

# CONTRIBUTION OF MEVLANA EXCHANGE PROGRAM INTO INTERNATIONAL EDUCATION QUALITY-PRODUCTIVITY (SAMPLE OF ADIYAMAN AND RUSSIA UNIVERSITIES)

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**Abstract:**Fast and intense developments in communication and transportation technologies in globalizing world affect all sectors, undoubtedly this situation reflects on educational institutions to large extent. High demand for the education felt in each sector reshapes structure of education institutions and society and market together with education. This change showing continuity causes education institutions to differentiate within the framework of obligation of educating more qualified human who is open for global values, contributes into information production and uses information actively and creatively and transforms these into investment.

Education quality and productivity of higher education institutions are indicators of development level of any country, thus efforts showed in this direction are of importance. "Mevlana Exchange Program" put into operation by Higher Education Institution (YOK) under the leadership of Turkey in 2013-2014 Academic Year gives students and instructors opportunity of exchanging education and training at international level.

This study is to convey information belonging to quantitative and qualitative observation with review of "Mevlana Exchange Program" which was realized by instructors and students coming from Eurasia to Adiyaman University together with instructors and students coming from Adiyaman University to Eurasia.

**Key Words:** Productivity, Quality, Higher Education, Project, Mevlana Exchange Program.

## 1. Introduction

Productivity is a proportional relation between product factors used in a good or service production system and emerging production amounts, and to use sources effectively. For mentioning about productivity in an organization, more outputs should have been realized with same inputs or the same output should have been realized with less inputs. While production factors are defined as labor, capital, nature, entrepreneur, since "time" factor is important in productivity, it should be added (Uğur,2013: 8,9).

Role of management has increased in economic development. Besides, increase in number of public officer and public expenditures entailed government offices to develop a measurement technique for productivity. There is a serious difference between productivity evaluation in public sector and productivity evaluation in private sector. Output of private sector is calculated in point of sale and it is directly related with labor used for obtaining output or another input. In public sector, there is a difference between output of an office and success of that office in its duty. Final output of an office which can be compared with input of that office is "effectiveness" of it. Impact provided with program of office is its "productivity" (MPM,2011: 44).

Rising in our life standard is considerably based on increase and increasing the quality and productivity in service sector (Deming, 1994). Education service included in service sector is both subject and object of the sector in terms of including into this sector and training personnel for service sector. Universities within education institutions are undoubtedly constituting the most important place in development and improvement of countries, providing sustainability of this process increasingly is possible with quality consciousness and practices.

Education is a service type. Universities that are higher-education institutions are organizations producing service. Universities included into education sector are competing both between each other and at international level today. Universities improving and developing service quality continuously come to the

forefront of today's intense competition environment and are in the leader position (Güzel, 2006). Universities are subjected to ranking at international level by taking criteria such as elevation in educational level provided to students and rates of scientific publications of academicians into consideration and are perceived as qualified.

It was observed that developed countries determine quality standards in education and there is productivity increase in education as a result of implementation of these principles. Developing countries are striving for equipping education systems with contemporary standards in all aspects for keeping up with competition in today's world where elevation in education level has become indicator of development. Therefore, it is required to question compliance of standards continuously in our country and to develop these standards.

A business producing service is liable to explain service standards in line with customer's expectation and demands. Service standards are helpful in explaining personnel roles and conveying priorities of business and provide a measurement regarding which performance may be evaluated. Standards should not be too much. Establishing the most important ones of customer expectations and in small numbers brings about better results in management of expectations (Örs, 2007:190).

Attempts of establishing close bonds with European Union and integration process into this union have accelerated after 1995. It has been passed to "Bologna Process" progressively within the scope of standardization of process and systems of higher-education implemented in our country with European Union. Qualitative and quantitative increases in organizations show that importance given for quality standards in education has started to increase. Efforts for having more international student and personnel mobility among higher-education institutions and building balanced programs brought service production sector at an international level and competition, quality and increasing productivity became unavoidable in this field.

Activities of institutions in modern business management must become brand. While student and instructor mobility which Higher-Education Institutions conduct each other was realized under the name of **Erasmus** until 2014, now all European Union Projects are realized as Erasmus Plus. As is seen from here, a change and transformation process happens with a single brand image.

