projects (YUUP) at the level of the university by solving organizational and administrative problems
- Strategy 1.(1-2).2: Continuing to provide initial support from the Scientific Research Projects (BAP1) budget to develop large scale projects in priority fields and to pursue resources for these
- Strategy 1.(1-2).3: Obtaining support from institutions in related sectors, including METU Teknopolis firms, in order to develop projects in priority research fields and to finance these

### **GOAL 2: Providing administrative support for large scale research projects and making the studies of research centers more efficient**

- Objective 2.1: Providing support for the development of large scale project proposals and in project management
- Objective 2.2: Establishing a mechanism for performance measurement, monitoring, and evaluation in priority field projects, focus groups, and centers
- Strategy 2.(1-2).1: Having the *Scientific Research Projects Coordination Office* develop mechanisms for the support and evaluation of research activities

### **GOAL 3: Developing support mechanisms to determine research objectives and policies at the Department/Faculty level and to encourage active participation in the support of research activities**

- Strategy 3.1: By establishing a mechanism with the aim of developing research plans and policies at the Department/Faculty level:
- a) developing priorities, objectives, and policies
  - b) determining objectives in terms of research activities and their outputs/products and developing support mechanisms and policies
  - c) establishing a mechanism for monitoring and evaluating implementation
- Strategy 3.2: With the contribution of the university, displaying initiative at the level of concerned institutions in order to ensure the use of department/faculty resources in line with the research plans and policies and to obtain support for projects to be developed



**GOAL 4: On the part of Graduate Schools, determining research objectives and policies and developing support mechanisms; supporting thesis production and transformation of theses into publications and products**

- Strategy 4.1: Improving the Graduate Program for Educating Future Faculty Members (ÖYP) and ensuring its continuity
- Strategy 4.2: Developing policies and regulations towards the reduction of the time allotted for post graduate studies and thesis production
- Strategy 4.3: Regarding transformation of theses into publications and other research products:
- a) Sustaining continuity among thesis subjects and fostering accumulation of knowledge by establishing coordination between projects in priority fields and/or large scale projects for the selection of theses subjects
  - b) Enabling cooperation with the industry, including METU Teknopolis firms, in the selection, management, evaluation, and support of thesis subjects
  - c) Developing and implementing awards programs in order to encourage the transformation of theses studies into publications
- Strategy 4.4: By establishing a mechanism to develop research plans and policies at the level of Graduate Schools/Graduate Programs:
- a) Developing priorities, objectives, and policies
  - b) Setting objectives and developing support policies and mechanisms at the department/faculty level in terms of research activities and products/ results
  - c) Establishing mechanisms in order to monitor and evaluate the achievement levels of the objectives

**GOAL 5: Diversifying the pursuit for research personnel and overcoming the shortage encountered in finding research personnel**

- Objective 5.1: Hiring post-doc research personnel from national and international sources
- Strategy 5.1.1: Improving the Postdoc Research Program (DOSAP)
- Strategy 5.1.2: Providing support from the Council of Higher Education and other concerned institutions to improve and develop the legislation that determines the status of Turkish or non-native post-doc researchers
- Objective 5.2: Increasing the number of research personnel employed through the financial support from research projects
- Strategy 5.2.1: Carrying out studies to arrange/improve legislation so that the support obtained from national budget resources (Scientific Research Projects - BAP, national research and development) can be used in hiring research personnel
- Strategy 5.2.2: Increasing the number of project proposals in order to make use of international project support resources (6th Framework etc.) in hiring research personnel
- Strategy 5.2.3: Preparing the required working and living space for research personnel and finding financial support

**GOAL 6: Improving the structuring of research, the administrative procedures, and coordination among units within METU**

Objective 6.1: Effectively disseminating information on research activities, wide-scale sharing of outputs/products

Strategy 6.1.1: By broadening the implementation initiated for Scientific Research Projects (BAP), creating a Web site/Web sites to enable access to all research projects that are being carried out or that have been completed within METU and to information related to thesis studies

Strategy 6.1.2: Continuing with the electronic thesis practice initiated by the Directorate Library and Documentation and enlarging the archive

Strategy 6.1.3: Adding to the collection of the Directorate Library and Documentation copies of the books written by METU academic staff members and exhibiting these in a special area for a period of time

Objective 6.2: Supporting the publication of research outputs/products by METU

Strategy 6.2.1: In order to make 'METU Press' more efficient, carrying out studies with METU Development Foundation

Strategy 6.2.2: Making widespread by academic units the issuing of 'working papers' in the electronic medium

Objective 6.3: Improving the administrative procedures and processes regarding research within METU

Strategy 6.3.1: Displaying on Web the correspondence and operations regarding Scientific Research Projects (BAP) to the extent permissible by legislation

Strategy 6.3.2: Reviewing the resource distribution procedures regarding the efficient use of Scientific Research Projects (BAP) resources and developing an evaluation mechanism for research outputs/products

Strategy 6.3.3: Displaying on Web the Revolving Funds correspondence and operations to the extent permissible by legislation

Strategy 6.3.4: Asking the customers to fill out satisfaction questionnaires upon the completion of Revolving Funds projects

**GOAL 7: Upgrading to a satisfactory level the University's general purpose research infrastructure**

Objective 7.1: Making the Central Laboratories fully functional and ensuring their effective use

Strategy 7.1.1: Making efficient use of the 2005 investment budget in order for the university to purchase the second phase equipment

Strategy 7.1.2: Completing administrative procedures in 2005 in order to make the Central Laboratories effectively serve researchers from within and outside METU

Objective 7.2: Making the Library and Documentation collections adequate in terms of research needs and making access to these easier

Strategy 7.2.1: Completing the studies initiated by the Directorate Library and Documentation to specify the research oriented needs of its users and to develop a system of ordering books in 2005; giving priority to the allocation of funds for the provision of such collections

**GOAL 8: Having research outputs/products contribute to the economy**

Strategy 8.1: With the contribution of the METU Development Foundation, having the products of research carried out in the academic units of METU and at METU Teknopolis gain a commercial value, establishing a firm to market such products and creating a support fund

**GOAL 9: Broadening the support provided for research activities and the practices of awarding outputs/products**

Strategy 9.1: Broadening the range of publication awards offered by METU so as to make this range cover other research outputs/products and increasing the amount of financial support

Strategy 9.2: Making attempts to ensure that funds from the resources of the METU Development Foundation are allocated to support academic/scientific travels within the country and abroad

Strategy 9.3: Allocating a budget to travels aimed at seeking support for projects from institutions within the country and abroad

Strategy 9.4: Developing competitions and award programs for the research carried out in a field demanded by the industry with the support of the related sectors

**STRATEGIC INITIATIVE # 3:**  
**DEVELOPING MECHANISMS TO SUPPORT CREATIVITY AND**  
**ENCOURAGING INNOVATION**  
*(creativity and innovation in education)*

**GOAL 1: Enhancing the leadership role of METU in educating graduates who are both creative and innovative**

Objective 1.1: Providing ample opportunity for developing collaborative learning, critical thinking and synthesizing skills in students attending undergraduate and graduate educational programs

Strategy 1.1.1: By the beginning of the 2007-2008 academic year, having included to the third or fourth year programs a one-term capstone project or design course requiring synthesis, and increasing the number of such courses to two before the beginning of the 2008-2009 academic year

Strategy 1.1.2: By the beginning of the 2007-2008 academic year, having added a compulsory project, which makes up at least 25% of the student's term grade, to at least one of the departmental courses of the second, third, or fourth year of all undergraduate programs

Strategy 1.1.3: In the year 2007-2008, providing the students in the undergraduate programs, including those who will graduate that year, the opportunity to carry out group/teamwork in at least two courses

Strategy 1.1.4: By the beginning of the 2007-2008 academic year, having ensured that:

- a) at least one compulsory course from another faculty takes place in the student's program (social sciences – humanities – natural sciences – technology – design) in addition to the 'compulsory university courses' and service courses such as Maths, Physics, Chemistry, English, History, Turkish Linguistics
- b) at least one quarter (1/4) of the total number of courses in the program are elective courses
- c) students can choose at least two elective courses at their own discretion,
- d) the weight of the grades received from 'multiple choice' exams is decreased to less than 25% of the term grades

in order to provide for flexibility in undergraduate programs

Objective 1.2: Having the related sectors and firms within these sectors communicate the problems they have experienced and the solutions they applied to the students, encouraging students to contribute to solving such problems

a) With the participation of the firms of the related sectors, monitoring and evaluating and developments and needs

b) Developing competition programs for projects, compositions and designs open to the participation of METU students, and providing support from firms of the related sectors for this purpose

Strategy 1.(1-2).1: Making sure the curriculum committees of Departments/Faculties and Graduate Schools/ Graduate Programs make the necessary arrangements

Strategy 1.(1-2).2: With the participation of the firms of the related sectors, establishing 'Educational Program Advisory Councils' within Departments/Faculties and Graduate Schools/ Graduate Programs

Strategy 1.(1-2).3: Providing support from the *METU Learning and Student Development Office* for measurement and evaluation in education, for keeping track of and disseminating innovations, for developing new concepts and for trying out new educational methods/technologies (including e-learning)

Strategy 1.(1-2).4: Providing the necessary financial and administrative support to design, improve and implement models which incorporate information technologies and thus create more effective and creative learning environments

Objective 1.3: Providing all kinds of support and an appropriate campus environment for the development of students as regards creativity and innovation

Strategy 1.3.1: Developing courses and workshops on ‘creativity’, ‘innovation’, ‘entrepreneurship’, and ‘negotiation’ which students can take as elective courses or as courses outside their major programs

Strategy 1.3.2: Encouraging students to participate in student groups and supporting the cooperation of student groups with institutions outside METU

**GOAL 2: Encouraging and supporting the transformation of METU research (basic-applied research and development) activities into original products**

Strategy 2.1: Giving points and awards to ISI-based citations

Strategy 2.2: With the participation of the METU Development Foundation, making the research results gathered within the academic units of METU and METU Teknopolis gain a commercial nature, establishing a firm to promote these products, and creating a fund for support

**STRATEGIC INITIATIVE # 4:**  
**IMPROVING FINANCIAL RESOURCES**  
*(university-generated resources, national budget – investment)*

**GOAL 1: Increasing the resources allocated by the national budget**

Objective 1.1: Preparing detailed and well-documented files in order to demand an increase in the budget allocated by the government to the university's priority projects

Strategy 1.1.1: By determining the university's priority projects during the period of January-March, making initial contacts with the Ministry of Finance and the Undersecretariat of State Planning Organization (SPO), and ensuring that the detailed demand files are prepared by the end of May each year

Objective 1.2: Intensifying contacts with the Ministry of Finance and the SPO to obtain additional budget for priority areas by taking into account the current budget allocation and specifying the university's needs

Strategy 1.2.1: Carrying out studies during the period of March-May each year to determine the adequacy of the allocations made from the national budget and the needs of prior importance

Objective 1.3: Institutionalizing the close contacts and communication with the authorities of the Ministry of Finance and the SPO in order to communicate the university's agenda for development, its projects, and problems

Strategy 1.3.1: Maintaining contacts with the authorities of the Ministry of Finance and the SPO within a determined time schedule and within the framework of the prepared agenda

**GOAL 2: Increasing the revenues of the University's Revolving Funds**

Objective 2.1: Reducing the proportion the Ministry of Finance deductions from the revenues of the Revolving Funds

Strategy 2.1.1: Preparing a detailed report which justifies the need to reduce deductions from the university's revolving funds (taking into consideration universities with and without faculties of medicine) and presenting this report to related institutions with the aim of making use of it in discussions of the draft law on the Council of Higher Education and in other mediums

Objective 2.2: Active promotion and marketing in order to capture the market share for projects realized through the Revolving Funds

Strategy 2.2.1: Establishing a unit responsible for the promotion and marketing of services to be offered through the Revolving Funds

Strategy 2.2.2: Obtaining the certification and accreditation necessary for the laboratories carrying out routine tests and analyses within the framework of the Revolving Funds

**GOAL 3: Increasing the revenues of the Student Social Services Unit**

Strategy 3.1: Displaying initiative to enable universities to spend, at their discretion, the income from tuitions of international students

**GOAL 4: Increasing the revenues from non-thesis graduate degree programs**

Objective 4.1: Increasing demand for current non-thesis graduate degree and certificate programs

Strategy 4.1.1: Ensuring effective announcement and promotion of non-thesis graduate degree programs

Strategy 4.1.2: Taking into consideration the difficulties participants encounter in coming to campus, making use of e-learning technologies in non-thesis graduate degree and certificate programs

**GOAL 5: Increasing the revenues from research activities carried out with resources outside the Revolving Funds and monitoring the contribution of such activities to the resources of the university**

Objective 5.1: Measuring and evaluating the contribution of supports for projects from national and international resources to the income and physical infrastructure of the university

Objective 5.2: Increasing the revenues from research products such as intellectual property, publications, patents, licenses, etc.

Strategy 5.2.1: Establishing the ‘Patents Unit’ within the *Innovation Relay Center* (IRC) and initiating the technology transfer function, and through channel, increasing the demand for projects to be carried out through the Revolving Funds and its income

Strategy 5.2.2: With the active participation of the METU Development Foundation in European Union projects, achieving the Revolving Funds – Teknopolis – Foundation synergy in research projects

**GOAL 6: Increasing support from the METU Development Foundation to the university’s priority projects**

Strategy 6.1: Displaying initiative in increasing the support and resources provided for the University by the METU Development Foundation and expanding financial support provided for performance, publication awards and other priority projects

**GOAL 7: Increasing the number of scholarships obtained by and donations made to the university**

Strategy 7.1: Establishing a unit that imitates successful models within Turkey and abroad to support work aiming at obtaining scholarships from and donations made by alumni and other institutions, and institutionalizing efforts to gain scholarships/donations

**STRATEGIC INITIATIVE # 5:  
STRUCTURING THE STRATEGY IMPLEMENTATION SYSTEM,  
SUPPORTING STAFF DEVELOPMENT AND INSTITUTIONAL  
LEARNING**

**GOAL 1: Institutionalizing the strategy development and implementation studies at METU and making these studies permanent and effective**

- Objective 1.1: Putting into practice the *METU Strategic Plan 2005-2010* in the year 2005 and monitoring its implementation
- Objective 1.2: Evaluating the implementation of the Strategic Plan at the end of 2006 and ensuring that the necessary modifications are made
- Objective 1.3: Ensuring that the METU Strategic Plan is updated within the year 2008
  - Strategy 1.(1-3).1: Broadening the *METU Institutional Development and Planning Office* to the university level in order to carry out the studies stated in objectives 1.1, 1.2, and 1.3
  - Strategy 1.(1-3).2: Preparation of plans for academic units within the framework of the *METU Strategic Plan 2005-2010* by the strategic planning committees of these units and putting the plans into practice in 2005

**GOAL 2: Developing a system for ‘Institutional Performance Measurement and Evaluation’ in order to make possible the use of ‘institutional performance data’ as an assessment tool in making strategic preferences, in deciding on the use of financial and physical resources, and in human resources policies**

