



Report of the international peer review panel to the Faculty of Dentistry at Ankara University

July 2025



ADVANCING EDUCATION
AND ORAL HEALTH



TABLE OF CONTENTS

Background	3
Preamble.....	3
About ADEE.....	3
About LEADER.....	4
The Self-Assessment Report	4
The International Review Panel	5
About the Faculty of Dentistry at Ankara University	7
Meetings with staff, faculty, and students	8
Report format	8
 Main Report	 9
Focus Area 1.....	9
Focus Area 2.....	11
Focus Area 3.....	13
Focus Area 4.....	19
Focus Area 5.....	21
Panel perspective: Strengths and opportunities; Weakness and threats.....	25
Recommendations.....	26
General narrative & rationale for this report	26
Decision	27
Approval of this report	27
 Appendix	 28

BACKGROUND

Preamble

This report has been collaboratively co-created by the ADEE international peer review panel with input from faculty, student, and staff of the Faculty of Dentistry at Ankara University, Türkiye following the submission of a LEADER Self-Assessment Report.

The International peer review panel carried out this review process at the request of the Dean, Prof. Kaan Orhan. Participation in the ADEE LEADER process is completely voluntary and designed to be collaborative in approach to enable the Faculty to identify opportunities for continuous quality improvement that will assist in achieving other local or international accrediting body regulations that they deem appropriate.

About ADEE

The Association for Dental Education in Europe (ADEE) brings together a broad-based membership primarily across Europe and comprises academic institutions, specialist societies and national associations concerned with the advancement and ongoing evolution of Oral Health Professionals' (OHP) Education in a harmonised pan-European format.

ADEE is committed to the advancement of the highest level of health care for all people globally through its mission statements:

- To promote the advancement and foster convergence towards high standards of OHP education.
- To promote and help to co-ordinate peer review and quality assurance in OHP education and training.
- To promote the development of assessment and examination methods.
- To promote exchange of staff, students, and programmes.
- To disseminate knowledge and understanding of education.
- To provide a European link with other bodies concerned with education, particularly OHP education.

About LEADER

LEADER stands for Leading European Academic Dental Education and Research, the peer review programme facilitated by ADEE. The LEADER philosophy is grounded in the highly successful ADEE and DentEd Dental School visit programmes. The ADEE's previously published Dental School Visit guidelines and the output of Taskforce III (Quality Assurance & Benchmarking: An Approach for European Dental Schools) provided the core foundation for LEADER.

LEADER aims to draw on academic institutions' existing quality assurance (QA) processes to offer an opportunity for peer review from other dental educators in Europe. The philosophy is based on the principles of:

- Membership-focused service
- Collegiality and the sharing of knowledge between peers,
- Appropriateness and applicability to local and regional context,
- Evidence based best practice,
- Effective risk management, and
- Minimal resource input.

Thus, participation in LEADER is driven by the faculty of an institution, and ADEE engages with the institution on a collaborative, collegial and improvement focused approach. The approach is one of dialogue that respects local cultural and social norms and standards and with a shared understanding that LEADER's focus is on empowerment of change and improvement. For this reason, the completion of a self-assessment report is the first milestone event of LEADER.

The Self-Assessment Report (SAR)

ADEE views the responsibility of programme accreditation to be a national prerogative and as such LEADER should not be viewed as accreditation, rather external peer reviewed recognition of the institution's commitment to improvement. Many institutions that participate in LEADER find the approach and structure of LEADER supports their national or other accreditation journeys.

The LEADER SAR guides the participating institution to consider and focus on five key areas that are common to many national and regional accrediting bodies. By carrying out a comprehensive but fluid self-assessment process, institutions document and reflect on their work in key Focus Areas: Strategic planning, Quality assurance systems, Educational stakeholder engagement, Managing the human resource, Managing the Curriculum (Figure 1).



Figure 1. Focus areas of the SAR.

The International Peer Review Panel

The panel that reviewed the Faculty of Dentistry, Ankara University on this LEADER Excellence process brought together members of faculty from internationally respected institutions and regional experts in educational quality assurance.

Professor Ronald Gorter



Ronald Gorter, PhD, is a psychologist specialized in behavioural aspects of dentistry and dental education. He is Associate Professor at the Academic Centre for Dentistry Amsterdam (ACTA), The Netherlands. Ronald teaches communication skills, health education, and behavioural aspects of working as a health professional to both dental students and graduated dentists. Student professional development and professionalism are also among his educational topics. His research focuses on communication and career aspects of general dental practitioners, and more precisely on staff communication, work stress, burnout, and job satisfaction. He is former Director of Education at ACTA. Ronald is ADEE Executive, represents ADEE on the Platform for Better Oral Health in Europe, and is Editor in Chief of the European Journal for Dental Education. He is (co-)author of about hundred Dutch and international professional and scientific publications.

Professor Julia Davies



Julia Davies is a Professor of Oral Biology at the Section for Oral Biology and Pathology at Malmo University, Sweden. She is engaged in research on the role of microbial biofilms in the development of caries and periodontitis. Her educational interests are assessment in relation to student-centred, activity-based learning and the challenges associated with integration of basic sciences into clinical teaching in the dental curriculum. She was involved in development of the GED curriculum and is currently a member of the GED taskforce at ADEE. Julia has served as ADEE Treasurer since 2021.

Dr. Eilis Delap



Eilis Delap is an Adjunct Assistant Professor at the Dublin Dental University Hospital. She has delivered elements of the core and broader curriculum, serving as a problem based learning and public health projects tutor for many years. She has keen interests in dental public health, dental ethics and regulation, and patient centred care. Eilis has had considerable involvement with ADEE since her initial involvement in the Trinity College Erasmus Thematic Network DentED projects in 1997.

She is also a trustee of ADEE with designated accountability for feudatory responsibilities for ADEE to the Irish Charities Regulatory Authority.