### Quality in Higher-Education

The most important factor determining and affecting good manner, knowledge, culture, welfare and development level in short general qualifications of a society is knowledge and education level of that society. For this, all societies state expansion and maximizing mass education of its members as the main objective and define detailed targets intended for achieving these objective. For determining educational levels of countries, it is examined that how much young population in certain age ranges makes use of education stipulated to be given for that age range. For example; it is possible to compare schooling rates in elementary, secondary and higher education of countries each other by stating the rates (Köksoy, 1998:1). It is an indisputable fact that quality measurement and audit have many beneficial results in higher-education. They have most important two benefits as is in the other sectors. These are;

- **First of which;** is to help in introduction of quality product/services by ones benefiting from higher-education services directly (students and society) and ones using higher-education product/services (employers, institutions making use of science and technology and generally society),
- **Second;** is to involve higher-education institutions into a competition environment for offering more qualified product and service for the society and thus, to allow them to strive for removing vulnerabilities and strengthening them (Köksoy, 1998:1).

Mevlana Exchange Program is an opportunity for developing intercultural dialogue in higher-education, realizing technology and information transfer and monitoring, observing and evaluating which stage rivals are in the globalizing world. Thus, development and change of higher-education is provided in our country. Two-way transfer of mutual information, skill and good practice samples are realized.

Universities are big businesses spending excessively and having employees in large numbers in various levels and fields in our present day. Therefore, while production they made considers quality of these products, either science or trained student, they must consider costs of quality. Mevlana Exchange Program creates a certain cost and this situation is financed by Higher-Education Institution (YOK) by taking financial states of countries into account. It should be updated by taking annual inflation and country's economic developments as a basis.

Total Quality Management (TQM) should be built onto the framework of “*quality– cost– benefit– efficacy– productivity*”. System targeting at continuous improvement in the quality aims to increase productivity of organization instead of evaluating function and skills of individuals involved in the production. The faith regarding that quality will create an additional cost in this management type gives its place to the fact that quality increase in long-term may be produced less cheaply. Total Quality Management is a management system covering needs of customers or users ideally in terms of quality, price and service and lowering the cost at the same time. Philosophy implemented in Total Quality Management creates an organization culture based on improvement phenomenon within a participating management process in form of groups and centered in customer and user under the leadership of top management and in line with quality perceptions and expectations of its. Total Quality Management is a general concept and involves the following concepts (Köksoy, 1998:135);

- Quality Assurance
- Quality Control
- Quality Control
- Quality Assessment
- Accreditation
- Quality ranking.

The process should be provided to be effective and sustainable by taking the above-mentioned criteria as a reference within the scope of Mevlana Exchange Program.

### **Mevlana Exchange Program**

A similar program to Erasmus program was put into operation by Higher-Education Institution (YOK) in 2013-2014 academic year, this program in which all higher-education institutions will be exchanged apart from member countries to European Union took a step with "Mevlana" name. Financial expenses of this program which will be an indicator of quality and productivity in education (expenses of student and instructors coming and going) are covered by YOK.

Mevlana Exchange Program is a program which allows student and instructor exchange between domestic higher-education institutions providing education and foreign higher-education institutions providing education. The way was paved for the exchange of student and instructor between foreign higher-education institutions and higher-education institutions in our country pursuant to Regulation published in Official Gazette dated 23 August 2011 and numbered 28034. Unlike other exchange programs, mobility in the body of exchange program covers all higher-education institutions all over the world without discriminating any geographical region. Higher-education institutions located at countries included into Erasmus Plus Program in 2013-2014 Academic year were excluded from the scope of Mevlana Exchange Program. Students willing to participate into exchange program can make use of program for at least one at most two half-semester and instructors can make use of program for instructing in higher-education institutions in the world for at least 1 week and at most 3 months. In similar way, student and instructors from all regions of the world can come to higher-education institutions in Turkey ([www.mevlana.yok.gov.tr](http://www.mevlana.yok.gov.tr), 2013).

Position of instructor is not a profession and title which can be acquired natively or passing from father to son. Just as at least 4-6 years of education is required above high school education for having a profession title and further education or profession experience is required for developing and specializing in the profession, a similar path is followed in growth of an instructor. Various stages which a young instructor candidate reaches to the highest education level (for example; professor) by maturing are examined and searched by trainers.