- Strategy 2.1: Ensuring the establishment of the required database by the end of 2005 under the supervision of the *METU Institutional Development Planning Office* in order to enable the monitoring of the implementation of *METU Strategic Plan 2005-2010*, including the qualitative and subjective measures that are embedded in the *Dimensions of the METU Vision – Performance Measurement Framework (Version 1.05)*
- Strategy 2.2: Ensuring the monitoring and constant improvement of the *Dimensions of the METU Vision – Performance Measurement Framework (Version 1.05)* by the *METU Institutional Development and Planning Office* in the years 2005 and 2006

**GOAL 3: Creating an integrated information system to support the academic and administrative processes at METU**

- Objective 3.1: Designing the general structure of the *METU Integrated Information System* by September 2005 and carrying out work on its development within the framework of this design
- Objective 3.2: Giving priority to the development of the necessary software to facilitate and accelerate the use of financial resources and starting to use this software in the operations of the Directorate of Administrative and Financial Affairs and Scientific Research Projects (BAP) Coordinatorship by the end of 2005
  - Strategy 3.(1-2).1: Forming a group within the Computer Center which is responsible for the required designing and programming studies



**GOAL 4: Having the administrative units of METU reach the desired level of organizational and managerial adequacy**

- Objective 4.1: Having completed the design of the organizational and administrative processes (organizational chart, job descriptions, job requirements, permanent staff standards, flow of work and information) of the selected administrative units of METU by October 2005
- Objective 4.2: Planning ‘Total Quality’ studies for the two administrative units to be selected and starting the process by the end of 2005
- Objective 4.3: Making sure that the number of administrative units to obtain quality certificates reaches 5 by the end of 2008, and that this number goes up to 10 by the end of 2010
- Objective 4.4: Ensuring that at least one administrative unit becomes candidate for the ‘KalDer Quality Award in the Public Sector’ by the end of 2009
  - Strategy 4.(1-4).1: Collaborating with the Turkish Quality Association (KalDer) and purchasing services in order to be able to carry out the required studies

**GOAL 5: Planning ahead in order to provide human resources for the administrative units of METU**

- Objective 5.1: Determining the university’s needs for administrative staff by analyzing the current administrative personnel structure in all units by the end of June 2005
  - Strategy 5.1.1: Preparing a projection of needs for human resources in each unit by taking into consideration the particular jobs carried out (secretary, technician, janitor, etc.), the number of years of service, the titles held (director, office chief, computer operator, etc.) and educational qualifications
  - Strategy 5.1.2: By putting together all the staff needs projections made at the unit level, determining the university’s priority staff needs within the framework of the projections made
- Objective 5.2: Taking into consideration the needs of the units, meeting the priority staff needs by December 2006
  - Strategy 5.2.1: Evaluating various sources (e.g. Scientific Research Projects - BAP) to enable the recruitment of new personnel
  - Strategy 5.2.2: Employing personnel without having to appoint to positions allocated by the government
  - Strategy 5.2.3: Employing personnel by making jobs available for children in need of protection
  - Strategy 5.2.4: Employing the personnel of privatized organizations and institutions
  - Strategy 5.2.5: Employing handicapped and formerly imprisoned personnel
- Objective 5.3: Drawing up the administrative organizational chart by the end of June 2005
  - Strategy 5.3.1: Allocating the required resources for the work to be done in determining the administrative organizational chart
  - Strategy 5.3.2: Developing projects regarding the studies of determining the administrative organizational chart

Objective 5.4: Having prepared job descriptions and requirements for administrative personnel by June 2006

Strategy 5.4.1: Allocating the required resources for studies to determine job descriptions and requirements

Strategy 5.4.2: Developing projects regarding the studies of determining job descriptions and requirements

**GOAL 6: Making career plans for the university's administrative personnel and creating a potential for future administrators**

Objective 6.1: Having determined career opportunities for the current administrative positions by the end of December 2006

Strategy 6.1.1: Relating career opportunities with the present personnel at the level of units

Strategy 6.1.2: Raising awareness of current personnel and informing them of the career policies related to their positions

**GOAL 7: In addition to the present laws and regulations, implementing an effective performance evaluation, incentive and awards system for administrative staff**

Objective 7.1: Determining the most appropriate system for performance evaluation among the current systems by December 2005, putting into practice the determined system by March 2006, and ensuring its continuity

Strategy 5.7.1: By forming study group task forces to deal with this issue, evaluating the performance of the personnel within units and the performance of the units within the university

**GOAL 8: Towards the achievement of the envisioned educational, research and other activities for the future, drawing up five-year academic human resources plans in all academic units**

Strategy 8.1: Taking into consideration the functions such as education, research, and community services at the level of departments/units, determining fields of priority where development and academic staff are necessary

Strategy 8.2: Determining the number and titles of academic personnel that should be working in the fields of priority for each year and specifying the needs

Strategy 8.3: By evaluating the number of courses and/or students per instructor/professor in academic units/programs, determining the prior needs at the faculty and university level

**GOAL 9: Taking into consideration the number of students enrolled in undergraduate and graduate programs and other loads, ensuring that there always exists an adequate number of full-time academic staff**

Strategy 9.1: In order to be able to hire professors from a wide array of sources (graduates of PhD programs abroad, employees working in the public or private institutions within the country, those to work under the 33rd item, foreign nationality, etc.), having unit administrators carry out efficient employment studies and allocate resources for this purpose

Strategy 9.2: Displaying job announcements in the ‘METU Job Opportunities Web-Page’ in accordance with the human resources plans and having academic units actively seek staff

**GOAL 10: Sustaining and enhancing the high quality of METU’s academic staff**

Objective 10.1: Setting criteria related to the hiring, promoting, appointing and rewarding of academic staff in such a way as to enhance their quality, reviewing and if necessary modifying these criteria periodically

Strategy 10.1.1: Ensuring that the concerned rules and policies are scrutinized periodically by the authorized bodies of the University and academic units

Objective 10.2: Reinforcing the professional and individual development of academic staff and increasing their productivity

Strategy 10.2.1: Training inexperienced academicians by equipping them with the pedagogy of teaching and by having them learn efficient lecturing techniques

Strategy 10.2.2: Constantly keeping all academicians informed of the developments in teaching techniques and technologies and successful implementations

Strategy 10.2.3: By evaluating the results of student evaluation questionnaires and of similar measurement tools, determining points that need to be improved within the unit and taking the necessary measures to ensure improvement

Strategy 10.2.4: Making sure that a professor or a unit within academic units undertakes the responsibility of developing an agenda for research, supporting research activities and especially forming a network of national and international relations for research activities

Strategy 10.2.5: Evaluating research resources, activities, and products within academic units, developing support mechanisms for individual or group research to be carried out in line with the determined priorities

Strategy 10.2.6: Giving priority to young academicians in supporting (financial, human resources) their research projects

Strategy 10.2.7: Encouraging and supporting participation in national and international scientific and professional activities, educational and research programs

Strategy 10.2.8: Encouraging and supporting the gaining of experience as an academician and researcher through long and short-term, national and international appointments

**STRATEGIC INITIATIVE # 6:  
FOUNDATION FOR COMMUNICATION AND COLLABORATION  
WITH STAKEHOLDERS**

*Communication and collaboration with national/international institutions of education and research*

**GOAL 1: Increasing communication and collaboration with national institutions of education and research**

Objective 1.1 : Increasing communication and collaboration with Turkish universities

Strategy 1.1.1: Broadening, making more effective and institutionalizing programs of collaborative research such as the Graduate Program for Educating Future Faculty Members (ÖYP), The Network of National and International Projects (YUUP) and The Postdoc Research Program (DOSAP)

Strategy 1.1.2: In order to increase collaboration in education and research with other Turkish universities:

- a. Increasing the number of smart classes at national institutions of education and research according to their needs, and ensuring the connection of these smart classes with a network which would enable the effective use of technology such as video conferencing
- b. Mutually organizing seminars with universities and institutions on current issues, and providing the infrastructure that would enable the campuses and institutions connected to the academic network to follow these seminars
- c. Mutually offering undergraduate and graduate courses

Strategy 1.1.3: Jointly organizing with other universities social, cultural and sports activities for students, and increasing the support provided for such activities

Strategy 1.1.4: Participating actively in the work to be carried out with other universities on national accreditation

Strategy 1.1.5: Enabling the effective use of the Central Laboratories by researchers from other universities

Strategy 1.1.6: Developing collaborative mechanisms among Turkish universities for their administrative units by making applications such as those of the Library and the Computer Center more prevalent

**GOAL 2: Increasing communication and collaboration with international institutions of education and research**

Objective 2.1: Increasing communication and collaboration with international universities

Strategy 2.1.1: Arranging for the financial and legal foundations to initiate programs such as DOSAP, ÖYP and YUUP at an international level

Strategy 2.1.2: Mutually organizing seminars on current issues through the use of smart classes and e-learning with selected universities and research institutions from abroad, and providing the infrastructure that would enable all Turkish universities and institutions connected to the academic network to follow these seminars

- Strategy 2.1.3: Effectively announcing and encouraging participation in student and faculty exchange programs, primarily EU exchange programs
- Strategy 2.1.4: Becoming a member of international associations and initiatives (EUA, EAIE, SEFI) in the sector of higher education and effective participation in their activities
- Strategy 2.1.5: Continuing to carry out joint undergraduate programs and developing joint graduate programs
- Strategy 2.1.6: Developing a program for the invitation of short-term visiting professors/lecturers from universities abroad; creating a fund by providing aid from external institutions

Objective 2.2: Increasing communication and collaboration with international research and support institutions

- Strategy 2.2.1: Visiting international research institutions and national institutions of research in other countries, participating in their work and meetings, and encouraging and supporting the production of joint projects

### ***Communication and collaboration with the industry***

#### **GOAL 3: Creating the necessary infrastructure for effective communication and collaboration with the industry**

- Strategy 3.1: Feeding into a web-based database the information related to the firms with which the revolving funds, faculties, departments and research institutes have collaborated or are collaborating
- Strategy 3.2: Establishing within the University and academic units, *Sector Consultative Committees* whose members include industry and alumni representatives
- Strategy 3.3: Proceeding with and increasing participation in the career days and career fair activities

#### **GOAL 4: Interaction and collaboration with METU Technopolis firms**

- Strategy 4.1: Systematically organizing ‘Project Markets’ through which departments and firms will get well-informed about one another
- Strategy 4.2: Providing students with know-how on entrepreneurship and establishment of their own businesses; publicizing TEKMER; getting successful firm managers to give seminars at the university
- Strategy 4.3: Arranging site visits to METU Technopolis for groups of students.
- Strategy 4.4: Creating opportunities for students to do their summer practice and find part-time jobs at METU Technopolis firms

### ***Communication and interaction with students***

#### **GOAL 5: Developing new tools and mechanisms that would increase communication and interaction with students and strengthening existing tools and mechanisms**

- Strategy 5.1: Making available the bulletin ‘Bu Hafta’(This Week) on the METU web site in English and in Turkish
- Strategy 5.2: Establishing a *METU Hotline* within the Public Relations Office (210-ODTÜ)

Strategy 5.3: Enabling the effective operation of the Council of Student Representatives; increasing student participation

***Communication and interaction with alumni***

**GOAL 6: Increasing and institutionalizing collaboration with alumni**

- Strategy 6.1: Collaborating in the student oriented activities of Alumni Associations
- Strategy 6.2: Introducing a joint university *Alumni Information System* with the aim of creating current alumni databases to which graduates can enter data
- Strategy 6.3: Making arrangements for collaboration with Alumni Associations in the activities to be carried out during the 50<sup>th</sup> anniversary of the foundation of METU
- Strategy 6.4: Providing support from Alumni Associations in the establishment of *Sector Consultative Committees* within academic units

***Communication and interaction with other stakeholders***

**GOAL 7: Increasing communication and collaboration with external stakeholders**

- Strategy 7.1: With the function of carrying out all kinds of publicity activities, establishing the *METU Institutional Communication Office* (incorporating the responsibilities of graphics, publicity, the protocol, press, the hotline etc.) which will encompass the existing Public Relations Office as a subdivision
- Strategy 7.2: Developing ‘social sensitivity’ programs that would enable students to participate in NGO activities; establishing committees to run such programs
- Strategy 7.3: Conducting regular publicity campaigns with the aim of promoting the programs and activities of METU such as the Northern Cyprus Campus, Technopolis, Science and Technology Museum, Graduate Program for Educating Future Faculty Members (ÖYP)

**STRATEGIC INITIATIVE # 7:**  
**IMPROVEMENTS IN COMMUNITY SERVICES**  
*(Research and implementation in priority social issues, participation in NGO activities,  
informing the public, facilities open to the public)*

**GOAL 1: Providing financial support for research and implementation projects on priority social issues**

Objective 1.1 : Creating a fund to support research and implementation projects specified by METU staff members and students as bearing a ‘social responsibility’ dimension

Strategy 1.1.1: Creating a *METU Community Services Fund* with an annual contribution of 200,000 YTL by SCIENTIFIC RESEARCH PROJECTS (BAP 1) and METU Development Foundation (research and implementation projects) and making it operational by 2006

Strategy 1.1.2: In 2005, preparation and submittal for approval by the *METU Community Service Funds Commission*, the criteria\*, calendar and procedures regarding the ‘social responsibility projects’ as specified by METU staff members and/or students

**GOAL 2: Having METU Northern Cyprus Campus develop as a social responsibility project**

Objective 2.1 : Making the METU Northern Cyprus Campus a significant actor in the international recognition of the Turkish Republic of Northern Cyprus and its inclusion in the network of international relationships

Strategy 2.1.1: Increasing the number of international students at the METU Northern Cyprus Campus

Strategy 2.1.2: Including the METU Northern Cyprus Campus in the international academic, scientific and social contacts network of METU, and organizing related activities at the Northern Cyprus Campus

Objective 2.2 : Making the METU Northern Cyprus Campus a significant actor in the socio-economic development of the Turkish Republic of Northern Cyprus

Strategy 2.2.1: Enabling the METU Northern Cyprus Campus have a positive impact in the fields of education and research on the Island by constructing positive relationships with the other universities in the Turkish Republic of Northern Cyprus

Strategy 2.2.2: Having, as much as possible, the accumulation of knowledge and the experienced workforce at the METU Ankara and Northern Cyprus campuses contribute to the solution of the problems encountered by the Turkish Republic of Northern Cyprus

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\* During the Strategic Planning studies, a series of suggestions were made on ‘priority social issues’:

- Identifying the problems in secondary education, the university entrance exam and high school curricula; offering proposals for their solution,
- Observing and assessing the EU process and informing the public of the outcomes,
- Preserving our environment and our cultural assets,
- Income distribution, participation in politics, human rights etc.,
- Investigating Turkey’s science policies and their implementation principles, etc.