Associate Professor Elene Gigineishvili



Elene Gigineishvili has served as the Head of the Dentistry Department at the University of Georgia since 2015, where she delivers lectures in therapeutic and paediatric dentistry, and in dental public health. She is a member of Georgia's sectoral council of higher education in Dentistry, and an accreditation and authorisation expert at the National Center for Quality Enhancement (NCEQE). Elene has been a member of ADEE's Executive Committee since 2023.

Assistant Professor Argyro Kavadella



Argyro Kavadella is Assistant Professor at the School of Dentistry, European University Cyprus (EUC), in Cyprus, and a member of the Curriculum Committee of EUC. She is a dentist specialized in Dentomaxillofacial Radiology and an educator specialized in e-learning. Her research interests include digital radiography, dental education, artificial intelligence, curriculum development, e-learning, professional burnout, lifelong learning and continuing professional development, and professionalism. As an external evaluator of Dental Schools, she has participated under the LEADER programme in 6 School visits in Europe, Middle East and Africa, including a visit in Faculty of Dentistry at Ankara University, Türkiye in 2008. She was a member of the Taskforce Group who developed the Dental Schools' guidance document entitled "The Graduating European Dentist: a new undergraduate curriculum" and is currently a member of the new Taskforce Group aiming to update this document. She is Associate Editor of the European Journal for Dental Education since 2016 and has served in ADEE Executive Committee (member, Treasurer, Secretary General) from 2008-2015.

About the Faculty of Dentistry at Ankara University

Ankara University is located in the capital city of Türkiye. It is a publicly-funded University comprised of 18 Faculties. Established in 1963 as part of the Medical Faculty of Ankara University, the “Dental School” graduated its first class in 1968 having opened its first inpatient clinics with beds the year before. The school was converted into a “Faculty” in 1973 and detached from the Faculty of Medicine.

Today, the Faculty of Dentistry at Ankara University operates as an autonomous Faculty within the University and is one of five dental schools in Ankara. Ankara University itself has student and staff populations of 100 000 and 12 000 respectively. The Faculty of Dentistry, with nearly 1 000 undergraduate students, is located at the university’s main Beşevler Campus. In 2023, it moved from an older building to new, purpose-built premises which has both spacious modern educational facilities, and in- and out-patient clinics. The building is in close proximity to the Deanery of Students offering student welfare services, a University library, recreational areas and an impressive range of sports facilities.

The aim of Ankara University’s undergraduate dentistry programme is to train competent graduates to meet the needs of society, and who will protect oral health and treat oral disease with a patient-centred, holistic approach. The Faculty aims to deliver education that reflects clinical reality, using a combination of innovative and traditional education methods. Further, it aims to provide an education aligned with contemporary higher education practices where the programme is continuously evaluated and developed to be responsive to internal and external pressures. Amongst the school’s goals is graduating students who are capable of independent dental practice, self-confident and equipped with 21st century skills within the scope of the National Core Education Program (NCDEP), in a student-centred and outcome-based program.

ADEE commends the Faculty of Dentistry for its commitment to continuous quality improvement demonstrated by inviting ADEE experts to review their recent 2024 LEADER Self-Assessment Report and validate its content with a school visit. It is noteworthy that Ankara welcomed its first ADEE school visit in 2008; and has considered the advice and recommendations made in that panel’s report to improve many aspects of the education it delivers.



Figure 1. Rector’s Boardroom



Figure 2. Rector of the University Prof. Dr. Necdet Unuvar and the Dean Prof. Dr. Kaan Orhan

Meetings with faculty, staff, and students

As part of the LEADER process, the panel were able to meet with a wide range of faculty, staff and members of the student body during their March 2025 visit and were impressed with the level of engagement and openness that was displayed in these meetings. There was a willingness to share strengths and weaknesses as well as to communicate a desire for continuous improvement. Interviews with key stakeholders and tours of the full range of pre-clinical and clinical learning facilities were scheduled (Table 1; Appendix 1).

Table 1. Summary of meetings held at Ankara

DAY	THEME
1	Welcome and Introductions
	Faculty Members' Summary of Self-Assessment Report
	Discussion of Focus Area 1
	Discussion of Focus Area 2
	Discussion of Focus Area 3
	Discussion of Focus Area 4
2	Discussion of Focus Area 5
	Meeting with Key University Leaders
	Facility Tour of Laboratories and Simulation spaces
3	Facility Tour of Clinics
	Meeting with Undergraduate Students
	Meeting with Postgraduate Students
	Meeting with Full-time Faculty
	Meeting with Support Staff
	Meeting with Part-time Faculty

The panel are most appreciative of the openness and transparency of the Ankara attendees and speakers.

Report format

Having outlined the LEADER process and introduced the Faculty of Dentistry, this report will now progress through the panel's findings under each of the LEADER Focus Areas. In its peer review, the panel considered: (i) the Self-Assessment Report and materials linked therein, (ii) the table of responses to 2008 ADEE visit report, (iii) in-person meetings with leadership, faculty, staff, and students, (iv) facility tours, and (v) additional documents shared on-site. This report then provides the panel's perspective of the Faculty's strengths, weaknesses, opportunities, and threats. Finally, the report presents a summary of the recommendations made throughout this report.

It is important to note that the panel and report did not judge directly educational and clinical service provision. The panel's analysis concentrated on continuous improvement and enabling the team at Ankara to continue its quality journey.

Focus Area 1: Strategic Plan – Vision, Mission, Objectives (VMO)

The LEADER philosophy considers quality to be a strategic priority and needing embedding throughout the everyday systems and process of the undergraduate education delivery process. Thus, as detailed in the LEADER Manual, the rationale behind the panel's focus in this section is that:

Quality management can only be implemented when the strategic plan of an Oral Health Professional school is clearly defined. A strategic plan includes a vision, mission, objectives, and often includes strategies and action plans to provide a blueprint for the operations of a school.

At its 2008 visit to the Faculty of Dentistry, the ADEE panel commented that the school's vision and mission were well formed, and that the principles embodied in these should be central to the Faculty's plans and operations. It is evident that in the years since, the Faculty has ensured alignment of these.