According to Peter KUGEL (1993), there are various stages differentiating from each other clearly in maturation of instructors. These are;

- Incubations (Zeroth) Stage
- Self, Instructor (First) Centered Stage
- Subject (Second) Centered Stage
- Passive Student (Third) Stage
- Active Student (Fourth) Stage
- Independent Student (Fifth) Stage
- Fine Tuning (Sixth) Stage

1st, 2nd and 3rd stages of instructors in terms of their students and relations in class are "*training weighted*" and 5th and 6th stages are "*education weighted*". In other words, as instructor gains experience and

maturates, they foresee that research-practice should be more concentrated on rather than rote learning and training students better should be more concentrated than training many things. However, it cannot be possible to achieve this conscious in the beginning. Due to nature of the work, an instructor has to undergo these stages and live like compulsory stages which an organism has to undergo for further stages. Periods which some instructors will undergo at certain stages may be shortened, however they are regarded as a non-omissible nature. For some instructors, it is not possible to pass to next stages (Köksoy, 1998:75).

Mevlana Exchange Program is a national project encouraging and supporting this process for instructors. This project is an international exchange program contributing into professional development and increasing information, skill, experience and good manners of instructors. Result obtained from interviews made with instructors participating into this program is highly beneficial, efficient and positive.

Quality is a concept which is updated continuously and in parallel with today's conditions, needs and developing technologies. It is required to understand where higher-education goes in 2000's, see what sort of changes are expected in those years and understand who customer types of higher-education are and what their demands are in near future in order to adapting to rapidly changing and developing conditions in the world (Köksoy, 1998:6).

Higher-education systems are affected from changes in the society like every social organizations and adapt to these changes. YOK put an international project named "Mevlana Exchange Program" into effect within this scope.

Discussing the following four dimensions may be adequate for estimating reflections of changes in the society on higher-education.

1. Changes in production system in the world and changes of labor required for operation of new organization types of economy in the world in talent/ability composition,
2. Transition from mass production to flexible production systems revealed,
3. On-going communication revolution changes structure of public and private services' field,
4. While talent and its composition required for a production field change continuously, they have to renew talent and knowledge of employees continuously.

All these changes cause the tendency of generalization of higher-education, bringing it continuity and performing it in a democratic environment (Saatçioğlu, 1999:269).

Subjects mentioned above related with Mevlana Exchange Program are performed in practice for instructors and students. Participants see education system of the country they went closely, live personally and learn and teach by living in interaction.

### **Subject of Research**

Experience sharing for international education's quality and productivity of Mevlana Exchange Program (Sample of Adiyaman University and Russia Universities where Mevlana Exchange Protocols are conducted).

### **Method of Research**

"Scientific Research Projects with Adiyaman Universities and Russia Universities (ARBAP): To receive opinions of foreign instructors coming to 1st International Project Bazaar within the scope of research and instructors of Adiyaman University going to abroad with Mevlana Exchange Program and to evaluate their opinions qualitatively.

### **Sampling of Research**

12 foreign instructors coming from 5 different cities and 6 universities as Russia Federation located at Eurasia region and Republic of Tatarstan associated with Russia Federation and 18 instructors of Adiyaman University making use of Mevlana Exchange Program in 2013-2014 academic year; totally 30 instructors. 100% of academic staff coming from abroad and going to abroad in 2013-2014 Academic Year were interviewed.

## **2. Practices**

### **Practice 1**

"Scientific Research Projects with Adiyaman Universities and Russia Universities (ARBAP): 1st

International Project Bazaar" Total 11 instructors presented their papers during the activity lasting for two days organized under the presidency of president advisor who is responsible for foreign affairs on 8-9 May 2013; 2 of whom came from Moscow State University located at Moscow, Nijni Novgorod, Kazan and Naberejniye Çelni cities of Russia, 2 from Moscow Human Sciences University, 2 from Laboçevskiy State University, 3 from Kazan Federal University Oriental and International Relations Institute and 2 from Naberejniye Çelni Pedagogy Institute. In the same way, total 22 papers were presented in Turkish and Russian; 1 of which belongs to 1 instructor coming from Istanbul University and 10 instructors coming from Adiyaman University.