### **GOAL 3: Having METU Technopolis develop as a social responsibility project**

Objective 3.1 : Monitoring the performances of the firms functioning at METU Technopolis; assessing the contribution of the METU Technopolis project to the development and competitive power of the Ankara region and Turkey

Strategy 3.1.1: Ensuring that a comprehensive study is carried out on the collaborative work of the University and METU Technopolis firms and the work of similar groups of firms for the period of 2001-2004 in order to comparatively assess their performances and contributions to the economy (Scrutinizing the application of the dimension ‘contribution to social development’ as a priority criterion in being accepted to METU Technopolis and/or for support)

Objective 3.2 : Enabling the state universities in Turkey and those selected from abroad to benefit from the experiences of METU Technopolis

Strategy 3.2.1: Preparing publicity materials for METU Technopolis with the collaboration of the University and Teknopark A.Ş.; organizing programs for informative visits to the authorities of interested public institutions and state universities

### **GOAL 4: Using e-learning technologies to provide support for the education and research activities of Turkish universities**

Strategy 4.1: Taking into consideration the needs of Turkish universities in developing METU e-learning programs and ensuring collaboration with these universities

### **GOAL 5: Supporting the social responsibility activities of METU Centers for Research and Applications**

Strategy 5.1: Preparation of ‘social responsibility’ programs by Centers for Research and Applications operating within METU; provision of support by the University for approved programs

### **GOAL 6: Creating mutual support networks with state universities at the level of administrative units**

Strategy 6.1: Pooling the resources of state universities; sharing the models of good practice in the sector of higher education; assuming leadership in establishing networks between administrative units in order to create co operations such as ANKOS



**STRATEGIC INITIATIVE # 8:  
INCREASING STAFF SATISFACTION**

*(Supporting administrative and academic staff, financial prospects, work environment)*

**GOAL 1: In order to maintain the status of being the best university in Turkey, bringing the salaries of both academic and administrative staff to a level that would make METU a preferred university for employment**

Objective 1.1 : By the year 2008, having METU staff salaries reach the levels of the salaries of groups specified as benchmarks

Strategy 1.1.1: Trying to implement Group B proposals in the report of the President's Office dated January 13, 2001

Strategy 1.1.2: Putting forth for consideration the differences in the salaries of the administrative staff at METU and their counterparts at other state institutions and carrying out studies to eliminate the differences.

Strategy 1.1.3: Participating in the work on the Draft Law on State Personnel

**GOAL 2: Increasing the potential for additional income for academic and administrative staff**

Objective 2.1 : By the end of 2006, providing an annual additional income of two salaries based on performance for the staff

Strategy 2.1.1: Increasing the travel allowances provided for academic staff.

Strategy 2.1.2: Broadening the academic and administrative staff bonus/award system.

Objective 2.2 : Having the ten percent Ministry of Finance deduction on Revolving Funds revenues reduced

Strategy 2.2.1: Displaying initiative in making contacts for the necessary arrangements to reduce the Ministry of Finance deductions on Revolving Funds incomes

**GOAL 3: Creating additional benefits regarding the retirement, health care and social services provided for academic and administrative staff and improving those that exist**

Objective 3.1 : Increasing social/recreational facilities outside the campus

Strategy 3.1.1: Increasing the social/recreational facilities for university staff members, including those employed at the Northern Cyprus Campus

Objective 3.2: Improving preventative health care and enabling staff members over the age of 40 to have regular check-ups

Strategy 3.2.1: Increasing the number of doctors at the Health and Psychological Counseling Center and allocating resources to the Center

Objective 3.3: Enabling the staff not included in the state personnel retirement system to get health care services at the Health and Psychological Counseling Center

Strategy 3.3.1: Carrying out studies on how concerned institutions can make payments for the services offered by the Health and Psychological Counseling Center to the staff not included in the state personnel retirement system

Objective 3.4: Enabling the children of staff members who are attending primary school to engage in activities that would support their education after schooling hours until their parents finish work

Strategy 3.4.1: Carrying out a study within the Directorate of Health, Culture and Sports to look into the possibility of offering various activities to engage the children of staff members who are attending primary school in activities that would support their education after schooling hours until their parents finish work; seeking support from the Student Council, Faculty of Education, Student Communities and the Foundation School to this end

## **The Campus Environment**

### **GOAL 4: Improving the Campus common areas and facilities in order to make these a model at national and international standards**

Objective 4.1: Transferring the (natural and architectural) information regarding the Campus common areas (facilities) and buildings (plans, elevations, sections, system details, etc.) to a visual and digital database by the end of 2005; preparing an inventory of their qualitative values

Strategy 4.1.1: Creating able task forces that would apply participatory methods; providing the necessary institutional support and required tools

Strategy 4.1.2: Specifying the existing qualities and needs regarding common areas; making modifications/ameliorations in accordance with 'universal design' principles such as accessibility, security, sustainability, etc.

Strategy 4.1.3: Creating a shared database in this domain

Objective 4.2: Obtaining a user demand profile by completing the user evaluation of Campus common areas in 2005

Objective 4.3: Developing projects to cater for these demands by the end of 2007 and implementing these

Strategy 4.(2-3).1: Creating a task force/task forces to this end and providing the necessary institutional support and required tools

### **GOAL 5: Having the support services reach a qualitative and quantitative standard that would satisfy the needs of the internal stakeholders of the University**

Objective 5.1: Obtaining a user demand profile for support services (transportation, nutrition, support units – banks etc.) at Campus common facilities in 2005 and implementing priority amelioration projects by the year 2008

- Strategy 5.1.1: Creating a task forces to this end and providing the necessary institutional support and required tools
- Strategy 5.1.2: Obtaining a needs list and program that would specify priorities as ‘first degree’ and ‘second degree’

## **The Work Environment**

### **GOAL6: Increasing the support provided by the institution for the training and development of academic and administrative staff**

Objective 6.1: Participation of each faculty member in activities of at least 80 hours that would contribute to their academic development

- Strategy 6.1.1: Holding departmental in-service seminars regularly and encouraging participation; providing support for the invitation of external speakers
- Strategy 6.1.2: Allocating resources in order to enable each faculty member to attend at least one national or international conference annually
- Strategy 6.1.3: Regularly organizing effective education seminars for young and/or interested academic staff making use of smart class and e-learning technologies
- Strategy 6.1.4: Providing education and equipment to increase the percentage of academic and administrative staff skilled in using computers

Objective 6.2: Participation of each administrative staff member in activities of at least 40 hours that would contribute to their professional development

- Strategy 6.2.1: Ensuring that the administrative staff possess the qualities required to carry out their duties; regularly arranging in-service training programs that would help them adapt to technological developments and changes in the work environment at the unit/post level, and monitoring the outcomes
- Strategy 6.2.2: Ensuring that the Continuing Education Center specifies the educational needs of the units and prepares programs accordingly
- Strategy 6.2.3: Developing a standard orientation program for the newly recruited staff members
- Strategy 6.2.4: Encouraging the participation of administrative staff to scientific, cultural and social activities that are not directly related to their professions

### **GOAL 7: Creating an institutional atmosphere that is positive and that would increase the motivation and promote the commitment of administrative staff**

Objective 7.1: Carrying out a survey by the end of 2006 to specify the job satisfaction of the administrative staff and their attitude towards and opinion of the institution and the work they are engaged in

- Strategy 7.1.1: Creating task forces to carry out the survey
- Strategy 7.1.2: On the part of the management, carrying out activities that would increase the motivation and promote the commitment of administrative staff
- Strategy 7.1.3: Organizing cultural and social activities/programs that would increase the motivation and promote the commitment of the administrative staff
- Strategy 7.1.4: Providing resources to be used during the implementation stage

Strategy 7.1.5: Developing programs to solve the problems that have been specified

**GOAL 8: Improving the relationship among the staff members of the University**

Objective 8.1: By the year 2006, increasing by 50 percent the number and variety of the activities that would bring together all staff members

Strategy 8.1.1: Increasing the number of sports tournaments and social and cultural activities that would bring together academic and administrative staff

Strategy 8.1.2: Organizing joint training programs that would bring together the managements of academic and administrative units

Objective 8.2: Familiarizing staff members with various units of the University by the end of 2008

Strategy 8.2.1: Rotating staff members of suitable professions among units; completing a pilot study in 2005

**GOAL 9: Having the physical work environment reach national and international standards**

Objective 9.1: Developing physical standards for the work spaces of academic and administrative staff by the end of 2005; attaining these standards by the end of 2008 in a phased manner

Strategy 9.1.1: Specifying area per person and/or group and space standards according to job descriptions and conditions

Strategy 9.1.2: Providing equipment, fulfilling needs, ensuring construction and safety standards and unity of materials in work spaces; establishing a coordination unit to ensure such a unity

Strategy 9.1.3: Developing a plan for space improvement and transformation to cover the period of 2005-2008, and allocating necessary funds

**Administrative Structure**

**GOAL 10: Enabling easy access to information regarding the rules applied and the decisions taken at the University and their outcomes**

Strategy 10.1: Having information such as University rules and regulations, the decisions made by authorized bodies, promotions/assignments and resource allocations, and data and statistics regarding performance open in an updated manner to the access of internal stakeholders on the Web

**GOAL 11: Developing an administrative structure that is transparent and sensitive to the problems of its staff members**

Strategy 11.1: Finalizing the work on the establishment of *METU Ombudsman's Office*

**GOAL 12: Increasing internal stakeholder contribution and participation to administration**

Strategy 12.1: Carrying out 3 pilot studies in 2005-2006 in order to make prevalent the creation of quality improvement teams (quality circles) formed on a

voluntary basis throughout the university to work on administrative issues (problem areas)

**GOAL 13: Constantly measuring and assessing academic and administrative staff attitude towards the institution**

Strategy 13.1: Measuring the job satisfaction of the academic and administrative staff and their commitment to the institution every two years, and according to the outcomes of these studies, comparing job satisfaction and institutional commitment at the level of units and posts held, and eliminating the factors bearing negative impact

**STRATEGIC INITIATIVE # 9:**  
**INCREASING INTERNATIONAL RECOGNITION**  
*(research - professional and educational)*

**Research**

**GOAL 1: Increasing the number of METU's international publications**

Objective 1.1: Increasing the number of METU publications that are included in the ISI Core Indexes

Strategy 1.1.1: Scrutinizing awards granted for publications; increasing their numbers and broadening their scope accordingly

Objective 1.2: Increasing the number ISI-based citations

Strategy 1.2.1: Increasing award points issued for ISI-based citations and granting awards based on such citations

**GOAL 2: Increasing non-publication international research products**

Strategy 2.1: Increasing awards and performance points granted for products such as international patents, licenses, beneficiary models, designs

Strategy 2.2: Ensuring a structuring (founding a company) to enable international research products to transfer into international property and exports

**GOAL 3: Increasing participation in projects supported by international research funds**

Objective 3.1: Increasing the number of project proposals pursuing support from international funds

Strategy 3.1.1: Broadening the studies carried out at the levels of the University and academic units regarding the promotion of project opportunities and facilitation of organization

Strategy 3.1.2: Increasing the support provided for finding international project partners.

Strategy 3.1.3: Improving the technical and administrative support mechanisms provided for the process of writing project proposals

Objective 3.2: Providing financial and administrative facility in the management of large-scale international projects

Strategy 3.2.1: Improving the work done by the *Scientific Research Projects Coordination Office*

Objective 3.3: Increasing the support provided for international research activities.

Strategy 3.3.1: Scrutinizing and increasing the performance points awarded for participation in the type of international projects specified by the University Executive Board

**GOAL 4: Improving international access to information about METU's research potential, activities and products**

Strategy 4.1: Revising and improving the English version of the information about the research potential and current research projects in terms of content and presentation, and displaying this on the METU Web site and the Web pages of the academic units

- Strategy 4.2: Broadening the practice of ‘working papers’ in the electronic medium by academic units
- Strategy 4.3: Expanding the METU Electronic Theses Achieves with regard to previous years and increasing international access
- Strategy 4.4: Scrutinizing the activities of METU Press in terms of the possibilities of increasing its international publications

## **Education**

### **GOAL 5: Opening METU’s educational programs to international students**

Objective 5.1: Attracting international students with high achievements to the METU Ankara and Northern Cyprus campuses (Ref. related headings in Str.Intv.#1 and Str.Intv.#6)

- Strategy 5.1.1: Improving the promotion carried out in target countries
- Strategy 5.1.2: Improving the METU Web site with regard to attracting the attention of international students of high achievement
- Strategy 5.1.3: Internationally promoting METU’s educational programs (Web pages and publications of international institutes of education)

Objective 5.2: Reaching students in target countries through METU’s e-learning programs

### **GOAL 6: Increasing the services and support provided for international students**

- Strategy 6.1: Employing administrative staff with adequate fluency in English in units frequently visited by international students (Registrar’s Office, dormitories, secretarial units of departments etc.)
- Strategy 6.2: Improving the orientation and counseling services provided for international students in collaboration with the *METU Learning and Student Development Office* and *International Student Advisor’s Office*
- Strategy 6.3: Offering Turkish courses in the first year of their studies – Freshman or Department of Basic English
- Strategy 6.4: Providing achievement scholarships and on-campus job opportunities for international students

### **GOAL 7: Increasing the international nature/quality of the METU campus**

Objective 7.1: Increasing the participation of international students and academic staff to campus life

Objective 7.2: Making widespread the teaching of foreign languages other than English

Objective 7.3: Increasing the number of international students coming to METU through exchange programs and promoting their interaction with METU students

### **GOAL 8: Making the participation of METU students in international exchange programs a common practice**

Objective 8.1: Supporting participation in EU student exchange programs

Objective 8.2: Developing joint (undergraduate and graduate) education programs

Objective 8.3: Supporting participation in Marie Curie Fellowships and other academic staff exchange programs

## **GOAL 9: Harmonizing educational programs with international standards/qualities**

Objective 9.1: Ensuring the harmonization of educational programs with EU norms

Strategy 9.1.1: Having the academic units investigate the European Union (EU) standards in educational programs and make the necessary modifications

Objective 9.2: Having METU's academic units participate in international external academic evaluation/accreditation procedures

Strategy 9.2.1: Enabling programs that have not undergone evaluation/accreditation procedures experience this

Strategy 9.2.2: Encouraging METU staff members to be part of the management of international evaluation/accreditation agencies

## **International Academic Staff**

### **GOAL 10: Increasing the number of international academic staff**

Objective 10.1: Ensuring a rise in budget allocations for increasing the number of qualified international academic staff employed in priority fields

Objective 10.2: Increasing the number of international academicians to be employed by METU on a short-term basis

Strategy 10.2.1: Creating a fund by providing support from the cultural exchange programs and embassies in Ankara, and from METU Development Foundation

Strategy 10.2.2: Making use of existing EU programs and research programs in order to support the short-term visits of international academicians

### **GOAL 11: Attracting academicians with international reputation who are Turkish nationals working abroad**

Strategy 11.1: Displaying initiative in order to get academicians of Turkish nationality to spend their sabbatical leaves at METU

Strategy 11.2: Attracting Turkish nationals recruited by the Marie Curie Fellowship and other programs abroad to METU on temporary appointments

## **Managerial**

### **GOAL 12: Including administrative units in the process of international assessment**

Objective 12.1: Increasing the number of administrative units holding an ISO certificate, which bears international recognition

Objective 12.2: Ensuring that one administrative unit at METU becomes a candidate for the EU Quality Award

Strategy 12.(1-2).2: Initiating a project to this end with the collaboration of the Turkish Quality Association (KalDer) and the *METU Institutional Development and Planning Office*



**STRATEGIC INITIATIVE # 10:**  
**PROMOTING STUDENT DEVELOPMENT**  
*(academic, social, personal)*

**The quality of students enrolled in educational programs**

**GOAL 1: Making METU the university whose undergraduate programs are in the highest demand among Turkish students**

Objective 1.1: Making METU's undergraduate programs the most preferred in their fields by the students scoring the highest points on the University Entrance Exam (ÖSS)