From the 2024 SAR of the Faculty of Dentistry, Ankara University, the aim of its undergraduate dentistry programme is to train competent graduates with a lifelong learning approach who will meet the needs of society as well as the protection of oral health and treatment of diseases for the individual with a patient-centered, holistic approach. Graduating students are expected to be capable of independent dental practice, self-confident and equipped with 21st century skills within the scope of the National Core Education Program (NCDEP), in a student-centered and outcome-based program.

The SAR documents the Faculty's position and inter-relationship within the broader university mission. The general background of oral health services and education in its local context is well described. The SAR states the accountability, responsibility and communication relationships the Faculty is party to. Quality assurance activities and how they are enabled are detailed. The SAR describes goals and objectives which are outcome-based and focused on high quality education. As evidence of the Faculty's strategic plan and progress, the SAR includes and links to University and Faculty-level documents with tabulated plan qualitative goals, quantitative targets and performance measures, 'realization levels', and year-over-year data.

From the meeting and visits, the ADEE panel were able to confirm and expand upon many details described in the SAR. Some of those details are summarised here, but this is by no means an exhaustive list:

The Faculty is lead by the Dean and the two Vice Deans (one for education and one for research). The Dean is also one of the two Vice Rectors of the University. It was clear from a meeting of the peer-review panel with the Vice Chancellor that the Faculty is considered an important part of Ankara University. For example, the Faculty's new state-of-the-art facilities is a clear example of the Faculty's importance as shown by the University.

The mission and vision have recently been renewed after a curriculum revision. To ensure mutual interaction and cooperation, an internal and external stakeholder commission, including retired staff, graduates, dental associations, and members of other Faculties at Ankara University were engaged, with financial support provided by the Faculty.

Twice per year, invitations are issued to the Faculty General Assembly on which a strategic plan is written. Although patients are not part of this, patient feedback is received on a daily basis through feedback boxes on paper or online.

Funding for the education at the Faculty comes from three sources: the Ministry of Health Education, student fees, and the School's own resources. Clinical funding comes to the University Dental Clinic from the Ministry of Health and in addition, patient fees. The budget from the Ministry of Health Education depends on the number of students recruited from within Türkiye and abroad. The number of Turkish students admitted is decided by the Turkish government rather than locally.

The Faculty takes societal responsibility for the oral health of its communities. It actively serves the surrounding population in house ($\approx 1\,300\,000$ in 2024) and with outreach. It assumes responsibility for treating patients with low socioeconomic status, with particular interest in the care of children from low income families. The Faculty also serves the University community by offering services to staff and students in the evenings.

Further, the dental education program facilitates student participating in oral health care initiatives in surrounding towns and villages, including care for children. Of note, the Faculty organised a large-scale oral health project to help people in the areas most severely affected by the 2023 earthquake in Eastern Türkiye. Outreach with students visiting these communities continues.

To that end, the ADEE panel observes that the Faculty of Dentistry's mission and vision of the Faculty of Dentistry are closely aligned with those of Ankara University. The panel confirms that the University strives to provide internationally competitive, updated education programmes permeated by the values of social and ethical responsibility that meets the needs of Society. At Faculty level, the self-assessment report makes clear its aims in undergraduate education, the calibre of graduate it produces, and the quality of care it and its graduates provide. The vision and mission are supported by the ethical principles of reliability, honesty and impartiality, openness to new developments and respect for the rights of patients and employees. As well as education and clinical practice, the Faculty's mission and vision express a strong desire to undertake high impact scientific research and innovation to facilitate the public's access to the scientific results and to support faculty members in order to increase these activities. Further, these appear to be well incorporated into the activities of the School.



Figure 3. Faculty of Dentistry



Figure 4. Ankara University Sun Square

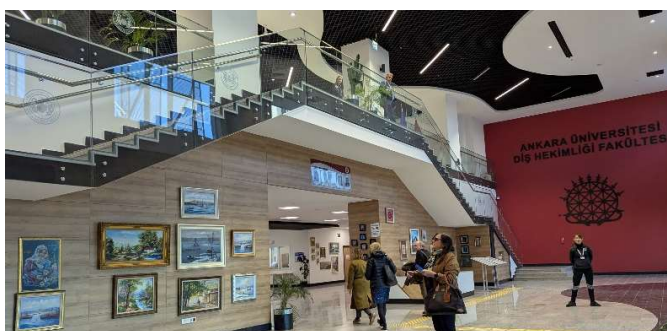


Figure 5. Main entrance



Figure 6. Dentistry museum

Focus Area 2: Quality Management Structures and Processes

Quality management within any organisation needs to be resourced and enabled in practice to be given life. Ideally it should be embedded within existing organisational structures rather than being tagged on or appended.

Thus, as detailed in the LEADER Manual, the rationale behind the panel's focus in this section is that:

Quality Management is enabled by efficient and effective quality structures and processes. To be effective, such processes and structures should be embedded within School support structures to be effective.

Ankara University Faculty of Dentistry is committed to pursue quality in all aspects of dental education. The Quality management processes include central/University-based processes and Faculty processes, complementing each other. The components of the Management System consist of strategic management, process management, performance management, document management, risk management and feedback system (information request, suggestions, complaints, satisfaction). The Quality Committees of the University are responsible for evaluating the services provided, identifying performance indicators, carrying out corrective actions, and cooperating with internal and external stakeholders.

Within the Dental Faculty, several Committees oversee various evaluation processes, ensuring compliance with both national and international quality standards: the "Education and Training Coordination Commission - ETCC", "Program Evaluation Commission - PEC" and "Measurement and Evaluation Commission - MEC". The "Program Evaluation Commission" is the commission that prepares and implements the feedback of students, educators and administrative staff, collects and evaluates the data and reports it to ETCC. The "Measurement and Evaluation Commission" evaluates the effectiveness of the education process and presents these evaluations to ETCC. All studies carried out within the scope of the Quality Management system are publicly shared with all internal and external stakeholders (<http://www.dentistry.ankara.edu.tr/en/quality-management-department/>).