As a result of interviews made between sessions and during the program, it was decided to conduct following common projects between instructors of Adiyaman University and Russia Universities:

- Research on liquid crystals
- Social problems and social policy research
- Project for Providing Opportunity for Recreational Activity
- Tourism-themed Turkish-Russian Textbook
- Turkish and Russian Textbook as Foreign Language
- Risk management in production systems
- Comparing the quality of Russia and Turkey Education Systems
- Study on amalgamations of two cities of poets; Kazan and K. Maraş
- Problems encountered in service quality
- Project of increasing education productivity in Russia and Turkey

Instructors stated their opinions related with activities intended for increasing quality and productivity in education by building collaborations in Higher-Education at the end of project bazaar held with foreign instructors:

**Associate Professor Doctor Asiye RAHİMOVA, (Kazan Federal University Oriental and International Relations Institute Head of Turcology Department):** "We admired the program. I would like to thank very much for everything. We came and saw here from far far away. We met with your university, instructors and you. Many thanks. We saw so many things within such a short period, believe me many times will pass and we will not forget these and we will want to come to Adiyaman again. We invite you to Kazan, Tatarstan and Russia. We will be glad to see you. I would like to present thank-you note of Prof.Dr. Dinar LATIPOV, Vice President of Kazan Federal University and Principal of International relations and Oriental Institute."

**Associate Professor Doctor Galina KUZNETSOVA, (Moscow State Social Sciences University Principal of International and Public Relations Department):** "It is a great pleasure to be here for us. I thank to all organizers for this excellent interview leaving really a positive impression on us. We think that this project we planned as "New Bridge" according to us will be starting center of civilization again upon development of universities for real development of region. It is a civilization which is full of tolerance and very sensitive relations. It is a civilization which is respectful for peace and culture of different people. In my opinion, very rapid development of university and being at international level do not play a minor role."

**Associate Professor Doctor Dmitry GRAMOKOV, (Moscow State University Instructor of Mathematics, Computer Teaching and Numerical Methods Department):** "I likes what I saw here very much. Turkey makes investment for development of education with a big sum of money and human creativity. Countries investing in increasing the quality in education have a huge future and develop more rapidly. Because trained people always mean development, development and development. I thank you very much. I am an expert in information technologies. This field has more international feature. I am ready for collaborating in training of experts particularly in this regard. Since every department of university uses information technology, it is not important which faculty gives this education. I thank you for your warm interest. Everything was organized at the highest level. I participated into many projects during my life and I can say that this is one of the best and warmest projects I participated."

**Associate Professor Doctor Alsu NİGMATULLİNA, (Kazan Federal University Oriental and International Relations Institute Instructor of Turcology Department):** "I was very pleasant due to international project bazaar program you organized. I thank you very much. We are waiting you to Kazan which is capital city of Tatarstan."

**Professor Doctor Alexander LYUBİMOV, (Laboçevskiy State University Dean of Physics-Mathematics Faculty):** "I and my colleagues liked the visiting to your nice university very much. Qualified

education system shows development level of country from many aspects and connects country people each other. Relations to be established with education systems of our students and people will undoubtedly provide inter-communal dialogues living side by side for one thousand year to further develop and intensify. Thank you."

**Associate Professor Doctor Alexander GORYLEV, (Laboçevskiy State University Dean of Foreign Students Faculty):** "I would like to say that I am grateful to President of Adiyaman University for this warm interest and program. Professionalism of all university employees are felt. We admired your students very much. They are very good and very intelligent children. I am sure that we will develop our mutual relations with your university after this project bazaar organized. I hope that your President will visit our university and meet with our instructors and students. We will make our best for this. Thank you."

**Associate Professor Doctor Vyatcheslav KUZNETSOV, (Moscow State University Instructor of Mathematics, Computer Teaching and Numerical Methods Department):** "I would like to thank you for your nice invitation giving me opportunity for wandering Adiyaman, its counties and surrounding. Such conferences are organized in many places of the world. But, this is made with bilateral relations of Russian and Turkish people and with special relations in Turkey. Tendency of government and world is that this work is performed with certain persons and relations in good faith. These relations are at different planes and different field of interest. While these are cultural relations, scientific collaborations and collaboration in education field, relation complex among all these people allows us to develop, walk together. Even if there were a set of problems in historical development process, there is no problem which cannot be solved if there were interest in common field and we could see real persons who are able to achieve this work among our partners. The perfect Cendere Bridge which we saw and even touched symbolizes our relations on very different fields. I would like to thank to everybody realizing this great work and supporting us with their participations. We maybe saw a small part of this work. That is, we saw only end point of Iceberg. Organizing this activity only for meeting us is another face of the work. Thank you."