Strategy 1.1.1: Sustaining the incentive of reaching and attracting the students who rank in the first 100, 1000, 5000 as soon as the University Entrance Exam (ÖSS) are announced

Strategy 1.1.2: Improving the scholarships (dormitories free of charge, etc.) given to the students with the highest scores on the exam (e.g. the first 1000)

Strategy 1.1.3: Making use of participation in the European Union programs that provide financial support (Erasmus, Erasmus-Mundus) to attract high achieving prospective students

Strategy 1.1.4: Sustaining the incentive at the level of the Council of Higher Education (YÖK) in order to decrease the undergraduate enrollment quotas parallel with the increase in enrollments to graduate programs so that an increase in the total number of students is prevented

Objective 1.2: Increasing contact with secondary education institutions which produce qualified graduates and institutions that prepare students to the University Entrance Exam (ÖSS), and thus ensuring that graduates of secondary education institutions prefer METU at a rising rate

Strategy 1.2.1: With the participation of members from academic units and alumni associations, establishing a 'Promotion Committee' within the *METU Institutional Communication Office* to carry out work aiming at students

Strategy 1.2.2: Planning promotional activities at the level of academic units and forming groups for implementation

Strategy 1.2.3: Having alumni associations track the high achievers in their region and canalize these students' interest to METU

Strategy 1.2.4: Examining the results of the University Entrance Exam (ÖSS) for the past 5 years to determine the institutions of secondary education which graduate high achievers and

- a. contacting the teachers at these institutions as well as the students and their parents to promote METU
- b. having METU professors visit such institutions within a set program to give scientific seminars
- c. providing support to such institutions in their educational and research activities (e.g. Summer Science Camps)

Strategy 1.2.5: Drawing up annual programs for the work carried out

- a. in order to have the public informed of METU's activities and the studies conducted by its students-academicians through news covered by the media

- b. on the participation in TV programs that affect students' university preferences and the publication of promotional news concerning METU on the education pages of newspapers
- Strategy 1.2.6: Examining the existing material (CDs, pamphlets, posters, etc.) used in the promotion of METU's undergraduate programs, the METU main Web page and the Web pages of faculties/departments, and allocating resources to develop/improve these

**GOAL 2: Reinforcing the leadership of METU in the quality of Turkish students enrolled in graduate programs**

- Strategy 2.1: Increasing the scholarship and dormitory opportunities offered to graduate students
- Strategy 2.2: Increasing the financial support provided for graduate students (e.g. appointing them as research assistants, providing financial support from projects)
- Strategy 2.3: Examining the existing material (CDs, pamphlets, posters, etc.) used in the promotion of METU's undergraduate programs, the METU main Web page and the Web pages of institutes/departments, and allocating resources to develop/improve these
- Strategy 2.4: Displaying initiative in making legislative arrangements that would facilitate making payments to researchers from projects (Scientific and Technical Research Council of Turkey-TÜBİTAK, Turkish Academy of Sciences- TÜBA, State Planning Organization-DPT, Scientific Research Projects-BAP)

**GOAL 3: Bringing METU's undergraduate and graduate programs to a level that would make them primarily preferred by international students**

- Objective 3.1: Increasing international applications to METU's undergraduate and graduate programs so that the enrollment quotas are filled with more qualified students
- Strategy 3.1.1: Reviewing the pamphlets prepared in various languages to promote METU and continuing to send these to the institutions and universities in countries where there may be prospective students
- Strategy 3.1.2: Participating in fairs in target countries, carrying out active promotion and getting representation services by making use of the resources of METU's Ankara and Northern Cyprus Campuses
- Strategy 3.1.3: Improving the METU main Web page and the Web pages of institutes/departments by taking into consideration international students
- Strategy 3.1.4: Reinforcing relations with reputable universities in target countries, signing protocols concerning graduate programs
- Strategy 3.1.5: Developing the opportunities of research assistantship/employment, scholarship (and practicum) for high achieving international students
- Strategy 3.1.6: Displaying initiative at the level of the government in order to make ameliorations in the legislation regarding international students (visas, residence permits, job opportunities, scholarships, etc.)
- Strategy 3.1.7: Providing resources from the government for the activities to be carried out abroad with the aim of having international students prefer METU
- Strategy 3.1.8: Giving importance to the promotion of the Northern Cyprus Campus

- Strategy 3.1.9: Increasing relations with the units responsible for education within Turkey's foreign representations
- Strategy 3.1.10: Encouraging the participation of international academic staff working at METU in promotional activities geared towards international students
- Strategy 3.1.11: Reaching students in target countries through e-Learning programs

## **Student Development**

GENERAL APPROACH: Student development is a process which includes the dimensions of (a) creating the appropriate learning environment for the student, (b) providing support in order for the student to improve in the required personal and social skills to draw maximum benefit from this environment, (c) enabling the student to become an individual who can display his/her potential in both his/her private and professional life. It has been adopted as a general approach that the proposed *METU Learning and Student Development Office* assume functions which will support this three-dimensional process.

### **GOAL 4: Creating the learning environments that will ensure the students' academic development**

Objective 4.1: Ensuring the continuous improvement of the undergraduate educational programs

- Strategy 4.1.1: Through the following supports, ensuring the widespread use of the products of Information Technology in education by academic staff and students:
  - a. Providing technical support on Instructional Technology and Information Technology in educational contexts by having the *METU Learning and Student Development Office* obtain assistance from the Department of Computer Education and Instructional Technology
  - b. Supporting and encouraging the widespread use of the Smart Class in education
  - c. Enhancing the infrastructure (e.g. wireless access, PC labs, the library, access to local networks and the Internet) that would facilitate the students' access to and utilization of information and encouraging such utilization; displaying institutional initiative in enabling students to own PCs

Objective 4.2: Ensuring flexibility in educational programs and providing opportunities for students to enroll for courses in a variety of fields, developing learning environments with alternatives and making them widespread

- Strategy 4.2.1: Reviewing the double major and minor programs, making prevalent throughout the university good practices in this area
- Strategy 4.2.2: Developing and supporting e-Learning programs
- Strategy 4.2.3: Increasing variety by offering undergraduate and graduate courses through e-Learning
- Strategy 4.2.4: Making the required arrangements that would enable students to take some of the elective courses in their programs from other universities
- Strategy 4.2.5: Making student exchange programs widespread in order to enable students to carry on with part of their education abroad within the

framework of such programs, and encouraging participation at the level of the University, faculties and departments

Objective 4.3: Making undergraduate programs equip their graduates with the formation that would serve as a foundation for them to carry out interdisciplinary studies in their professional lives and/or graduate studies

Strategy 4.3.1: Developing must courses in undergraduate programs that would equip the students with the basic formation in a variety of fields (natural sciences, technology, social sciences, fine arts, etc.)

Objective 4.4: Producing graduates who do not memorize but think critically, carry out research, analyze and synthesize and pursue innovations

Strategy 4.4.1: In addition to conveying knowledge during lessons, to equip the students with critical thinking skills, skills of inquiry and the ability analyze and synthesize by:

- a. Increasing the significance given to project work and research in undergraduate and graduate programs, giving students open ended design projects or homework that would necessitate field study
- b. Encouraging students to come up with suggestions with original solutions during lessons
- c. Giving importance to running main courses in liaison with practicum
- d. Increasing lab and studio work
- e. Requiring and encouraging teamwork in courses

Strategy 4.4.2: Attaching significance to, supporting and encouraging activities such as conferences, seminars, panel discussions which students actively participate in

Strategy 4.4.3: Increasing the number of and supporting technology site visits and industry seminars

Strategy 4.4.4: Attaching significance to practicum and field study, and in order to promote their effective use:

- a. Close inspection and monitoring of practicum and field study by academic staff
- b. Regarding the program of the practicum, collaborating with the firm or institution where it will be carried out
- c. Increasing opportunities for and encouraging practicum abroad

Strategy 4.4.5: Employing undergraduate and graduate students via the utilization of research project resources

Objective 4.5: Promoting communication and interaction between students and faculty

Strategy 4.5.1: Examining the existing student advisory system, making arrangements to make it more effective/functional with the participation of the *METU Learning and Student Development Office*

Strategy 4.5.2: Having faculty give more significance and allot more time to 'office hours' (maximizing the effectiveness of 'office hours')

Strategy 4.5.3: Promoting the interaction between faculty and students through social and cultural activities organized at the departments

Objective 4.6: Improving English language education and the opportunities for students to learn other foreign languages

Strategy 4.6.1: Having the students understand the significance of being educated at an English-medium university through activities organized by the University and academic units; lecturing and conducting practice sessions in English

Strategy 4.6.2: Evaluating the effectiveness of the course series ENG 101, ENG 102, ENG 211 and ENG 301, developing these in a manner so as to have them contribute more to the students' academic needs and areas of interest

Strategy 4.6.3: Ensuring that the curricula and syllabi of the Department of Basic English and Department of Modern Languages are complementary

Strategy 4.6.4: Organizing undergraduate programs so as to allow the students to learn foreign languages other than English; increasing the capacity of the Department of Modern Languages and/or obtaining support from other institutions in this respect

Objective 4.7: Evaluating the educational programs with the participation of stakeholders at certain intervals, setting up a mechanism for continuous improvement and development

Strategy 4.7.1: With the technical support of the *METU Learning and Student Development Office*, reviewing and improving the content and teaching methodology of the educational programs in accordance with the changing needs of the community and technological developments

Strategy 4.7.2: With the participation of part-time instructors, graduates, employers and sector representatives, establishing an 'education program commission' that will carry out evaluation studies within academic units and develop proposals

Strategy 4.7.3: Obtaining student views and suggestions through the utilization of academic staff evaluation forms, the yearly class meetings organized by the departments chairs, and periodic questionnaires/interviews

Strategy 4.7.4: Closely watching the improvements in the field of education within the European Union context and other international improvements; informing the University of these improvements; supporting active participation in international modification studies; sustaining the harmonization of the standards of METU's educational programs with accepted international education standards

Strategy 4.7.5: Making the necessary arrangements for the educational programs to go through national and international assessment and accreditation processes

Objective 4.8: Encouraging the students to become individuals with wide horizons who have internalized basic ethical and social values, and who think and question

Strategy 4.8.1: Educating students on ethics and professional ethics as of the first year of their enrollment to the university

Strategy 4.8.2: Offering education to the students to equip them with the basic concepts and awareness of justice

## **GOAL 5: Promoting the students' individual and social development**

Objective 5.1: Aiding newly enrolled Turkish and international students in adapting to the university environment

Strategy 5.1.1: Under the coordination of the *METU Learning and Student Development Office*, familiarizing the students with the academic and social/cultural environment they have entered by:

- a. Determining the effectiveness of the 'departmental orientation programs' offered to new enrollees and making the necessary improvements
- b. Developing a 'Research Assistant Friendship Support Program' aimed at new enrollees and monitoring its effectiveness
- c. Reviewing and improving the 'About METU Booklets' issued to new enrollees

Objective 5.2: Increasing student participation in activities of culture, arts and sports

Strategy 5.2.1: At the levels of departments, faculties and the university, encouraging student participation in extra-curricular activities (seminars, performances, concerts, student group presentations and practices, etc.); programming courses in a manner that would allow students time for such activities

Strategy 5.2.2: Development of proposals for and implementation of a course/courses to be included in the first year programs and/or short-term certificate courses/education-applications programs in which students can voluntarily participate during their undergraduate studies by the *METU Learning and Student Development Office*

Strategy 5.2.3: With the support of the Council of Student Representatives (ÖTK), having the *METU Learning and Student Development Office* conduct a needs analysis on the group of students who are newly enrolled to the university regarding their developmental needs, develop additional programs to facilitate these students' adaptation, implement and monitor these programs

Strategy 5.2.4: Developing support mechanisms to enable student groups to work effectively

Objective 5.3: Developing students' personal skills such as 'critical thinking', 'solving problems/ making decisions', 'self-esteem', 'self-discipline'

Objective 5.4: Developing students' social skills such as 'effective communication', 'conflict resolution', 'teamwork/team management', 'stress management', 'effective time management'

Objective 5.5: Facilitating the students' decision making processes of choosing courses, a profession/career, etc., and supporting their preparation for professional life

Strategy 5.(3-5).1: With the participation of the concerned academic and administrative units, having the *METU Learning and Student Development Office* develop education and implementation programs to support students in their personal and social

- development and their preparation for professional life, implementing these programs and monitoring the implementation
- Strategy 5.(3-5).2: Holding seminars, creating task forces, etc., developing psycho education programs and psychological counseling programs for individuals and groups aiming at the above described support and monitoring the effectiveness of implementation

### **Support provided after graduation**

#### **GOAL 6: Providing effective support for new graduates in the processes of making applications for graduate studies and job applications, evaluating options, and making decisions**

- Strategy 6.1: Continuing with the practice of organizing ‘Career Days’ and ‘Career Fair’ by the Career Planning Center by the METU Career Planning Center (METU-CPC) and increasing participation
- Strategy 6.2: Searching newspapers’ classified ads for job advertisements and collecting them in a databank within METU-CPC for the access of graduates
- Strategy 6.3: Supporting graduates in establishing their own businesses through the entrepreneurship courses and lessons offered by GIRMER (the Entrepreneurship Center)
- Strategy 6.4: With the collaboration of the *Sector Consultative Committees* established within the academic units, Alumni Associations and METU-CPC:
- a. In order to provide support for the employment of graduates, developing material and activities that would inform and direct them
  - b. Creating opportunities for practicum, part-time jobs and employment after graduation by getting into closer contact with METU Technopolis firms
  - c. Creating an assessment and evaluation system aimed at the process of finding jobs by tracking new graduates
  - d. Giving support to graduates by providing information, directing and providing counseling when selecting graduate programs and during the application process

#### **GOAL 7: Developing mechanisms for the long-term tracking of graduates**

- Strategy 7.1: In order to create updated databases regarding our graduates, putting into use a joint *Alumni Information System* for the whole university, to which graduates can enter data
- Strategy 7.2: With the collaboration of academic units, METU-CPC and METU Alumni Associations, applying questionnaires periodically order to obtain graduates’ evaluation and suggestions on the education the have had and assessing their satisfaction
- Strategy 7.3: Having the METU-CPC collect information on the image of our graduates in professional life and in the community by buying services from firms that carry out image studies and/or supporting the work carried out by the concerned academic staff

## F. IMPLEMENTATION, MONITORING AND EVALUATION

### Organizational Structure for the implementation of the Strategic Plan

The Strategic Plan will be implemented, in general, by the existing academic and administrative units. However, in situations where there seem to be limitations concerning the present structures in carrying out the functions as foreseen by the *Plan*, new commissions, offices, and councils will be formed at university level. These new formations have been listed below.

Council            *METU Strategic Plan Implementation Council (SPIC)*  
Offices            *METU Institutional Development and Planning Office (IDPO)*  
                          *METU Learning and Student Development Office (LSDO)*  
                          *METU Institutional Communication Office (ICO)*

Commissions    *METU Interdisciplinary Research and Education Commission (IDREC)*  
                          *METU Community Service Funds Commission (CSFC)*

The work areas, job descriptions, and compositions of these commissions have been developed by the University Strategic Planning Commission to be presented to the approval of the authorized council.