In the Faculty of Dentistry, a self-evaluation program is implemented every year, according to the 'unit internal evaluation' criteria, addressing the areas of education, health services and social contribution. The Quality and Accreditation Unit in Education has recently been established and Quality units address both education and health care services. Accreditation evaluations expand in many fields and associations: the new curriculum received the YÖZAK accreditation in 2018, and in addition, the Turkish Quality Standards certificate (TS EN 9001:2015) and the international IQnet certificate were obtained.

The education program in the Dental Faculty is systematically evaluated. In this regard, the data collected by various methods are analyzed and the program is updated as a result of the evaluations made. A recent curriculum update of the Turkish Dentistry Undergraduate Education Program was implemented in 2021, with the aim of ensuring compliance with the Turkish Higher Education Quality Council (THEQC) Quality Assurance System, national and international accreditation standards, and ERASMUS programs. In August 2023, the latest updated Ankara University Faculty of Dentistry Education Program was revised.

Quality improvement processes include the educational component, the administrative and legislative component, and the health services component. Health services are monitored and evaluated in accordance

with the Oral and Dental Health Services quality standards. In relation to the educational component, and aiming at updating the graduates' skills and competences, the Ankara University Dentistry Program qualifications have been prepared taking into account the current ADEE (The Association for Dental Education in Europe), NCDEP and THEQ qualifications. Moreover, the Faculty of Dentistry decided to join the LEADER program proposed by the Association of Dental Education in Europe (ADEE), in order to use international framework and an opportunity for peer review from experts within the field. This demonstrates the Faculty's commitment to enhancing the quality of education and aligning academic practices with evolving standards and best practices in dental education. However, it should be emphasized that the LEADER programme is not an accreditation process, but rather a peer-review initiative aimed at constructive evaluation and quality enhancement.

Representatives from academic staff, administrative personnel and undergraduate students participate in the Quality Committees. Staff members work as a team to improve quality in education and patient care.

Academic staff's, students', and employees' opinions are explored through surveys and questionnaires. Students' surveys and feedback are regular, taking place twice/ year, and their problems and proposals are taken into consideration for program modifications. Employee feedback is also analysed, and suitable corrective actions are implemented accordingly.

Patients are invited to assess their experiences during interactions with students, administrative staff, and faculty members. Feedback refers to written, oral, or email comments, suggestions, complaints, and expressions of gratitude made by patients, their relatives, companions, or visitors receiving services at the dental hospital, as well as by affiliated institutions, organizations, and insurance providers, concerning the services delivered. The opinions and suggestions of patients are evaluated and analysed every month by the "Patient and Patient Relatives Rights Committee", and improvement efforts are carried out.

Continuous feedback is gathered through stakeholder surveys, with various Committees implementing necessary actions to enhance the educational program and operational processes of the Faculty. Consequently, Ankara University Dental Faculty maintains a structure that is continuously evolving and improving.

To summarise its strengths, the Faculty has (i) a detailed, comprehensive Quality Assurance system, (ii) embedded continuous quality assessment and self-assessment principles into it, (iii) involved numerous stakeholders, and (iv) has various committees evaluating all aspects of the Faculty's operations. Some possible risks include communication issues or overlapping responsibilities among the different Committees, or possible delays in implementing changes due to the various successive stages and processes. Varying quality standards and requirements set by different organizations and regulatory bodies may also pose risks to quality efforts. The panel suggests that the Faculty of Dentistry continues to further refine its Quality Assurance system with clear communication channels between the committees, and explores integrating some committees with similar or overlapping responsibilities.

Focus Area 3: Educational Stakeholder Engagement

Effective quality management is concerned with stakeholder experience and grounded in concepts of co creation and partnership. As detailed in the LEADER Manual, the rationale behind the panel's focus in this section is that:

Engagement with and acting on student and other stakeholders' views and responses within the education setting enables QI at a practical level.

Within any educational setting, stakeholder analysis and understanding are critical. Generally, they will involve cohorts classified as students, staff, patients, researchers, funders, the catchment community, and international community. The panel's discussion with staff and students identified positive attempts to engage with many of these cohorts through various means. It is important to note that successful engagement comes from understanding stakeholder needs, seeking feedback, and involving stakeholders in decision-making processes.

Students and their feedback

The Faculty has 816 students in the Turkish language B.Sc. dentistry program, and 113 students in the international English language program, spread over a 5-year curriculum. Candidates who aim to enter the Turkish programme sit a national exam where their score determines their eligibility for particular dental schools. The Faculty is able to select the top students for their undergraduate program, although the selection process is outside their control. The Turkish programme recruits mainly from within, and countries neighbouring, Türkiye and students are required to pass both an entrance examination and a test of proficiency in the Turkish language examination before progressing to clinical training. Overall, the majority of the students are women (>60%). Student fees are approximately €100 per year for Turkish students and €800 per year for international students.

The panel concludes that student feedback is obtained through appropriate evaluation methods. According to the SAR, the Faculty utilizes the CIPP (Context, Input, Process, Product) model to collect student feedback twice annually. Through a structured survey method; students are able to evaluate specific courses, theoretical components, clinical training, and examinations. Additionally, the survey includes open-ended sections, allowing students to express their opinions freely. All feedback is systematically recorded in the Integrated Education Management System (IEMS) for each course. Student feedback is first reviewed by the Program Evaluation Commission, and subsequently forwarded to the Deanery for action.

During interviews, students were unanimously positive about being enabled to study at Ankara University. They emphasised the openness that is expressed by all staff, the low threshold to discuss whatever matters are at stake, and felt their questions or comments were taken seriously. They recognise they have the opportunity to convey their opinions by survey; but also directly to the Deanery, both verbally and in writing, outside of the formal survey process. The student body might benefit from receipt of a formal regular reporting of how their feedback is considered and the outcomes of that consideration.

The students provided several examples of initiatives they proposed that were implemented by the Deanery. For instance, students expressed concerns regarding the insufficient number of preclinical hours in the curriculum. This feedback resulted in curriculum modifications. Similarly, when they reported a lack of coat hangers in the auditoriums, the administration dealt with this concern. Students expressed satisfaction with the facilities of the new campus. They highlighted that the newly installed simulation phantoms are more

modern and available in greater quantity compared to the previous campus. However, they suggested that the library could be expanded and modernized. The students while appreciative of the option to study in both Turkish and English, observed that those amongst them in the smaller English-language programme benefit from smaller student to educator ratios.