**Associate Professor Doctor Rustam GİBADULİN, (Moscow State Social Sciences University Principal of Perspective Research Institute):** "First of all, I would like to thank all organizers of this project bazaar and university president for their excellent and warm interests. We were highly affected from development of Adiyaman University and interviews made with your students and professional persons. I would like to convey wish of our president Vladimir NAÇAYEVA regarding development of your university and thanks of him for your invitation. We are sure that our universities will find many common points and collaborations will yield in near future. We have many common working areas, however we presented our some concrete offers within this file. Here, there are wishes from our students for your students to study like stars. Offers may be at ecology field, common master of science program field, student exchange field and instructors' exchange field. Thank you again and we invite you (your President) to Moscow at the first occasion. I am sure that this bridge established is a symbol of bilateral movement and collaboration. Thank you."

**Expert Gayda İNŞAROVNA, (Naberejniye Çelni Pedagogy Institute Instructor):** "In thank you for providing us opportunity of meeting at warm eastern land. You are very hospitable, your people always smile. We took great pleasure for presenting at your lands within these three days. I thank you for First International Project Bazaar you organized in your University. Our projects, projects offered by our colleagues and also Naberejniye Çelni Pedagogy University offer to expand its own broad borders and we hope that we can find opportunity of assessing our all questions in detail when you will come to us next time. I thank all organizers organizing this organization and my colleagues. We found opportunity of making friends with everybody. I would like to state that I am grateful to you (Mr. President) for this organization."

**Expert Cemile FAHRADOVNA, (Naberejniye Çelni Pedagogy Institute Head of Foreign Relations Unit):** "Hello everybody and thanks everybody for this warm interest. Also, I would like to thank very much for providing the opportunity of meeting with our colleagues in Moscow, Kazan, Nijniy Novgorod, Naberejniye Çelni cities. You provided opportunity not only for common projects to be held with Adiyaman University but also common Russia project in these lands. I thank you very much, but I do not say goodbye. Because, we will start our common project after 3 months. We would like to see your students in our pedagogy institute for education as of 1 September. We are waiting your students for pedagogic internship education this year. We are inviting for increasing occupational experiences of school principals and Kindergarten principals. We have common projects with your instructors and your academicians now."

**Research Assistant Mostafa KERULY, (Kazan Federal University Oriental and International Relations Institute Department of Turcology):** "I am greeting all of you with respect. I can say that I am happier than everybody as an employee working in Russia Federation and studying at Turkey. There is a word said for Yüriy GAGARIN who is the great astronaut of Russia. When he took his first step in the moon, it was a small step for himself but very big step for humanity. Today, what you saw here can be regarded as minor but

they are very big steps on behalf of dialogue. If we reinforced these steps, we would take very big results in future. I thank all organization team organizing this organization on my behalf and wish them a continued success."

1st International Project Bazaar organized in Adiyaman University formed a basis for signing Mevlana Exchange Protocols with Russia Universities and it was provided to sign protocols with 6 Russia universities.

### **Practice 2**

Mobility of lecturing and taking course of 17 instructors and one doctoral student were approved by YOK for 2013-2014 academic year, 3 instructors from Adiyaman University Economics and Administrative Sciences Faculty, 5 instructors from Faculty of Arts and Science, 3 from Tourism and Hotel Management College, 6 from Foreign Languages College realized lecturing mobility in range from one week to 1 month at universities where protocol was signed.

Activities conducted within the scope of Mevlana Exchange Program, observations and general opinions of other academicians performing mobility were presented in detail.

### **Good Practice Sample within the Scope of Mevlana Exchange Program**

#### **Şolohov Moscow Human Sciences University Faculty of Law and Political Sciences**

Adiyaman University and Şolohov Moscow Human Sciences University cooperated within the scope of Mevlana Lecturing Mobility. Faculty of Law and Political Sciences of the said university was visited on 13-19 September 2013. It was passed from here to Şolohov Moscow Human Sciences University Perspective Research Institute dormitory. A budget amounting to 20 Million Euros was assigned by Russia Ministry of Education for the related university for research. Announcements were made for ones who want to make research at certain periods of the year and ones from different countries of the world whose projects are accepted in range of 3 months and 1 year are placed into dormitory of Perspective Research Institute. There are single rooms where researchers are able to conduct their projects and rest in these buildings which served as a sanatorium previously. Meals are served at three square in dining hall of the dormitory and guest researchers do not pay for meals. There are project offices and guest researchers are able to enter into international database for conducting research. There are volleyball and basketball courts in garden of dormitory for allow researchers to do exercise. Also, a Russia bath is available within health center located at side of dormitory.