Successful examples point to the need for an organizational structuring of the ‘strategic plan implementation’ which is parallel to the present administrative organization in order to accelerate the implementation of the strategic plan and to avoid possible problems. For this reason, there are four different types of units in the *METU Strategic Plan Implementation Program* to serve as a pathway to the *METU Strategic Plan 2005-2010*.

***The unit responsible for the strategy*** : This unit is responsible for the drawing up of implementation plans related to the strategy in question, for providing the necessary coordination for implementation, for facilitating the process, for developing and proposing solutions to the problems that may arise during implementation, and for monitoring and reporting on the implementation. In general, this function will be fulfilled by the present academic/ administrative units or by authorized councils composed of representatives from these units.

***The implementing unit*** : This unit is responsible for making the required decisions related to the strategy in question, for developing policies, for mobilizing resources and for having the *Plan* implemented. This function will be carried out by the existing academic and administrative units and by permanent units to be established in accordance with the guidelines of the *Plan*.

The first two functions apply to each strategy, and in the *METU Strategic Plan Implementation Program* a ‘unit responsible for the strategy’ and an ‘implementing unit’ have been appointed for each strategy.

Although the implementation of the *Strategic Plan* necessitates the participation of all academic and administrative units, the implementation of certain strategies is dependent upon the efficient support of certain key institutions within and outside the university. Therefore, a third kind of unit has been defined to support the work of the ‘responsible’ and ‘implementing’ units for such strategies.



**The support unit** : These units are units within the university which provide technical, administrative or logistic support to ‘implementing’ units in accordance with the guidance given by the ‘responsible’ unit for the strategy, or institutions outside the university whose support is crucial. It is mandatory that the units ‘responsible’ for the strategy be in close interaction with ‘support’ units during the phase of ‘implementation plan development’, and that they provide coordination between the work of the ‘implementing’ units and the ‘support’ units.

**The proposing unit** : These are commissions responsible for developing strategies in line with the goals and objectives of the Strategic Initiative, for making evaluations within the framework of the principles approved by authorized councils and for developing proposals. The two commissions established within the framework of the Strategic Plan, the *Interdisciplinary Research and Education Commission* and the *Community Service Funds Commission* will be carrying out work within this context.

In this sense, the ‘unit responsible for strategy’ will prepare feasible implementation plans and programs for the implementation of the related strategy, get the necessary approvals from authorized units, monitor the implementation and support it. ‘Implementation units’ are the academic and administrative units that possess the authority and responsibility to put into practice the implementation plans and programs that have been prepared. ‘Support units’ are academic and administrative units within the university and stakeholder institutions from outside the university that provide technical and logistic support to ‘implementation units’. For the plan to be implemented effectively, it is necessary to establish communication and cooperation among the related units. For this reason, principally, participation of representatives from the ‘implementation units’ in the studies of the ‘unit responsible for the strategy’ will be ensured and when possible the representatives from the ‘support units’ will participate in these studies as well. A list of the units to be working during the implementation process of each strategy has been indicated in the *Strategic Plan Implementation Program*.

In order for the implementation of the Strategic Plan to initiate, the ‘units responsible for the strategy’ should begin work. Of all these formations, the ‘Strategic Plan Implementation Council’ (SPIC), the one which holds the most extensive responsibility, started to work in April 2005. This council will function as the ‘unit responsible for the strategy’ for many strategies. Under the chairmanship of an authority from the President’s Office, the council will be formed of two sub-councils; namely, the Academic (SPIC ACC) and Administrative (SPIC IDR). The sub-councils will be working separately or jointly depending on the content of the strategy or group of strategies. The duties of the *Academic Strategic Plan Implementation Council* (SPIC ACC) as the ‘unit responsible for the strategy’ will focus on

- a) the revision of the strategic plans of academic units and the preparation of related implementation plans
- b) the gathering of required data/information for the implementation of the plan.

That SPIC ACC be composed of representative members (one from each) from the University Strategic Planning Commission, Faculties, Graduate Schools, and Schools has been found appropriate by the Executive Board of the University. SPIC ADM will be formed by the head of the SPIC with the participation of the representatives of related administrative units and it will be provided that SPIC ADM works in coordination with SPIC ACC.

Another new structure that will be carrying out duties on a comprehensive scale during the implementation process of the Strategic Plan is the *Institutional Development and Planning Office* (IDPO). As the *Plan* requires, IDPO will replace USPSO and it will provide technical support to the studies of the SPIC. As has been defined in the fifth strategic program, KPGO

will support the implementation process of the *Strategic Plan* and function as the 'implementation' unit in the development of the METU Performance Measurement System.

### **The Implementation Process of the Strategic Plan**

The implementation process of the *Strategic Plan* has been programmed under the main headings and within the time schedules mentioned below:

1. Forming the new councils, offices and commissions at university level as has been decided in *METU Strategic Plan 2005-2010* and ensuring that these bodies begin functioning:

- METU Strategic Plan Implementation Council (SPIC)
- METU Institutional Development and Planning Office (IDPO)
- METU Learning and Student Development Office (s)
- METU Institutional Communication Office (ICO)
- METU Interdisciplinary Research and Education Commission (IDREC)
- METU Community Service Funds Commission (CSFC)

will be formed at university level and will start functioning in the period of April-May 2005. These bodies will ensure that the required councils and commissions are formed and start functioning within academic and administrative units.

2. Establishing the required databases for the implementation of the Strategic Plan:

After the establishment of SPIC and IDPO, studies will be initiated to organize and verify the existing data in administrative units and to create statistics related to performance areas / indicators / measures. SPIC and IDPO will ensure that templates are prepared for the data to be collected by academic units, that the collected data and information are organized, that statistics are prepared and updated regularly, and that access to all this data is made possible.

3. Revising the strategic plans of academic units and preparing implementation plans.

In the period April – September 2005, under the 'strategy responsibility' of SPIC, the strategic plan proposals of Faculties/Graduate Schools/Schools will be revised and implementation plans will be completed.

4. Making the necessary additions and modifications to *METU Strategic Plan 2005 – 2010*

Within the framework of the implementation plans to be prepared by the academic units, core values that will be determined in interaction with the President's Office will be integrated into the *Plan* as of October 2005.

The stages of the implementation process, the schedule and labor division have all been included in detail in the *METU Strategic Plan Implementation Program*.

### **Monitoring and Evaluation of the Implementation**

The implementation of *METU Strategic Plan 2005 - 2010* will constantly be monitored by the units 'responsible for the strategy' and the results will be reported periodically. In

December 2005, July 2006 and July 2007, the units 'responsible for the strategy' will submit their reports which give an account of the rate of strategy implementation, the problems encountered and the proposals for necessary modifications to the *University Strategic Plan Commission*.

In July 2008, the end of the first three-year implementation period, a 'strategy audit study' based on the comparison of the results of the implementation of *METU Strategic Plan 2005 – 2010* and the *Dimensions of the METU Vision –Performance Measurement Framework* will be carried out.

## G. RESULTS

In METU's first systematically executed strategic planning experience, a comprehensive, detailed and formal model that requires high levels of participation has been used. It has been requested that each academic unit carry out extensive analytical studies that would enable them to evaluate all educational, research, community service and management activities starting from the needs and expectations of their internal and external stakeholders. During the design stage of the model, it was expected that extensive participation on the part of the academic units would encourage institutional learning, increase the chances of adoption of the achieved results readily, and to produce ideas that could be implemented at departmental level. It is possible to observe these results, even if partially, in the reports prepared by academic units. When the reports of the academic units are examined, it can be observed that there are level differences among the reports and that good samples beyond expectations exist. The fact that academic units previously carried out accreditation and quality studies has created familiarity with the topic and brought about the technical knowledge and data infrastructure for the strategic planning studies. Similarly, that the field of interest of some academic units is management and planning has facilitated the whole process. However, due to such differences, the technical support provided on the web and the informative meetings held to support the studies of the academic units by the USPSO have from time to time proved insufficient. Due to lack of a sufficient workforce, it has not been possible for the USPSO to monitor and support the studies of every academic unit during the process. Consultancy support has been provided for only those units that have demanded it. In many cases, in addition to the Strategic Planning Commissions of Faculties, Graduate Schools and Schools, it has not been possible to establish, due to the inadequacy of resources, the proposed technical support units within Faculties and Graduate Schools to assist the studies of departments and graduate programs.

Probably the most important difference in the studies of academic units resulted from the fact that the administrators acted with total ownership and devoted all their efforts and energy to supporting the strategic planning process. The administrators have motivated the academic staff to participate in the strategic planning studies on top of their existing teaching load and have provided all kinds of support to facilitate the process. In this sense, the administrators and in some cases senior professors who have undertaken the role of academic leader have been the most determining factor in ensuring the participation of academic units in the strategic planning process.

In the academic unit studies, the specifications at the mission/vision/goals level was more easily completed, whereas quite some difficulty was experienced in developing performance measurement criteria and concrete strategy proposals.

The data and statistics gathered in order to support the existing administrative and academic processes have proved quite insufficient for the planning studies. For this reason, in some cases it has not been possible to establish concrete 'core' values to support 'mission' statements. Developing an institutional performance measurement system based on the 'Vision' of METU will compensate for this lack and will facilitate the later strategic development and monitoring studies.

The strategic planning studies carried out by the USPC seem to have fallen behind the pre-stated deadlines. Even though the three-year period determined for the first strategic planning preparations is not at all too long, as seen in many examples at universities inside the country and abroad, the extensive participatory model that has been selected for the formation of the

USPC and the decision to base the USPC studies on the academic unit reports have extended the process.

Due to the fact that reporting at Faculty/Graduate School/School level was not complete, it was necessary for the USPC to resort to the reports of Departments and Programs and thus extend the process. Another factor that has extended the process has been the development of the 'METU Vision' and the related 'Performance Measurement Framework' during this process. The *Framework*, which is closely related to the implementation of the *Plan*, will provide the opportunity to monitor the balanced and multi-dimensional development of the University.

The contribution of *METU Strategic Plan 2005-2010* will only be recognized during its implementation. Only if all administrators, starting with the President of the University, keep the implementation of the *Plan* as the number one item on their agenda and the academic and administrative staff actively support its implementation will it be possible that the expected contribution be achieved.

## ANNEX 1:

### COMMISSIONS THAT WORKED IN THE PROCESS OF METU STRATEGIC PLANNING

#### Commissions At The University Level

##### The METU Strategic Planning Commission

The METU Strategic Planning Commission (USPC) was appointed to duty upon the President's proposal and the approval of the University Senate in January 2003. The USPC, which held its initial meeting chaired by Prof. Ural Akbulut, the President of the University, started its studies with the following 17 members: 2 representatives from the President's Office, 9 faculty representatives 5 of which were elected Senate members, 3 administrative executives representing administrative staff, 1 representative from the Student Council, 1 alumni representative and 1 one external stakeholder representative. 2 faculty members from the USPSO provided technical support by attending all of the meetings. The list of the members of the USPC can be found below:

*It is with the deepest respect and affection that we commemorate our deceased colleagues, Prof. Raci Bademli and Prof. Ordal Demokan.*

Prof. Ahmet Acar, Vice President  
Ayla Altun, Director, Computer Center  
Prof. Raci Bademli, Senate Member (January – September 2003)  
Asst. Prof. Ayşegül Daloğlu, Faculty Member  
Prof. Ordal Demokan, Senate Member (January 2003 – October 2004)  
Asst. Prof. İrem Dikmen, Faculty Member  
Prof. Ayda Eraydın, Senate Member (Eylül 2003 – )  
Assoc. Prof. Çiğdem Erbuğ, Faculty Member  
Prof. Bülent Karasözen, Director of the Library and Documentation Center  
Mete Kurtoğlu, Student Council Representative (Haziran 2004 – )  
Prof. H.Önder Özbelge, Senate Member (Mayıs 2004 – )  
Prof. Bülent Platin, Senate Member  
Prof. Ömer Saatçioğlu, Faculty Member, previous President  
Prof. Alaettin Tileylioglu, Senate Member  
Levent Tosun, Alumni Associations Representative  
Türker Tuncer, Student Council Representative (Ocak 2003 – Haziran 2004)  
Nesrin Ünsal, Director, Registrar's Office  
Prof. Fatoş T. Yarman Vural, Assistant to the President  
Uğur Yüksel, Director, Teknopark Co.  
Elçin Başbuğ, USPSO Research Assistant  
Işıl Yavuz, USPSO Research Assistant

##### METU Strategic Planning Task Forces (Sub-Commissions)

The Strategic Program proposed by the USPC was approved at the joint University Senate-Executive Board meeting held on June 23, 2004. During the same meeting, it was decided that seven Task Forces (sub-commissions) be formed to improve the content of the Strategic Plan by making use of the studies carried out by academic units and the USPC. The list of the members representing academic units and other stakeholders during the studies of the Task Forces carried out between July-October 2004 has been provided below:

## METU STRATEGIC PLANNING TASK FORCES

UNIT	TASK FORCES						
	Education	Research	Human Resources	The Campus	External Stakeholder	Financial and Physical Resources	Institutional Development
<b>President's Office</b>	Prof.Nezih Güven C.Çilingir Assoc.Prof.Ayşen Savaş Prof.Okan Tarhan Çağın Başaran	Prof.Fatoş Yarman Vural Prof.Canan Çilingir	Prof. Ahmet Acar Prof.Haluk Darendeliler	Prof.Canan Çilingir Prof.Haluk Darendeliler	Prof.Nezih Güven Prof.Okan Tarhan	Prof.Haluk Darendeliler Assoc.Prof.Ayşen Savaş Prof.Ahmet Acar	Prof.Ahmet Acar
<b>USPC</b>	Prof.Esin Tezer, Assoc.Prof.Ayşegül Daloğlu, Mete Kurtoğlu, Prof.Bülent Platin	Asst.Prof.İrem Dikmen, Prof.H.Önder Özbelge, Prof.Ahmet Acar	Prof.Alaettin Tilelylioğlu, Nesrin Ünsal Prof. Ömer Saatçioğlu	Prof.Çiğdem Erbuğ, Prof.Ordal Demokan	Levent Tosun, Uğur Yüksel	Ayla Altun, Prof.Bülent Karasözen	Prof.Ömer Saatçioğlu
<b>Engineering</b>	Prof. Yavuz Yaman	Prof. Bilgehan Ögel		Prof. Çetin Hoşten			Prof. Fevzi Gümrah, Prof. Yavuz Yaman
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A great number of academic staff worked as members of the committees formed within the Faculties/Graduate Schools/Schools (F/E/YO) and Departments/Graduate Programs (EABD) Below is the list of the committee members reported to the President's Office by the academic units.