During the ADEE visit, postgraduate students agreed and appreciated that open communication is practised throughout the Faculty. These students spend 25-30 hours per week supervising in the departmental clinics and generally supervise 18 undergraduate students per clinic with one professor also in attendance. They organise plenary feedback sessions at the end of each day during which the undergraduates are expected to practice self-reflection. They remarked that the many recent curriculum and clinic changes can be challenging to keep up with, and that supervision duties can put pressure on time for research and other Faculty activities.

Academic staff and their feedback

The Faculty of Dentistry, Ankara University is comprised of 260 academic staff including 56 full professors, 12 associate professors, 10 doctor lecturers, 4 lecturers, and 166 research assistants as well as 288 administrative and supportive staff. All academic staff members are full-time employed by the Faculty. Faculty members are distributed between two academic units; Basic Medical Sciences and Clinical Sciences encompassing eight departments (Oral, Dental and Maxillofacial surgery; Oral, Dental and Maxillofacial radiology; Endodontics; Orthodontics; Pedodontics; Periodontology; Prosthodontic Treatment and Restorative Dentistry) each with their own departmental head. In addition, there is a Chief of Medicine directly responsible to the Dean's Office. The past five years has seen a significant increase in the number of faculty members, particularly at Associate professor, Doctor Lecturer and Research Assistant levels.

The ADEE panel concludes that academic staff feedback is proactively sought and incorporated into the quality improvement plan and strategy. The SAR described and provided evidence for feedback mechanisms. Further, the panel's meetings with academic staff confirmed and expanded upon these. Within the Faculty, there is an atmosphere of cooperation between the levels of the organisational structure, with staff being involved through a wide range of committees in all aspects of the academic life. It was evident that faculty members are actively involved in the institution's quality improvement (QI) processes. They are given the opportunity to express their opinions and propose changes to the educational process through participation in general assemblies and direct communication with the Deanery.

In addition to their teaching responsibilities, academic staff actively participate in research projects, thereby contributing to the institution's scientific advancement. The HEI consistently supports its academic staff in their professional development, particularly through Continuing Professional Development (CPD) initiatives.

Faculty members assess each student individually within their groups. Instructors also evaluate students' clinical competencies at the end of each semester. These evaluation results are uploaded to the Integrated Education Management System (IEMS) and are made accessible via the institutional website. The Deanery is responsible for forwarding the collected academic staff feedback to the Education and Training Coordination Commission for consideration and potential curricular improvements.

Clinical instructors noted that, in working with international students, communication challenges with patients occasionally arise. In such cases, instructors provide translation support to ensure effective communication. To address these issues systematically, the institution requires international students to obtain a mandatory Turkish language certificate. This requirement is intended to facilitate better integration into the clinical environment and minimize language-related challenges during the course of study.

Alumni and their feedback

The SAR describes a graduate survey as a mechanism used to solicit feedback from recent graduates on how their training contributes to their success as oral health care providers. While the results were shared at the academic general assembly and forwarded to the education commission; “an uninterrupted network” for ongoing involvement with alumni has not yet been established.

As participation in the graduate survey is voluntary and often challenging to manage, the institution aims to develop a more consistent and structured alumni engagement network. This would ideally include graduate involvement in the strategic planning process, which has not yet been formally established.

The graduates that met with the ADEE panel stated that they are regularly invited to participate in university activities and events. Furthermore, they emphasized the strong support they received from the administration during their studies, particularly in relation to research activities.

Patients and their feedback

The Faculty welcomes some 1500 patients each day. General treatment costs are paid for by the government. Patients arrange their appointments directly. Their treatment is delivered by students under the supervision of licensed staff. The SAR describes soliciting feedback from patients and their families through surveys received by a formal Patients Rights Unit, through the school web page, and through other communication centres.

The panel concludes that the Faculty has established a robust feedback system for patients and their relatives, enabling them to submit their suggestions and complaints through multiple channels. Within this framework, all patient feedback is forwarded monthly to the Chief Physician and the Quality Management Unit by the Patient Rights Unit Supervisor, accompanied by the “Opinions, Suggestions, Complaints Evaluation Analysis Form of Patients and Relatives.” The feedback is reviewed by the “Patient and Relatives’ Rights Committee,” and improvement areas are identified. Applications are assessed, and appropriate responses are sent to the Provincial Health Directorate. Additionally, all annual reports regarding patient feedback processes are submitted to the Provincial Health Directorate and the Higher Education Institution.

Support staff

There are 288 administrative and support staff involved in the delivery of dental education at the Faculty of Dentistry, Ankara University. The ADEE panel, during its visit, met with representatives involved in clinical studies, including the chief nurse, a nurse, the patient services manager, human resources personnel, a study office representative, and a member of the IT office. All representatives appeared to be actively engaged in supporting the educational and clinical processes of the Faculty. Comprehensive administrative support in regards to student accommodation and enrolment is provided by the University.

The Faculty states it has developed mechanisms to gather and respond to feedback from staff. The “Employee Opinion, Suggestion, Complaint Evaluation Procedure” allows support personnel to communicate concerns and suggestions. Senior management is actively involved in reviewing these inputs and contributes to the ongoing improvement process.

Currently, 37 nurses and 41 assistants are engaged in the clinical education process. This is much improved from the 2008 ADEE panel’s observation that there were few dental nurses on clinics, and four-handed dentistry should be introduced. This has now been implemented successfully. However, it emerged during the interviews that the concept of 360-degree assessment is not yet widely familiar among clinical staff. It is therefore recommended that the institution increase the involvement of clinical personnel in evaluation

procedures to strengthen their participation in quality improvement initiatives from their professional perspective.