#### **Mevlana Exchange Program Sample Activity Plan**

- As a result of interviews and correspondence with related university prior to visiting, 8 hours of independent seminar program was opened under the name of "Modern Entrepreneurship and Productivity" by executive board of Şolohov Moscow Human Sciences University Faculty of Law and Political Sciences. This seminar program was included into academic education program of related university.
- It was passed from Zaveti Ilich station of Puskina city to Moscow where university presidency is located for recognizing the university on 14 September 2013 (50 minutes of distance). It was interviewed with Head of International Relations Department Vichislav VALERYEVICH and necessary enrollment transactions were conducted, again ideas were exchanged with Dean of Faculty of Law and Political Sciences Associate Professor Doctor Vladimir LEONIDOVICH regarding how, in which language and where the course will be taught.
- University and dormitory were not visited on 15 September 2013 since that day coincided with festive holiday.
- Seminars were given on 16-17-18 September 2013 at 09.00-12.00.
- 1 week of lecturing mobility was completed after seminar was given to researchers in dormitory of Şolohov Moscow Human Sciences University Perspective research Institute on 18 September 2013.

## Observations and Acquirements related with Mevlana Lecturing Mobility

### Personal Acquirements

- Primarily, this course given under the name of "Entrepreneurship" was explained in intensified way (in such way which will contain Turkish entrepreneurship and productivity).
- Course planning and lecturing experience were acquired within the scope of mobility.
- English articles and business texts related with the subject were supplied for teaching students during the course; a presentation consisting of 150 slides was prepared, course document was distributed to students. Thus, experience was obtained in regard to prepare course presentation in foreign language.
- English speaking, understanding and narration practices were increased with dialogues made during course process and interviews made with work friends.
- Opportunity of comparing Turkish and Russia entrepreneurs and businesses with Russian students emerged during the course process.
- Close friendship was established with instructors working in field of "Entrepreneurship and Productivity" and project preliminary interviews intended for collaboration in academic field in future were made.

### Corporate Acquirements

- A faculty and an institute located at Russia were examined from various angles and observations were stored.
- Opinions were exchanged with Head of University International Relations Department Viçislav VALERYEVICH for conducting studies which will contain students and for developing Mevlana Mobility.
- Speculative information related with Turkey were explained more correctly as well as introduction of modern Turkish entrepreneurship.
- Promotions were performed in Turkey, Adıyaman, Komogene Civilization, Urfa and Diyarbakır and notably Adıyaman University. Introduction film of our university was distributed to different units.

### Observations for Faculty of Law and Political Sciences

- There is a library in the faculty where students make use of.
- Library of faculty is open between 08:00 am and 18:00 pm. Students photocopy their documents by paid photocopy machines.
- In departments of instructors, they are entitled to photocopy and make use of library without limit.
- There are projectors and audio system in all of classes and seminar classes. Classrooms are closed out of course hours. Instructor having lesson requests key from security and locks at the end of lesson and delivers the key. Use of offices is limited and used until 22:00 pm.
- There are at least 3 persons in rooms of instructors and administrative personnel.
- Students have notebooks named "zachotka" in which mid-term exams and final grades are filled by instructors manually.
- There is a book for following absence of students and absences are recorded in this book by head of class during 4 years of education period. Then, it is signed by head of department and dean of faculty.
- Mid-term exams and final exam questions are separate for each student. 50-100 questions are given to students prior to exams by the course, 2 of these questions are taken by student within envelope at exam day (paper on which there are 2 questions is called as ticket). Student firstly answers this question on paper in written and explains orally by going up to instructor respectively. Additional question is asked by instructor for the student who wants to take high grade.



- Grades are assessed out of 5.
- A canteen and a dining hall for 40 persons are available at university for lunch meal. Here, both students and employees eat their meals respectively.
- There are two fixed computers at building entrance and internet access is always available for accessing to any kind of information related with faculty.

## **Administrative and Academic Activities Apart from Planned Lecturing within Mobility Process**

### **Project Interviews with Perspective Research Institute Manager**

Project interviews were made with Rustem GIBADULIN, Manager of Perspective Research Institute established within the body of Sholohov Moscow Human Sciences University. Institute manager stated that they expect project particularly from Adiyaman University and they will support researchers within the scope of this interview. He addressed that Mevlana Mobility Program will create a basis for new projects.