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## ANNEX 2:

### MIDDLE EAST TECHNICAL UNIVERSITY DIMENSIONS OF THE METU VISION – PERFORMANCE MEASUREMENT FRAMEWORK (Version 1.05)

*METU's stakeholders would like to perceive METU as an institution which*

- *is recognized*
- *educates prospective leaders*
- *creates interdisciplinary synergy*
- *is research oriented*
- *is innovative and creative*
- *has a pioneering role in the process of societal development*
- *ensures the satisfaction of its staff members.*

*In order to realize this vision, METU has to be a university which*

- *is successful in organizational and institutional development*
- *has bountiful resources*
- *has an infrastructure that lends itself to effective communication and cooperation with its stakeholders.*

## **DIMENSIONS OF THE METU VISION**

### **Brief Definitions**

- ❖ Internationally recognized  
The demand for and recognition of educational activities, research and cultural activities at an international level; assessment of the level of demand and recognition via objective criteria and evaluation
- ❖ Educating prospective leaders  
The quantity and quality of students admitted to degree programs; the contribution provided for the students' academic and social development; the opportunities provided for students at graduation; the graduates' long-term success and contribution to the community
- ❖ Creating interdisciplinary synergy  
The level of multidisciplinary and interdisciplinary interaction and collaboration in educational activities and in research
- ❖ Research oriented  
The quantity and quality of research activities (pure, applied research and development) and products obtained from research activities; resources allocated for research and their proportion compared to total resources
- ❖ Innovative and creative  
The frequency and scope of 'innovations' (innovations that are perceived as 'new' within the institution) in the fields of education, research, community services and institutional development/management; 'creativity' and original contributions in the fields of education, research, community services and institutional development/management
- ❖ Having a pioneering role in the process of societal development  
Supports regarding the dissemination of information, practical applications and consultative services exclusive of activities of educational degree programs and scientific research activities; services and facilities provided for the community, contributions to societal life and responsibility
- ❖ Ensuring the satisfaction of its staff members  
The level of satisfaction of METU's staff of financial opportunities, the Campus environment and work conditions; the self esteem/self confidence felt by being a member of the institution; attachment to the institution and confidence in the future
- ❖ Successful in organizational and institutional development  
Achievement of effective communication within the institution, strategy development, participatory implementation and institutionalization; promotion of the learning environment and individual and institutional development; continuity in performance evaluation and improvement

❖ Having bountiful resources

The quantity and quality of human resources (academic and administrative staff; students and graduates); the amount and diversity of financial resources; the quantity and quality of the physical facilities and all support services utilized for educational, research, managerial, social and cultural activities

❖ Having an infrastructure that lends itself to effective communication and cooperation with its stakeholders.

The capacity (resources allocated, mechanisms established, policies and processes) of establishing *institutionalized* communication and collaboration with individuals and institutions outside the university, developing and implementing this with a purpose and a plan; the adequacy of this capacity

## **DIMENSION OF THE VISION: 'INTERNATIONALLY RECOGNIZED'**

### **Performance Areas**

- 1. Recognition in the field of education-learning**
- 2. Recognition in the field of research and professional recognition**
- 3. Recognition in the fields of culture, arts and sports**
- 4. International evaluation and interest**

### **Performance Areas/Indicators/Measures/Sub-measures**

#### **1. Recognition in the field of education-learning**

- 1.1. International students enrolled in METU's degree programs
  - 1.1.1. Undergraduate programs
    - 1.1.1.1. Number of students, amount of demand
    - 1.1.1.2. Average student entry points (YÖS-Foreign Student Exam, SAT, etc.)
    - 1.1.1.3. Proportion to the total number of undergraduate students at METU
    - 1.1.1.4. Variety of geographical area and distribution to 'target' countries
    - 1.1.1.5. METU's share of the total number of foreign students in Turkey
  - 1.1.2. Graduate programs
    - 1.1.2.1. Number of students, amount of demand
    - 1.1.2.2. Proportion to the total number of graduate students at METU
    - 1.1.2.3. Variety of geographical area
    - 1.1.2.4. METU's share among Turkish universities
- 1.2. International students enrolled in METU Summer School and similar special programs (excluding exchange programs)
- 1.3. Distance education programs reaching international users (numbers, quality, target population, etc.)
- 1.4. Foreign academic and administrative staff (numbers, type and duration of post)
- 1.5. Turkish academic and administrative staff with international experience
  - 1.5.1. Academic staff holding degrees from international universities (numbers, proportion)
  - 1.5.2. Staff with work experience at international universities and/or professional/research institutions (numbers, proportion)
  - 1.5.3. Staff who have gained support such as scholarships, awards, etc. from international institutions
- 1.6. Joint education programs with international institutions (in Turkey and abroad)
  - 1.6.1. Undergraduate programs
  - 1.6.2. Graduate programs
  - 1.6.3. Other programs (non-degree professional education, etc.)



- 1.7. METU's educational activities carried out abroad (e.g. METU Northern Cyprus Campus)
- 1.8. Participation in international exchange programs
  - 1.8.1. Incoming students
    - 1.8.1.1. Numbers
    - 1.8.1.2. Average duration of visit
    - 1.8.1.3. Geographical distribution
  - 1.8.1. Outgoing students
    - 1.8.2.1. Numbers
    - 1.8.2.2. Average duration of visit
    - 1.8.2.3. Geographical distribution
- 1.9. METU alumni associations abroad (number of associations, number of foreign graduate members)
- 1.10. Active Protocols and agreements signed with higher education and research institutions in other countries (numbers, distribution to countries, features of the institution and protocol, etc.)
- 1.11. Alumni and former staff members employed in Turkey and abroad at organizations and institutions of international nature (numbers, salaries, growth rate, status)
- 1.12. Education oriented international activities which METU students and student groups have participated in, and achievements in those activities
- 1.13. METU graduates accepted to graduate and post-graduate programs of universities abroad (proportion at target universities, proportion of scholarships)

## **2. Recognition in the field of research and professional recognition**

### **2.1. Recognition of research activities and professional/scientific activities**

- 2.1.1. International academicians working at METU (including Postdocs) (numbers; status; duration; country of origin/nationality)
- 2.1.2. Participation in international research networks (Features of the research and supporting institution)
  - 2.1.2.1. The number of international research projects in which METU personnel has participated
  - 2.1.2.2. The number of international research projects which METU personnel has managed (and/or devised)
  - 2.1.2.3. The number of METU personnel who participated in international research projects
  - 2.1.2.4. Participation of METU in comparison with Turkish universities (total number and programs 'specified' – e.g. share in the 6<sup>th</sup> Framework)
- 2.1.3. International scientific meetings convening at METU or with METU's institutional participation (numbers, features)

- 2.1.4. International meetings bearing ‘societal responsibility’ convening at METU or with METU’s institutional participation (numbers, features)
- 2.1.5. The number and proportion of faculty spending their 7<sup>th</sup> year leaves or short-term leaves abroad (the quality of the university or research institution where the leave is spent)
- 2.1.6. The number of METU personnel who are members of ‘councils’ affiliated to international academic/scientific institutions
- 2.1.7. METU personnel who serve as editors, are on editorial boards of or serve as referees in international publications (numbers; period and frequency of service)
- 2.1.8. Memberships in academic and organization committees of international conferences
- 2.1.9. METU personnel delegated to International NGOs/Supranational Institutions or participation as METU
- 2.1.10. Appearance in international media of staff (METU-based) or of METU as an institution

## **2.2. Funds created (Features of the research and supporting institution)**

- 2.2.1. The total annual budget of the research projects for which METU personnel has worked and which have been supported by private or public international institutions
  - 2.2.1.1. Overall
  - 2.2.1.2. Within programs primarily targeted (e.g. 6<sup>th</sup> Framework)
- 2.2.2. The total budget allocated for METU in the research projects for which METU personnel has worked and which have been supported by private or public international institutions
  - 2.2.2.1. Overall
  - 2.2.2.2. Within programs primarily targeted (e.g. 6<sup>th</sup> Framework)
  - 2.2.2.3. METU’s status in the ranking of Turkish universities (and other universities in a similar category)

## **2.3. Research products such as publications, patents, licenses**

- 2.3.1. The number of patents, beneficiary models, registered designs, licenses owned by METU or METU personnel
- 2.3.2. Scientific articles published in international periodicals with a METU address (See the existing system for promotions) (with a METU address: specifying the author’s/ authors’ institutional affiliation to METU)
- 2.3.3. Number of citations (In international publications by other authors)
- 2.3.4. METU addressed books or chapters in books published internationally (See the existing system for promotions)
- 2.3.5. METU addressed international reports and similar publications (See the existing system for promotions)
- 2.3.6. METU addressed ‘full papers’ or ‘abstracts’ published in the proceedings of an international conferences (See the existing system for promotions)
- 2.3.7. The number of METU publications read by international scientific/academic circles (books, periodicals, etc.)

## **3. Recognition in the areas of culture, arts and sports**

- 3.1. METU's participation in the realization of international arts, culture and sports activities (those realized within and outside the campus; number of activities; evaluation of their quality and success)
- 3.2. METU's participation in arts, culture and sports activities (numbers; evaluation of their quality and success)

#### **4. International evaluation and interest**

- 4.1. Evaluation, certification and accreditation
  - 4.4.1. METU's status in assessments made by 'recognized' international institutions or METU's evaluation in accordance with the criteria used by such institutions (Rankings such as *Times Newspaper's Guide to Good Universities*)
  - 4.1.2. Accreditation by 'recognized' international institutions (e.g. ABET) or the number and percentage of units/programs receiving certification (e.g. IAA)
  - 4.1.3. The number of units/programs participating in 'external evaluations' carried out by 'recognized' international institutions (e.g. EUA, TQA, RAE, EFQM) and the evaluation results
- 4.2. Awards, titles, etc. granted to METU or METU members by 'recognized' international institutions
- 4.3. International visits to the METU Web sites and user satisfaction (Statistics on number of visits, duration etc.; classification according to purpose (education, research, etc.) of the visit after the system is improved)

## **DIMENSION OF THE VISION: 'EDUCATING PROSPECTIVE LEADERS'**

### **Performance Areas**

- 1. The quality of the students admitted to the educational programs**
- 2. Student development**
- 3. Opportunities new graduates have**
- 4. The long-term success of graduates**

### **Performance Areas/Indicators/Measures/Sub-measures**

#### **1. The quality of the students admitted to the educational programs**

##### 1.1. Undergraduate

###### 1.1.1. Turkish students

- 1.1.1.1. Number of student enrollments and its proportion to enrollment quotas
- 1.1.1.2. Entry score (University Entrance Exam ÖSS-Y) (minimum and average)
- 1.1.1.3. Rank in preference
- 1.1.1.4. High school achievement (e.g. secondary school graduation score; average grade of field courses; general grade average)
- 1.1.1.5. Features of the high school (type, city, average achievement of the high school)

###### 1.1.2. Foreign students

- 1.1.2.1. Number of student enrollments and its proportion to enrollment quotas
- 1.1.2.2. Exam score (Foreign Student Exam YÖS, SAT, etc.)
- 1.1.2.3. Rank in preference
- 1.1.2.4. Country of origin (See the vision of being international)

##### 1.2. Graduate

###### 1.2.1. Turkish students

- 1.2.1.1. Exam score (Postgraduate Education Exam LES, etc.)
- 1.2.1.2. Rank in preference
- 1.2.1.3. CGPA
- 1.2.1.4. Features of the universities from which degrees were obtained

###### 1.2.2. Foreign students

- 1.2.2.1. Exam score (GMAT, etc.)
- 1.2.2.2. Rank in preference
- 1.2.2.3. CGPA
- 1.2.2.4. Country of origin (See the vision of being international)

## 2. Student development\*

### 2.1. Academic success

- 2.1.1. Proportion of satisfactory courses; GPA, CGPA
- 2.1.2. Duration of education until graduation; CGPA at graduation

### 2.2. Academic, individual and social development

## 3. Opportunities new graduates have

(To be assessed in comparison with previous years and other universities)

### 3.1. Prospects of finding a job

- 3.1.1. The lapse of time until a job is found (e.g. the proportion of graduates finding a job within the first 6 months or 1 year)

### 3.1.2. Work conditions

- 3.1.2.1. Number of job offers/acceptances obtained and the priority ranking of the job
- 3.1.2.2. The field/sector/profession in which the career is initiated: Field of education vs. Other
- 3.1.2.3. Starting salary
- 3.1.2.4. Initial position title
- 3.1.2.5. Initial satisfaction level of the graduate in the first job obtained/the graduate program enrolled in

- 3.1.3. The number and proportion of graduates entering careers or graduate programs perceived as 'critical' (by different units)

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\* 'Academic development' (e.g. the pursuit of academic success; making use of the effort spent for academic success; time management to increase performance; study habits; taking advantage of the academic environment, etc.) and 'personal-social development' (physical characteristics, relations with friends, participation in social activities/services, sports etc. activities) are multi-dimensional processes. For students to gain such development and certain 'critical' qualities envisaged (Turkish and foreign languages, communication skills, computer skills, analytical thinking, creative thinking, skills in problem solving, team work, etc.) the collaboration of all academic and administrative staff is required with a 'student focused' approach. The important features to take into consideration regarding the academic and social environment to be presented to the students can be exemplified as follows:

- A variety of courses
- Course quality, applications
- Student numbers in classes
- Evaluation of success (effective feedback, etc.)
- Academic interaction with academicians outside class
- Academic advisory services
- Opportunities in student affairs, information technologies and the library
- Activities of student groups
- Opportunities in nutrition, accommodation, sports, transportation, etc.
- Services of the Health and Psychological Counseling Center
- Participation of students in decision making processes concerning themselves

The assessment and evaluation of the level of satisfaction of the students regarding all the services/opportunities provided to them is also an important part of the process of development.

It has been suggested that the 'critical' qualities envisaged for the students be assessed at certain points during their education and at graduation.