Sharing of feedback outcomes and review mechanisms

Ankara University, Faculty of Dentistry employs a structured quality assurance framework grounded in the CIPP (Context, Input, Process, Product) evaluation model to systematically gather and utilize student feedback. Student input is collected biannually through a standardized survey instrument that enables the evaluation of individual courses, theoretical instruction, clinical training, and assessment procedures. These surveys also include open-ended questions, providing students with the opportunity to express qualitative feedback and specific concerns.

All survey data are compiled and stored in the Integrated Education Management System (IEMS), with results attributed to individual courses and instructors. Following collection, student feedback undergoes a structured review process: initially assessed by the Program Evaluation Commission and subsequently forwarded to the Deanery for further consideration and action planning.

Beyond survey tools, the Faculty promotes open communication channels through which students may present their concerns directly to the Deanery, both verbally and through written correspondence. Such multiple avenues of communication demonstrate the institution's commitment to inclusive and participatory governance.

Importantly, the institution ensures that feedback results are disseminated transparently. Outcomes of student evaluations—including evaluations of individual instructors—are presented annually at the Academic General Assembly. Outstanding faculty members in both theoretical and clinical education are formally recognized during the assembly. Furthermore, survey results from students, educators, graduates, support staff, and patients are publicly shared via the university's website and through institutional gatherings such as the Academic General Assembly. This approach reinforces transparency, institutional accountability, and a culture of continuous quality enhancement.

To promote sustainable institutional development, HEIs quality improvement (QI) mechanisms incorporate systematic feedback loops, ensuring that evaluation outcomes are effectively communicated to all relevant stakeholders—including undergraduate and postgraduate students, academic and clinical staff, and support personnel. This approach cultivates a culture of transparency, continuous professional growth, and lifelong learning.

Student application, admission, and appeals policies

Student admission to the Faculty of Dentistry at Ankara University is governed by the academic and legal framework established by the Student Selection and Placement Center (SSPC). Prospective students are required to complete all application procedures and successfully pass the examinations administered by the SSPC in line with national higher education regulations. In addition to regular admissions, students who have previously commenced education in equivalent dental programs, either domestically or internationally, may apply for horizontal transfer. These applications are reviewed on a case-by-case basis before the beginning of the academic semester, with careful consideration of each candidate's academic background and the compatibility of the completed coursework with the program's requirements.

All student registration and admission procedures are comprehensively outlined in the Ankara University Associate and Undergraduate Education Regulation. After completing initial registration through the national

e-Government system, students are required to fill out the official "Student Information Registration Form" to finalize their enrollment.

For international students, admission and registration are facilitated by the Foreign Nationals Office within the Department of Student Affairs. The Faculty of Dentistry also demonstrates a commitment to academic internationalization by participating in Erasmus+ exchange programs, which promote mobility, intercultural learning, and institutional collaboration with partner universities across Europe. These programs enable both inbound and outbound student exchanges, supporting the university's broader goals of global engagement and educational diversity.

Student wellbeing

Ankara University offers a comprehensive range of student support services designed to foster academic success, personal development, and well-being throughout the course of study. These services are delivered through dedicated units that operate in close coordination with the faculties and administrative bodies. The Student Career Center plays a vital role in guiding students through career planning, internship opportunities, and job placement support, thereby enhancing employability and readiness for the professional world. The Coordination of Compliance Programs supports students in adapting to university life, particularly during the transition from secondary education, and plays an important role in the integration of both local and international students.

The Department of Health, Culture and Sports provides a wide array of programs and activities aimed at promoting physical health, cultural enrichment, and recreational engagement. This includes access to medical services, sports facilities, artistic events, and student clubs. To ensure inclusivity, the university operates the Accessible Ankara University Unit, which works to eliminate physical, educational, and social barriers for students with disabilities, thus reinforcing the institution's commitment to equal opportunity in higher education. Locally at the Faculty, a family physician operates in the building five days per week, who is available for patients, but also for students and staff.

Mental health and emotional well-being are supported through the Psychological Counselling and Guidance Unit, which offers professional services such as individual counselling, workshops, and stress management resources. Furthermore, the Scholarships and Dormitories Directorate manages the allocation of financial aid, scholarships, and housing services, ensuring that students from diverse socio-economic backgrounds have access to essential resources during their education.



Figure 7. Traditional performance from dental student club



Figure 8. Ankara University sport facility

Student representation

At Ankara University, students play an active role in institutional governance through formal representation in decision-making bodies. Students are democratically elected by their peers to serve as class representatives and participate in various educational commissions and faculty-level structures. Further, student representation and advocacy are supported through the Student Council, which provides a formal platform for student participation in university governance, policy discussions, and decision-making processes.

Collectively, these services reflect Ankara University's holistic approach to student development, emphasizing not only academic achievement but also psychological support, social inclusion, and active civic engagement. During interviews conducted with the students, it was evident that regular meetings are held between elected class representatives, the Dean of the Faculty of Dentistry, and the Vice Dean responsible for education. These meetings serve as a structured platform to identify student concerns, gather suggestions, and collaboratively seek effective solutions.

The institution places strong emphasis on student involvement in education-related commissions, reinforcing a culture of transparency, mutual respect, and shared responsibility. This inclusive approach not only fosters student engagement but also enhances trust among stakeholders by ensuring transparent and accurate information flow. The integration of student representatives into every relevant commission promotes a sustainable environment where students are encouraged to voice their perspectives constructively.

By systematically collecting and acting on student feedback, Ankara University demonstrates its commitment to continuous improvement and quality enhancement in educational standards. This participatory model contributes to the development of a confident, communicative student body—one that is well-prepared to engage with academic, institutional, and societal challenges in a respectful and informed manner.

Focus Area 4: Managing the Human Resource

Education and its quality are enabled or hindered by the people involved in its delivery. It is therefore essential that the human resource is appropriately managed throughout the HR cycle. Thus, as detailed in the LEADER Manual, the rationale behind the panel's focus in this section is that:

Quality management within the school acknowledges the role of the human resource in enabling QI and change. Ensuring staff are recruited, selected, and retained who embrace a continuous QI ethos, will aid successful delivery of quality education services.