### **Interview with Moscow State University**

Presentation was made for İrina GENNADIYEVNA, New manager of International relations department Moscow State University, and two employees concerning Mevlana Exchange Program on 17 September 2013 in the process of Mobility. 3 Turkish students are doing Master Degree at Philology (Russian Language) department. İrina GENNADIYEVNA gave order to employees for putting Mevlana Program into effect immediately.

### **Collaboration Interview with Petigorks State Language University**

A meeting lasting about one hour was held with Associate Prof. Dr. Liudmila PRAVIKOVA who is researcher coming from Petigorks city (in south of Russia) for collaboration on 18 September 2013 in the process of mobility. Departments were introduced with Adiyaman University mutually in the meeting; it was interviewed about opportunities and problems which students who will be subjected to exchange in form of collaboration may encounter in terms of social and education and how possible obstacles will be solved was addressed.

Eventually, the meeting ended with the opinion regarding that collaboration of two institutions will be beneficial for increasing quality and productivity in the education. Instructors of Adiyaman University were informed about this interview in turn of mobility. Also, presentation about subject was made for members of Adiyaman University Senate.

### **Observations related with Russia and Moscow State University**

Russia Federation that is the biggest country in the world in terms of surface area has 11,5% part of world surface area with 17.098.242 square meters of area. Population of such a country having such broad lands is about 145 millions and it is a surprising fact. Number of child per family is one or none. While families cover all needs of child they have at maximum level, state mobilizes all opportunities in education field. Children start to engage in any sport, art or science branches as from early ages. A three year old child can skate, perform ballet, play guitar, play chess or count numbers from one to one hundred by twos. This nation which broke Olympiad records in different fields such as skate, ski, swimming, ballet, chess makes its name in scientific Olympiads. Mendeleev Dmitriy İVANOVICH who is inventor of periodical table in chemistry, Çebişev Pavnutiy LIVOVICH who describes standard deviation in statistical science, mathematicians Grigori PERELMAN who clarifies Poincare assumption which is problem of century in mathematics and Manturov Oleg VASILYEVICH who is dealing with node theory on which small numbers of professor work in the world are among Russian scientists (Aşkin, 2012:39).

### **Russia Higher-education System**

While higher-education in Russia is similar to German System in terms of academic structuring in Communist regime period, there are great differences in line with objectives. The essential aim of higher-education in that period is to strengthen and spread communist regime on one hand and to increase production under statism structure on the other hand. There are courses themed "Marxism - Fundamentals of Leninism", "Scientific Communism", "Fundamentals of Scientific Atheism" among compulsory courses taught in

universities. Higher-education model in communist Russia period which impressed a broad world geography and many states may be called as model centered "Ideological - State - Production". Today, university models affecting contemporary universities are as follows (Köksoy, 1998:6-7);

1. "Ideological- State-Production Centered University" (*Russia Ideological*)
2. "Society-Market Centered University" (*American Liberal*)
3. "Culture-Information Centered University" (*British Newmanian*)
4. "Science-Scientists Centered University" (*German Humboldtian*)
5. "State-Bureaucracy Centered University" (*French Napolyonik*)

Higher-education institutions in today's Russia maintain their education activities in 4 groups as universities, pedagogy institutes, technical colleges and social sciences colleges, as in Soviet Unions. Education periods of universities and institutes range from 4 and 6 years. Education period of colleges is 2 years. Although higher-education institutions are associated with different places partially, they are connected with Supreme Academic Commission which is called as VAK whose headquarter is located in Moscow corresponding to YOK in Turkey. While there are differences between Higher-education Institutions in Russia, didactics remained from former system are still continuing in our present day. While scientific searches are conducted in Higher-education institutions or occupational education is taken, philosophy and economics are among basic courses in all departments without exception on behalf of giving Marxist and Leninism opinions. While teaching philosophy course which is accepted as basis of science, a long time is assigned for life philosophy, works and activities of Lenin. In the same way, Marxism philosophy is explained in detail in Economics. Also, physical education, foreign language and pedagogy courses are among compulsory common courses of all faculties (Aşkın, 2012: 39).