- 3.2. Possibility of pursuing further education (Graduate/PhD; scholarships, features of the acceptance obtained program)
- 3.3. Exam performances of new graduates in job and graduate program applications (TOEFL, KPDS – Turkish State Personnel Language Exam, LES – Turkish Postgraduate Education Exam, GRE, GMAT, etc.)
- 3.4. The additional professional training graduates get in order to find jobs

#### **4. The long-term success of graduates**

- 4.1. Image studies and evaluation of METU graduates\*
  - 4.1.1. Evaluation of METU graduates in business/professional circles (including human resources consulting agencies)
  - 4.1.2. The public image of METU graduates, their societal impact
- 4.2. The evaluation/satisfaction level of METU graduates of the education they have received
- 4.3. Concrete achievements indicating the success of METU graduates
  - 4.3.1. The number and proportion of METU graduates holding ‘significant’ positions in their career
  - 4.3.2. Professional achievements of graduates based on patents, awards, etc.
- 4.4. METU graduates who have established their own businesses (numbers, proportion, duration)

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\* Qualitative evaluation is required

## **DIMENSION OF THE VISION: 'CREATING INTERDISCIPLINARY SYNERGY'**

### **Performance Areas**

- 1. Interdisciplinary research**
- 2. Interdisciplinary education**

### **Performance Areas/Indicators/Measures/Sub-measures**

#### **1. Interdisciplinary research**

- 1.1. Interdisciplinary research and applications units (formed through the participation of more than one academic unit/discipline)
  - 1.1.1. The number of interdisciplinary units (e.g. centers) and their interdisciplinary characteristics (such as inter-faculty, intra-faculty)
  - 1.1.2. Activities of interdisciplinary units (an inventory of activities, evaluation)
  - 1.1.3. Faculty appointed to/working for interdisciplinary research/applications units (within and outside METU) (numbers, duration of appointment, proportion regarding the total number and capacity)
- 1.2. Interdisciplinary research projects and publication activities
  - 1.2.1. The number and scale of interdisciplinary research projects (number of personnel; budget)
  - 1.2.2. Interdisciplinary scientific publications (co-authored by faculty from more than one academic unit) (national vs. international articles, books, etc. (See the existing criteria for promotions)
  - 1.2.3. Interdisciplinary scientific/professional meetings (workshops, conferences, etc. organized by more than one unit) (numbers, number of participants, composition)

#### **2. Interdisciplinary education**

- 2.1. Interdisciplinary education units/programs
  - 2.1.1. Number of units (e.g. Graduate School), programs (e.g. interdisciplinary programs under institutes) and their activities (number of students; number of graduates/theses; proportion within the total; part-time positions from outside the institution)
  - 2.1.2. Faculty appointed to instruct in interdisciplinary programs (number of staff; number of courses; number of hours; proportion within the total, etc.)
- 2.2. Minor and double major programs (number of programs; number of students and graduates; success rates)
- 2.3. Courses bearing codes of other units taken by students in disciplinary programs (number of courses; number of hours)
- 2.4. The proportion of courses which students from other disciplines take in disciplinary programs (number of courses; number of hours)
- 2.5. Courses offered individually or jointly by faculty from different disciplines within disciplinary programs (number of courses; number of hours; proportion within the total)

- 2.6. Within disciplinary programs, projects carried out with the collaboration of students from different disciplines (number of projects; weighting within the course; proportions within the total)
- 2.7. Theses with joint faculty advisors from different disciplines (numbers; proportion regarding the total number of theses)



## **DIMENSION OF THE VISION: 'RESEARCH ORIENTED'**

### **Performance Areas**

- 1. Research activities**
- 2. Research products**
- 3. METU's resources allocated to research activities**

### **Performance Areas/Indicators/Measures/Sub-measures**

#### **1. Research (pure – applied and development) activities**

- 1.1. The number of disciplines/programs that have issued graduate degrees within the past year and the number of students (See the criteria for the *Carnegie Classification of Institutions of Higher Education*)
  - 1.1.1. Issuing PhD degrees
  - 1.1.2. Issuing graduate degrees
- 1.2. Proportion of undergraduate – graduate courses (numbers, credits, sections)
- 1.3. Number of projects
  - 1.3.1. Excluding Revolving Funds projects
    - 1.3.1.1. Number of research projects that are being carried out: public vs. private; national vs. international; proportion of large-scale projects (according to criteria such as number of disciplines, type of partners and their numbers, budget, etc.)
    - 1.3.1.2. Number of research projects initiated in the past year: public vs. private; national vs. international; proportion of large-scale projects (according to criteria such as number of disciplines, type of partners and their numbers, budget, etc.)
    - 1.3.1.3. Number of research projects completed in the past year: public vs. private; national vs. international; proportion of large-scale projects (according to criteria such as number of disciplines, type of partners and their numbers, budget, etc.)
  - 1.3.2. Revolving Funds projects
    - 1.3.2.1. Number of research projects that are being carried out: public vs. private; national vs. international
    - 1.3.2.2. Number of research projects initiated in the past year: public vs. private; national vs. international
    - 1.3.2.3. Number of research projects completed in the past year: public vs. private; national vs. international
- 1.4. Project budget
  - 1.4.1. Excluding Revolving Funds projects
    - 1.4.1.1. The budget of research projects that are being carried out: public vs. private; national vs. international; proportion of large-scale projects (according to criteria such as number of disciplines, type of partners and their numbers, budget, etc.)
    - 1.4.1.2. The budget of research projects initiated in the past year: public vs. private; national vs. international; proportion of large-scale projects (according to

criteria such as number of disciplines, type of partners and their numbers, budget, etc.)

1.4.2. Revolving Funds projects

1.4.2.1. The budget of research projects that are being carried out: public vs. private; national vs. international

1.4.2.2. The budget of research projects initiated in the past year: public vs. private; national vs. international

1.5. Activities of the Research Centers

1.5.1. Statistics on publications (national/international)

1.5.2. Educational activities (graduate theses, courses, etc.)

1.5.3. Scientific meetings (participated in/organized)

1.5.4. Research projects carried out

1.5.5. Financial resources created

**2. Research (pure – applied and development) products**

2.1. METU based scientific publications and activities

2.1.1. National (See the existing criteria for promotions)

2.1.2. International (See the existing criteria for promotions; indicators of ‘internationalizing’)

2.2. Graduate theses completed within the past year (See the criteria for the *Carnegie Classification of Institutions of Higher Education*)

2.2.1. The number of PhD theses

2.2.2. The number of graduate degree theses

2.2.3. The number of national/international articles based on theses

2.3. Registration of patents, licenses, beneficiary models and designs (total and those received within the past year)

2.3.1.1. The number of patents, licenses, beneficiary models and designs registered as an output of research activities carried out within METU: national vs. international (which METU fully or partially owns the property rights)

2.3.1.2. The revenues from METU’s registered patents, licenses, beneficiary models and designs: national vs. international

2.4. Product development – commercialization

2.4.1. The number of commercialized (whose intellectual property rights have been transferred or which have turned into companies) products/processes which are outputs of research activities carried out within METU: national vs. international

2.4.2. The number of personnel who have established firms (outside Technopolis) in order to commercialize products/processes which are outputs of research activities carried out within METU

2.4.3. METU’s revenues from activities of product/process development: national vs. international

**3. METU’s resources allocated to research activities**

3.1. Research support personnel (numbers; titles)

- 3.2. Course load per faculty (grade X number of credits) (→percentage of time that faculty can allot to research)
- 3.3. Financial resources provided for research activities within the past year
  - 3.3.1. Investments in infrastructure (See Resources)
  - 3.3.2. The budgetary support provided for research projects by METU (Scientific Research Projects – BAP1 special appropriation)

## **DIMENSION OF THE VISION: 'INNOVATIVE, CREATIVE'**

### **Performance Areas**

- 1. Innovation**
- 2. Creativity**

### **Performance Areas/Indicators/Measures/Sub-measures**

#### **1. Innovation**

- 1.1. Innovations in educational activities
  - 1.1.1. Newly initiated educational programs
  - 1.1.2. Modifications made to the structure of existing programs and their features\*
  - 1.1.3. The number of newly offered courses
  - 1.1.4. The number of courses whose features have been changed\*
  - 1.1.5. Innovations made in educational techniques/technologies\*
  - 1.1.6. Collaborations established with other units in educational activities
    - 1.1.6.1. Institutions with which joint educational activities are carried out
    - 1.1.6.2. Institutions from which support is provided
- 1.2. Innovations in research activities
  - 1.2.1. Newly initiated research projects
    - 1.2.1.1. In fields where research activities were previously carried out
    - 1.2.1.2. In new fields
  - 1.2.2. Within the scope of research activities, METU's newly established collaborations with other institutions
    - 1.2.2.1. Institutions with which joint research activities are carried out
    - 1.2.2.2. Institutions from which support is provided
- 1.3. Innovation in community services
  - 1.3.1. 'Community services' that are newly initiated, restructured, improved by the institution (activities not included: scientific research activities, the Revolving Funds activities and societal education, informative, application, consultancy activities that are not within the scope of the degree/certificate issuing education programs)
- 1.4. Innovations in management and institutional development
  - 1.4.1. New managerial arrangements made for the improvement, evaluation, support of educational activities (e.g. benchmarking)
  - 1.4.2. New managerial arrangements made for the improvement, evaluation, support of research activities (e.g. introducing the peer review system in the allocation of project resources)
  - 1.4.3. New managerial arrangements made for the improvement, evaluation, support of community services

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\* It is necessary to define qualitative groups in terms of the scope and 'radicalism' of the innovation

- 1.4.4. New managerial arrangements made for the improvement, evaluation, support of the activities aiming at ameliorating the administrative system/improving the institution

## 2. Creativity<sup>+</sup>

### 2.1. Creativity in education

- 2.1.1. Creative (equipped with creative arts and skills) graduates (See Leaders of the future)
- 2.1.2. The originality of the innovations brought in the field of education and their contribution to other institutions

### 2.2. Creativity in research and professional activities

- 2.2.1. Originality/distinctiveness/contribution measures regarding international scientific publications (ISI citation, impact factor, etc.)
- 2.2.2. Originality/distinctiveness/contribution measures regarding scientific and professional activities (This evaluation may be subjective; e.g. impact in professional circles/reputational analysis)
- 2.2.3. Patents, beneficiary models, designs, licenses, etc. (international and national)
- 2.2.4. Awards granted for creativity and original contribution (international and national)

### 2.3. The originality of the innovations brought in the field of community services and their contribution to other institutions

### 2.4. The originality of the innovations brought in the field of managerial/institutional development and their contribution to other institutions

### 2.5. Mechanisms developed to support creativity and the environment offered (e.g. utilization of the 'studio' format instead of the traditional medium of 'class' in education; the extent to which the courses support creativity (to be specified through a questionnaire); the faculty assuming the role the 'learning/creative team leader' instead of the 'teaching' person; conducting lessons based on homework incorporating projects/designs instead of traditional exams; providing training to the academic staff through pedagogical techniques/methods, etc.)

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<sup>+</sup> Having the prospects of application and contribution is defined as creativity (productive novelty). Genuine creativity ought to be differentiated from original ideas and models that bear pseudocreativity (simple non-conformity) or quasicreativity (creativity disconnected from reality - inapplicable).

**DIMENSION OF THE VISION:  
'LEADERSHIP IN SOCIETAL DEVELOPMENT'**

**Performance Areas**

1. Revolving Funds activities/projects
2. Appointments/duties not included in the Revolving Funds
3. Resources allocated to communal priority research projects 'specified' by METU
4. Services provided by METU's Centers for Research and Applications
5. The societal contribution of the *METU Technology Development Area*
6. Institutional participation in /contribution to the activities of NGOs
7. The contribution of societal projects implemented by foundations affiliated to METU (Development, Parlar)
8. The preservation and improvement of METU's natural and historical environment
9. Informative and cultural activities open to the community
10. Individual contributions of METU members to community services

Performance Areas/Indicators/Measures/Sub-measures

1. Revolving Funds (including the Continuing Education Center) activities/projects (application/consultancy/measurement) and the level of user satisfaction
2. Appointments/duties not included in the Revolving Funds (Scientific and Technical Research Council of Turkey-TÜBİTAK, Article 38, etc.)
3. Activities related to the communal priority research projects 'specified' by METU (resources allocated for the projects – BAP1, the number of projects carried out, the evaluation of outcomes)\*
4. Services of the METU units (apart from the activities of the Revolving Funds and scientific research/publication)
  - 4.1. Statistics on the community services of METU's Centers for Research and Applications (UYETAM-Center for Research in Applied Ethics, GIMER-Entrepreneurship Research Center) and the satisfaction of external users
  - 4.2. Statistics on the services provided in collaboration with external institutes (PAL-Petroleum Research Center, MODSIM-Modeling and Simulation Center, etc.); evaluation of the partner/user satisfaction
  - 4.3. Statistics on the activities of collaboration/support networks created with external institutions (ANKOS-Anatolian University Library Consortium, DNS-Domain Name System, Internet, Engineering Faculty Accreditation, etc.) and the evaluation of these activities
5. **The societal contribution of the *METU Technology Development Area***

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\* It is expected that the university will be active in creating a research policy, that it will specify research areas which will also cover priority social and political issues, and that it will allocate resources to support research activities in these areas.

- 5.1. Statistics on the activities of METU Technopolis and the evaluation of the contribution of these activities on societal development
- 5.2. Statistics on the activities of TEKMER (METU-KOSGEB Technology Development Center) and the evaluation of the contribution of these activities on societal development
- 6. Institutional participation in /contribution to the activities of NGOs**
  - 6.1. The financial contribution made by METU or aid given in kind for such activities
  - 6.2. The number of personnel taking part in such activities (numbers, type of duty, duration)
- 7. The contribution of societal projects implemented by foundations (Development, Parlar) affiliated to METU (to be reviewed in the light of the most recent legal development)**
  - 7.1. The METU Development Foundation schools outside Ankara
  - 7.2. Other projects
- 8. The preservation and improvement of METU's natural and historical environment**
  - 8.1. The number of trees planted in the past year
  - 8.2. Projects aimed at preserving and improving the natural and historical environment
    - 8.2.1. The number of personnel employed
    - 8.2.2. The budget allocated
    - 8.2.3. The contribution provided from other institutions
- 9. Informative and cultural activities open to the community**
  - 9.1. METU's publication/broadcasting activities targeting those outside the university, statistics on their use and user satisfaction (METU Press, Radio METU, Internet TV, etc.)
  - 9.2. Cultural/arts activities open to the community, statistics on external participation and the satisfaction level (budget, numbers, hours) – sports, technology, culture on the environment
  - 9.3. Informative meetings, conferences and educational activities open to the public, statistics on external participation and satisfaction levels (excluding degree/certificate programs and Revolving Funds projects)
  - 9.4. Statistics on the external use of METU facilities which are open to the public and satisfaction levels (e.g. The Lake, the Culture and Convention Center, the Science and Technology Museum and /or Park)
  - 9.5. Contributions, informative activities, public reports or views regarding legislative and administrative processes (Council of Higher Education-YÖK, forests and other conservation areas, the law on local governments)

## **10. Individual contributions of METU staff members to community services**

- 10.1. Professional, educational and consultative activities (panels, meetings, texts apart from scientific articles/books, etc.)
- 10.2. Participation in NGO activities (including activities of student groups)



## **DIMENSION OF THE VISION: 'STAFF SATISFACTION'**

### **Performance Areas**

- 1. Financial opportunities**
- 2. The Campus environment**
- 3. The work environment**
- 4. Self-respect/self-esteem and institutional commitment as a METU staff member**
- 5. The confidence felt in METU's future**

### Performance Areas/Indicators/Measures/Sub-measures

#### **1. Financial opportunities**

- 1.1. The satisfaction level of academic staff
  - 1.1.1. Salary, additional income, retirement conditions, etc.
  - 1.1.2. Accommodation possibilities
- 1.2. The satisfaction level of administrative staff
  - 1.2.1. Salary, additional income, retirement conditions, etc.
  - 1.2.2. Accommodation possibilities

#### **2. The Campus environment**

- 2.1. The quality of the physical environment (Campus general facilities)
- 2.2. Support services/operational management (The quality of the support obtained from METU's administrative units – including nutrition, transportation, heating)

#### **3. The work environment**

- 3.1. From the point of view of the academic staff
  - 3.1.1. How meaningful/valuable the work done is found, job satisfaction
  - 3.1.2. The support provided by the institution for the education/training and development of its staff members
  - 3.1.3. Colleague relationships
  - 3.1.4. Managers/management relationships (Feedback, dissemination of information, orientation, mechanisms for rewarding and promotion; contribution to/participation in institutional decision making – sense of efficacy; equity, consistency; trust)
  - 3.1.5. The physical features and quality of the work environment
- 3.2. From the point of view of the administrative staff
  - 3.2.1. How meaningful/valuable the work done is found, job satisfaction
  - 3.2.2. The support provided by the institution for the education/training and development of its staff members
  - 3.2.3. Colleague relationships
  - 3.2.4. Managers/management relationships (Feedback, dissemination of information, orientation, mechanisms for rewarding and promotion; contribution to/participation in institutional decision making – sense of efficacy; equity, consistency; trust)
  - 3.2.5. The physical features and quality of the work environment

#### **4. Self-respect/self-esteem and institutional commitment as a METU staff member**

## **5. The confidence felt in METU's future**

(NB: It has been suggested that item 1. above be assessed every year by comparing with other institutions, and for the other items, qualitative periodic studies be carried out.