As previously detailed in Focus Area 3, 260 academic staff and 288 administrative and support staff are involved in the delivery of dental education at the Faculty of Dentistry, Ankara University. This is a substantial number of staff to conduct the necessary educational activities within the school. The SAR outlined the details of its human resource management with recruitment and retention, review, and promotion processes supported by several pieces of documentation. The SAR stresses that staff planning is driven by the needs of the Faculty's departments which are identified through various analyses and simulation studies.

Information pertaining to appointment processes is publicly available on the University and Faculty's websites. Appointments must be in line with higher education legislation, within the framework of University conditions, and aligned to the demands of the Faculty. Recruitment of staff follows a diligent process that ensures equal opportunity for applicants. Links to key supporting documents were supplied to the panel.

The number, distribution, and experiences (teaching and research) of faculty members is regularly monitored and updated as part of its strategic plan in a systematic approach. Academic and administrative staff have specific and detailed job descriptions. Their duties, authorities and responsibilities appear clearly delineated in writing through the Dean's Office. In the ADEE panel's meeting with staff, staff indicated that they have clear understanding of their roles in the Faculty.

Supporting documentation such as the Competency Map, its associated analysis reports, and notices of training to further the needs of the Faculty speak to the comprehensiveness and transparency in the Faculty's human resource management efforts. Further, the Faculty takes the opportunity to share this data back with the school community at the annual academic general assembly presentation. More recently in 2020-2021, the educational performance of academic teaching staff began, growing from lessons learned from the accreditation procedure.

The Faculty offers opportunities for continuous professional development through training programmes, symposiums, and congresses to support the professional development of staff. As evidence, the Faculty provided event posters and media from these events, and the panel heard recountings of these too at the panel visit. In marked contrast to the 2008 ADEE report which noted a need for teacher training, nine train-the-trainer sessions were delivered to staff and evaluated on a variety of topics including but not limited to patient simulation training, assessment and evaluation.

As to their participation in maintaining quality standards, many staff participate on the 16 separate commissions within the Faculty. These commissions aim to ensure that quality standards are incorporated throughout and at every level. The organisation chart depicting their reporting structure is publicly available on the Faculty's website. The SAR provided descriptions for these commissions which were reinforced in the panel's meeting with staff. The panel is satisfied that the Faculty has incorporated quality assurance and improvement features into its staff training and development programme. It is commendable that the Faculty

has an Education and Training Coordination Commission and is keenly interested in skill-building in teaching, learning, and assessment practices.

By way of staff support services, the Faculty offers a monthly recognition programme, organises social events via the Social Cultural Activities Commission, and has organised training sessions around psychological violence and workplace stress. Further, the spaces at the Faculty including a café, dental museum, art gallery/workshop area, and yoga studio; and on campus with its sports facilities and vast greenspace, invite staff to engage in self-care and mindfulness. These were viewed firsthand by the panel.

In its meetings with staff, the ADEE panel expressed their great appreciation for the leadership of their Dean in all aspects of dental education. Their concerns related primarily to the workload resulting from the high student to staff ratio, the dual delivery of Turkish and English content, and students with progression and professionalism difficulties.

Overall, the panel concludes that the Faculty is well able to manage the human resource component of dental professional education. The Faculty demonstrates a commitment to the attraction, retention, and development of its staff. It shows a commitment to enabling its staff to working within an effective and supportive learning environment. The enthusiasm expressed by staff suggests Ankara is rewarded with loyalty, trust, and effort.



Figure 9. Attendees of ADEE panel presentation to Faculty of Dentistry

Focus Area 5: Managing the Curriculum

At the core of educational service is the curriculum that guides teaching and learning activities and the suite of services such as assessment, marks and standards and teaching methodologies recommended and deployed.

As detailed in the LEADER Manual, the rationale behind the panel's focus in this section is that:

A well-described curriculum grounded in best practice principles and approaches is the bedrock of a quality educational experience for staff and students. Guidance provided by several key documents should be embedded within curriculum development.

The undergraduate dental curriculum currently in place at the Faculty of Dentistry, Ankara University was developed to achieve the goal of graduating students who are capable of independent dental practice, self-confident and equipped with 21st century skills within the scope of the National Core Education Program (NCDEP). It is intended to be student-centred and outcome-based. The program was accredited by the National Council of Higher Education and became valid in the academic year 2021-2022. There is a re-evaluation every 3 years and the current program was re-accredited again on December 5, 2024.

The five-year 300 ECTS programme consists of 211 ECTS for compulsory courses, 75 ECTS for in-field elective courses and 12 ECTS for out-of-field elective courses. The programme leads to a Bachelor's degree (BSc) and is offered in both Turkish and English. The first three years of the programme are considered the preclinical phase. It consists of lectures, tutorials and practical work using simulation. Some clinical aspects are introduced in the preclinical phase; however the bulk of clinical learning begins in the fourth year and continues through fifth year.

The recommendations made by the ADEE panel in 2008 included integrating the teaching of the curriculum. The university had already adopted the concept of student-centred education and small group learning, and the 2008 panel encouraged the Faculty to break further from traditional teaching and siloed didactic teaching. The Faculty continues to deliver small group education in selected topics today in 2025, and has been able to introduce multidisciplinary/integrated courses in one-third of its courses.

To encourage the student reflection, self-directed learning, and wellbeing advised by the 2008 ADEE panel; the current 2025 curriculum was reduced by 15-20 hours, lesson density was reduced and repetition was eliminated, and teaching around professional development (including communication and ethics) was added.

Given the sharp increase of incoming students in recent years, there is pressure on both facilities and on staff. The Faculty has made great efforts in handling this situation in various ways. For example, student hours at school used to be 40 per week, which is now reduced to 25, plus some clinical hours. Every student practices 4 hrs in the clinic per week. In order to facilitate enough preclinical hours, the preclinic facilities are also open (almost) every Saturday, under staff supervision.