### University Libraries

Libraries are divided into two parts as student library and academic library at universities. Students have the chance of finding any books here. There are thousands of book which they can read apart from course as sports, culture, art, literature, science, etc..<sup>1</sup> It is compulsory to teach books determined by state in courses of Russia universities. Textbooks of every period are available in student library by number of students enrolled in the university. Textbooks of courses are taken from the library by the courses determined in curriculum before semester starts. These textbooks are followed with instructor of course. When semester is completed, these textbooks are returned to library. Students pay a penalty fine per textbook which is never returned or not returned in time. In the next semester, that student cannot take textbook from university library. Student has to purchase textbooks from book stores. Mathematics and language teaching play very important role in secondary education. Student whose both courses are unsuccessful fails. For the student whose mathematics and Russia Language courses are very successful to pass the class, make-up exam is held in other unsuccessful courses. Mathematics and Russia Language that are compulsory courses of secondary education are among courses taught as a basic course in all institutions without exemption. We can conclude from here that it is impossible for an individual who does not know Mathematics and Russia Language to study at university (Aşkın, 2012:39).

### 4. Conclusion and Suggestions

The best sense of quality is based on determination of how much users of a product produced or service offered are pleased with this product and services in recent years. Accordingly, quality is shortly defined as "*customer satisfaction*". The same definition is valid for higher-education institutions. It is possible to primarily and mainly define customers of today's higher-education institutions for whom they offer service and product as follows;

- Student and student parents,
- Supreme education and research institutions,
- Various public and private sectors,
- National society and national state,

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<sup>1</sup> Researchers went to Aröl city whose population is about 200.000. Libraries were examined in Aröl State University in the city having ten universities. Library manager stated that there are about 600.000 book types in the academic library. Also, there are tens of books in every book type.

- Global society and global science.

Thus, it is an inevitable obligation to give importance for opinions of customers primarily and mainly in order to determine quality of a higher-education institution and services it gives (Köksoy, 1998:215).

Mevlana Exchange Program developed as a result and requirement of different demands, collaborations. However, sense of quality of customers is a concept which is ever changing in parallel to today's conditions, needs and developing technology. It is required to see what changes are expected in near future and consider and foresee what customer type and demands will be in near future not only current customers of higher-education in order to adapt to rapidly changing and developing conditions in the world.

The following were concluded in line with opinion and ideas of instructors of Adıyaman University participated into Mevlana Exchange Program and of foreign instructors participated into international project bazaar in practice part of the research:

- Lecturing mobility and student exchange is an activity which will provide very important experiences and acquirements in terms of instructors and students. Instructors and students should be encouraged for making use of this program and all Higher-education institutions should provide opportunity for all instructors to make use of this program as much as possible.
- Instructor mobility realized in the first stage should be absolutely continued with student exchange in the next stage for consolidating collaboration and make Mevlana mobility effective and productive.
- University legislation infrastructure should be prepared in order to open independent elective course or seminar on behalf of foreign instructors to be hosted under Mevlana lecturing mobility.
- Web addresses and other communication channels should be more easy accessible in departments of every faculty for providing Mevlana collaborations in time and in place more easily. Also, responsible person from Mevlana coordinatorship and contact details should be given clearly on web site of every department.
- Departments should be ready for hosting Mevlana students at any time. Particularly, adequate English and Russian documents should be prepared regarding the courses, English and Russian program should be offered to students who will prefer Adıyaman University as departments.
- Adıyaman University signed Mevlana protocol with 6 Russia Universities. Therefore, Russian elective course should be opened within the scope of "Occupational foreign language" elective discipline in course catalogues for our own students. Thus, our students will be able to make use of this program more easily.
- Eurasia universities are highly open for change collaborations. There are different opportunities for Turkish students to feel comfortable and to engage in social activities. It is important for students to see a broad geography, meet with people being present in Europe and Asia continents like Turkey and engage in culture interaction and education activity. Instructors and students may go to Eurasia Universities without any hesitation.
- Since languages being close to Turkish are spoken in some regions in this geography, serious problems are not experienced in taking course and lecturing.
- Russia is not a cheap country on contrary to what is supposed. On contrary, it is among the most expensive countries in the world. Therefore, folding grant amounts determined by YOK in two for Russia (for instructors and students) is important for increasing quality and productivity of mobility and not making ones going to Russia suffered financially.
- Rapid collaboration of all higher-education institutions with universities of 194 countries included into this scope is of importance for increasing international education quality and productivity of "Mevlana" program which is a national brand.

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