**DIMENSION OF THE VISION:  
'SUCCESSFUL IN ORGANIZATIONAL AND INSTITUTIONAL  
DEVELOPMENT'**

**Performance Areas**

1. **Mechanisms that support communication within the institution**
2. **Mechanisms that support participation**
3. **Mechanisms that support staff development**
4. **Mechanisms that support institutional learning**
5. **The strategy development (strategic dialog) infrastructure**
6. **The strategy implementation system**
7. **The individual performance assessment and evaluation system**
8. **The institutional assessment and improvement system**

**Performance Areas/Indicators/Measures/Sub-measures**

1. **Mechanisms that support communication within the institution:** Ensuring access to required information and to those in responsible positions, ensuring a two-way communication
2. **Mechanisms that support participation:** Creating platforms that enable the free expression of ideas on the decisions to be made about the unit, utilization of decision making processes that enable participants to assume authority and responsibility (committees, etc.)
3. **Mechanisms that support staff development:** Taking into consideration the work environment and individual development, applications of in-service training and support based on needs analyses, human resources planning (career, position plans, etc.), establishing an evaluation system based on performance, encouraging and rewarding learning and high performance, etc.
4. **Mechanisms that support institutional learning:** Utilizing a scientific method which is based on data in organizational decisions/problem solving; being open to new approaches and models; making use of experiences within and outside the institution; swift and efficient dissemination of information within the organization
5. **The strategy development (strategic dialog) infrastructure:** Starting from institutional strategies, determining important preferences and priorities with a process which feeds in the necessary information, data and analyses, and whose method has been specified; monitoring and evaluating implementation results, making revisions, etc.
6. **The strategy implementation system:** Implementing the applications (policies, decisions, utilization of resources, etc.) within a framework of consistent programs-plans-projects in accordance with the specified priorities and goals; evaluating implementation results, making revisions, etc
7. **The individual performance assessment and evaluation system:** Defining and measuring individual performance, sharing the results of the assessment, revising the system of performance measurement in accordance with what has been learnt/the changing goals, etc.
8. **The institutional assessment and improvement system:** Sustenance of the efforts of measuring performance-quality, evaluating and making improvements in a manner that encompasses all processes within the institution

NB: The items above are not totally independent of each other. Improvements in one item may contribute to improvements in other items.

## **DIMENSION OF THE VISION: 'HAVING BOUNTIFUL RESOURCES'**

### **Performance Areas**

- 1. Human Resources**
- 2. Financial Resources**
- 3. Physical infrastructure**

### Performance Areas/Indicators/Measures/Sub-measures

#### **1. Human resources**

##### 1.1. Academic staff

##### 1.1.1. Quantitative indicators

- 1.1.1.1. The number of academic staff with respect to titles and fields/academic units, the turnover rates (trends)
- 1.1.1.2. The adequacy rates (e.g. per student, per class hour, etc.) of academic staff with respect to titles and fields/academic units, the turnover rates (trends)
- 1.1.1.3. The gender, average age, age pyramid, duration of employment of academic staff with respect to fields/academic units
- 1.1.1.4. The number of newly recruited staff with respect to titles and fields/academic units, the turnover rates (trends)
- 1.1.1.5. The number of academic staff terminating employment with respect to titles and fields/academic units, the turnover rates (trends)

##### 1.1.2. Qualitative indicators

- 1.1.2.1. The group of the institute (METU, national/international, other) from which the Ph.D. degree has been obtained with respect to titles and fields/academic units
- 1.1.2.2. The number of national/international scientific meetings, education programs academic staff has participated in, mean per person and turnover rates (trends)
- 1.1.2.3. The score points obtained by academic staff on the activities included in their 'Academic CV's

(NB: The dimension 'academic staff satisfaction' exists under the title 'Staff Satisfaction')

(NB: It has been emphasized that, within academic staff, the status of 'research assistants' be specifically scrutinized. In the EUA report, it has been stated that the University lacks a clear policy regarding research assistants, and that varying applications exist in academic units. The blurriness and variety in applications have increased with the appointment of research assistants within the scope of Article 35 and The Graduate Program for Educating Future Faculty Members-ÖYP)

##### 1.2. Administrative staff

##### 1.2.1. Quantitative indicators

- 1.2.1.1. The number of administrative staff with respect to area of service, title and position, turnover rates (trends)
- 1.2.1.2. The adequacy rates (e.g. per square meter, per vehicle, etc.) of administrative staff with respect to area of service, title and position

- 1.2.1.3. The gender, average age, age pyramid, duration of employment of administrative staff with respect to area of service, title and position, turnover rates (trends)
- 1.2.1.4. The number newly recruited and of staff terminating employment, the reasons
- 1.2.1.5. The number of newly recruited administrative staff with respect to area of service, title and position, turnover rates (trends)
- 1.2.1.6. The number of administrative staff terminating employment with respect to area of service, title and position, type of termination, turnover rates (trends)
- 1.2.2. Qualitative indicators
  - 1.2.2.1. Level of education with respect to area of service, title and position (including personnel on contract basis) and the features of the institution where education was obtained, turnover rates (trends)
  - 1.2.2.2. With respect to area of service, title and position, the experience (within METU or outside the university) of administrative staff in terms of duties assumed, turnover rates (trends)
  - 1.2.2.3. With respect to area of service, title and position, the number and features of the educational programs and scientific/professional meetings (within or outside the institution) administrative staff has participated in, means per person and turnover rates (trends)
  - 1.2.2.4. Language proficiency (English, Turkish) and computer literacy levels of administrative staff with respect to area of service, title and position, turnover rates (trends)
  - 1.2.2.5. Distribution of success rates of administrative staff on the ‘promotion exam’ with respect to area of service, title and position, turnover rates (trends) (NB: It has been deemed necessary to improve the performance evaluation system for administrative staff)

(NB: The dimension ‘administrative staff satisfaction’ exists under the title ‘Staff Satisfaction’)

### 1.3. Students

- 1.3.1. The contribution of student assistants
- 1.3.2. The activities of student representatives, groups
- 1.3.3. The contribution of international students to creating an international, multi-cultured campus (International students’ participation in/contribution to student activities)
- 1.3.4. Other contributions obtained from the student capacity to the University’s educational and research activities

(NB: The quantitative and qualitative features regarding students exist under the title ‘Educating Future Leaders’)

### 1.4. Graduates

- 1.4.1. Activities carried out with respect to relations with graduates
- 1.4.2. Support provided by graduates (dormitories, scholarships, donations, etc.)
- 1.4.3. The success of graduates, contribution to the METU image
- 1.4.4. Rate of participation in METU’s activities (Basic activities, fulfilling societal responsibility)

- 1.4.5. Rate of becoming academic/administrative staff at METU
- 1.4.6. Rate of enrollment in METU's graduate and Ph.D. programs

## **2. Financial resources (Amounts, proportions and trends)**

- 2.1. Allocations made from the national budget
  - 2.1.1. Personnel
  - 2.1.2. Other expenditures
  - 2.1.3. Investment
- 2.2. Revenues created by the University
  - 2.2.1. Annual gross revenues of the Revolving Funds and the university's share (University, faculty, department shares)
  - 2.2.2. Tuitions and other payments
  - 2.2.3. Other Student Social Services Unit Accounting Office revenues
  - 2.2.4. Gross revenues of and the university share from non-thesis graduate programs and Joint International Dual Diploma programs (SUNY)
  - 2.2.5. Operation and service revenues
  - 2.2.6. Revenues obtained from research and development activities
    - 2.2.6.1. Revenues from projects excluding Scientific Research Projects-BAP and Revolving Funds (national vs. international) (e.g. MEDA, 6<sup>th</sup> Framework, etc.) (Excluding the amount calculated as METU's contribution to the projects)
    - 2.2.6.2. Revenues from intellectual property, publications, patents, licenses
    - 2.2.6.3. Gross revenues from research and development (research, intellectual property, patents, etc.)
    - 2.2.6.4. Donations, wills and benefactions [permanent vs. temporary; private vs. public; type of benefaction (scholarship fund, library, building, dormitory, project based, etc.)]
    - 2.2.6.5. From METU Development Foundation (and companies affiliated to the foundation)
    - 2.2.6.6. From sources excluding METU Development Foundation
  - 2.2.7. Other revenues (Profit shares, interests, revenues from real estate rents and sales)

## **3. Physical infrastructure**

- 3.1. Space for education (with respect to academic units)
  - 3.1.1. Classroom capacity (unit/number of seats/m<sup>2</sup>) (Total, per student, student\*per hour, etc.)
  - 3.1.2. Distribution with respect to classroom 'quality groups' (technology → Internet, data show, screen, etc.; physical environment)
  - 3.1.3. Lab capacity \* type (Physics, chemistry, etc.) (m<sup>2</sup>/counter space/sets, etc.) (Total, per student, student\*per hour, etc.)
  - 3.1.4. Lab adequacy level (Technology → lab equipment; physical environment)
- 3.2. Space for research
  - 3.2.1. Labs
  - 3.2.2. Equipment-tools
- 3.3. IT infrastructure (central, with respect to units)

- 3.3.1. PC availability (student / academic staff / administrative staff) [numbers, configuration (proportion of PCs with adequate configuration with respect to purpose of use)]
- 3.3.2. Accessibility/connectivity, capacity and speed (within/outside the unit, within/outside METU)
- 3.3.3. Computer/computer network hardware
- 3.3.4. software availability
- 3.3.5. Managerial IT infrastructure
- 3.4. Library opportunities and services
- 3.5. Work space for staff (Also see: Staff Satisfaction)
  - 3.5.1. Academic staff (m<sup>2</sup> per person, quality of the physical environment, etc.)
  - 3.5.2. Administrative staff (m<sup>2</sup> per person, quality of the physical environment, etc)
- 3.6. Space for living (accommodation)
  - 3.6.1. Dormitories (total bed capacity, number of students per room, physical environment, etc.)
  - 3.6.2. Accommodation for staff (total number, number per personnel, physical environment, etc.)
  - 3.6.3. Life Center
  - 3.6.4. Guest houses (numbers, physical environment)
- 3.7. Social facilities (capacity, quality, use satisfaction)
  - 3.7.1. Availability of food, etc.
  - 3.7.2. Sports
  - 3.7.3. Socio-cultural (Cultural and Convention Center; kindergarten; museums, etc.) (including off-campus facilities)
  - 3.7.4. Health and Psychological Counseling Center
  - 3.7.5. Services such as banks, the post office, shopping, etc.
- 3.8. Transportation (capacity, quality, use satisfaction)
  - 3.8.1. On-campus (including public transportation services, traffic system, parking lots)
  - 3.8.2. Off-campus
- 3.9. Communication (capacity, quality, use satisfaction)
  - 3.9.1. On-campus
  - 3.9.2. Off-campus
- 3.10. Support infrastructure (heating, energy, roads, water (lake/weir), etc.) (including workshops)
- 3.11. Total expenditure for renovation, maintenance to be done (within the standards set)
  - 3.11.1. Education
  - 3.11.2. Research
  - 3.11.3. Administrative
  - 3.11.4. General
- 3.12. Real estate (including land) value and trends



3.13. Foundations

3.13.1. Financial contribution (See: Financial resources)

3.13.2. Liquidity

3.13.3. Activities of the Foundation school in Ankara (Support dimension to METU staff)

3.14. METU Technology Development Area

3.15. Conservation of forests and natural environment

**DIMENSION OF THE VISION:  
‘WITH AN INFRASTRUCTURE THAT LENDS ITSELF TO  
EFFECTIVE COMMUNICATION AND COOPERATION WITH ITS  
STAKEHOLDERS’**

**Performance Areas**

- 1. Communication and collaboration with national/international education and research institutions**
- 2. Communication and collaboration with ‘industry’**
- 3. Communication and relationship with students**
- 4. Communication and relationship with graduates (Also see: Human Resources)**
- 5. Communication and collaboration with other institutions**

**Performance Areas/Indicators/Measures/Sub-measures**

- 1. Communication and collaboration with national/international education and research institutions**
  - 1.1. National
    - 1.1.1. Council of Higher Education (YÖK)
    - 1.1.2. Other Turkish universities (joint activities, active ‘networks’, The Graduate Program for Educating Future Faculty Members (ÖYP), Article 35, etc.)
    - 1.1.3. Scientific and Technical Research Council of Turkey (TÜBİTAK), Technology Development Foundation of Turkey (TTGV), Technology Monitoring and Evaluation Board (TİDEB)
    - 1.1.4. Research institutions
  - 1.2. International
    - 1.2.1. Universities
    - 1.2.2. Research institutions
    - 1.2.3. Accreditation and evaluation agencies
- 2. Communication and collaboration with ‘industry’**
  - 2.1. METU Technology Development Area (Technopolis, TEKMER (METU-KOSGEB Technology Development Center)
  - 2.2. Activities of the Centers for Research and Applications which are not included in the Revolving Funds (Joint: PAL-Petroleum Research Center, MODSIM-Modeling and Simulation Center, etc.; METU: UYETAM-Center for Research in Applied Ethics, GIMER-Entrepreneurship Research Center, etc.)
  - 2.3. Consultative boards (with the purpose of education and research)
- 3. Communication and relations with students**
  - 3.1. Communication with prospective students
    - 3.1.1. Students with Turkish citizenship
    - 3.1.2. Students with a foreign citizenship
  - 3.2. Communication and relations with existing students
    - 3.2.1. Students with Turkish citizenship
    - 3.2.2. Students with a foreign citizenship

4. **Communication and relations with graduates (individually and with alumni associations)**
  - 4.1.1. Students with Turkish citizenship
  - 4.1.2. Students with a foreign citizenship
  
5. **Communication and collaboration with other institutions**
  - 5.1. Public institutions
    - 5.1.1. The Parliament
    - 5.1.2. The Government and political parties
    - 5.1.3. Ministry of Finance, State Planning Organization-DPT, Secretariat of Treasury, Ministry of Education, Ministry of National Defence (including the Directorate of Military Recruitment--ASAL) and other significant ministries
    - 5.1.4. Local governments
    - 5.1.5. Law
  - 5.2. NGOs (including national and international professional organizations)
  - 5.3. The media
  - 5.4. Institutions which provide international scholarships and financial resources (the World Bank, EU, British Council, Fulbright, AIESEC, etc.)
  - 5.5. Institutions which provide national scholarships and financial resources (Foundations, General Directorate of Students' Credits and Dormitories, companies, other institutions)

**Under this heading, it has been aimed at defining the capacity (allocated resources, created mechanisms, policies, plans, processes) of developing institutionalized communication and relations with external persons and institutions, improving and implementing this capacity in a purposeful and planned manner and measuring and evaluating its adequacy. Within this framework, the necessity and significance of maintaining some relations with external institutions at a personal level between top managements has not been cast aside.**