Another recommendation made by the 2008 panel had been to better identify and contemporise the educational teaching, learning, and assessment practices at the Faculty. Submitted as evidence during this 2025 visit, was a comprehensive curriculum resource listing each course, its expected outcomes, and programme competencies in a systematic fashion in an electronic database. By way of assessments, a greater variety are used presently, they are chosen according to the skills to be acquired; and the questions are evaluated by a committee for reliability and validity before being included in a question bank for future use. As

further testament, students the panel spoke with appeared well-informed of educator expectations and are told at the beginning of each semester how they will be assessed in each discipline and module. Of note, the educators at the Faculty have published a Turkish text entitled “Measurement and Assessment of Preclinical and Clinical Skills in Dental Education”, and staff are hopeful that this will soon be available in English.

The ADEE panel expresses concern that the assessments may be too numerous and that students may be overassessed. On the other hand, it commends the Faculty for permitting struggling students to repeat assessments and indeed entire semesters when performance was unsatisfactory for progression.

The commitment of the Faculty to support patient care and student learning is evident in the investments made to physical spaces in the building and in the equipment available. As part of its tour, the panel saw several enviable assets which support curriculum delivery. For example, students are able to observe specialists taking MRI scans of patients. The spacious anatomy laboratory has a mortuary, and students can observe dissections live by streaming video. There are 250 preclinical units available, for which students are responsible, to practice all kinds of treatment. The preclinical units are also opened during evening hours and on Saturdays, with supervision, to facilitate students’ practice hours. The microbiology lab has 60 microscopes available and offers small group lectures and training. There are a number of colloquium rooms of various sizes to enable small to medium group size education (QR-codes are used to register attendance). The main lecture hall is of a theatre-like size and is used for large group sessions, but also for postgraduate education such as symposia. The oral pathology lab is brand new and fully equipped (among others with micro CT’s), and also offers services to the patients, students, and staff. The material sciences lab has a large variety of equipment for research and educational support (3D jaw printing, for example). The oral and maxillofacial department has three sedation rooms, can accommodate overnight patients, and is open 24 hours per day seven days per week for orofacial trauma cases. In contrast to other learning spaces, the library is rather small for the number of students using it. The panel also noted that sustainability figured into the building and operations of the Faculty. To recognise these efforts, the Faculty was given the ADEE Green Practice award in 2024.

In its 2008 visit, the ADEE panel noted that too much time was devoted to laboratory-based techniques. This visit, the panel notes that the Faculty has achieved a better balance between laboratory-based and clinical techniques. Further, the facilities permit high fidelity simulation. A remarkable asset in the educational program is the incorporation of Objective Structured Clinical Examinations (OSCE) and ‘recording studio’-style facilities to house them. By streaming and recording OSCE examinations onscreen, larger groups of students may profit from the learning experiences of their peers. Simulation patients are hired in order to create high fidelity situations. Communication skills and attitude aspects are a prominent part of these OSCEs. The faculty hopes to extend the number of rooms to ten in the future.

Other remarkable assets which incorporate state-of-the-art technology include Simodont virtual reality units, which enable the students to practice their manual skills in highly sophisticated learning environment. Whereas three Simodonts might be considered a small number, by clever planning of preclinical hours, all students are able to experience this tool. Lastly, the Faculty has mannequins with high quality feedback software allowing final year students to practice and be assessed on life support skills; and staff to recertify their skills. Ten digital trainers are available for third year students use to practice anaesthesia. And an Oculus virtual reality system encourages students to practice patient communication scenarios.

The Faculty’s spacious clinics are characterised by discipline/departmental patient care; as per the Turkish guidelines used to organise them which do not prescribe integrated patient care. The clinical departments all have separate clinics which are open five days per week. Certain numbers of chairs are reserved for fourth and final year student treatment session, and other chairs are reserved for specialist training. This division by discipline was in place at the ADEE school visit in 2008, and the panel had recommended more streamlining across clinics and interdepartment/multidisciplinary clinical teaching should be tried. In the intervening years,

the Faculty put in place standardised cross-infection control across its clinics, introduced a digital records system, and added a short integrated education course to its senior clinical education programme. However, both the Faculty and the current ADEE panel agree that more should be done in to increase integration between disciplines.

While the traditional division of clinical learning by department does not seem to discourage student learning at Ankara, the panel notes that ADEE member schools have moved toward integrated courses and clinics which more closely resemble the holistic knowledge and skill base required in general dental practice, and introducing students to these earlier in their training. Widely considered best practice, this also offers opportunities for streamlining policies and procedures for care and teaching, for a more uniform patient experience and structured student learning environment.

The Faculty's vision, in order to prepare their students optimally for the postgraduate situation, is to develop to integrated clinics, in which specialized dentists from various departments are present, or can be present on demand as consultant. First steps have been taken into this direction by allocating 25 clinical chairs as integrated clinic. Currently 14 students are in a pilot study situation to experience the integrated clinic. It will be quite an exercise to move further along the spectrum towards a more student-centred, competency-based curriculum that includes a majority of multi- and cross-disciplinary teaching. The Faculty can also rely on the GED consensus developed by ADEE, which is currently a benchmark in and around Europe.

Incorporation of the GED, in addition to collaborations with other institutions, is likely to increase student mobility and recognition of the Faculty of Dentistry, Ankara University internationally. These outcomes were mentioned in meetings with the ADEE panel as desirable, and the panel saw evidence of an impressive portfolio of connections and opportunities for student experiences abroad.



Figure 10. Faculty of Dentistry Auditorium



Figure 11. Microbiology laboratory



Figure 12. Dental laboratory

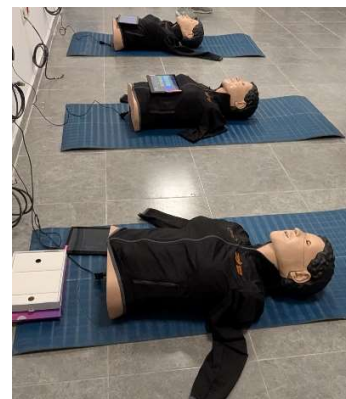


Figure 13. Resuscitation mannequins



Figure 14. Pre-clinical skills laboratory



Figure 15. Anatomy laboratory



Figure 16. Central sterile supply department



Figure 17. Central sterile supply department



Figure 18. Typical clinical bay

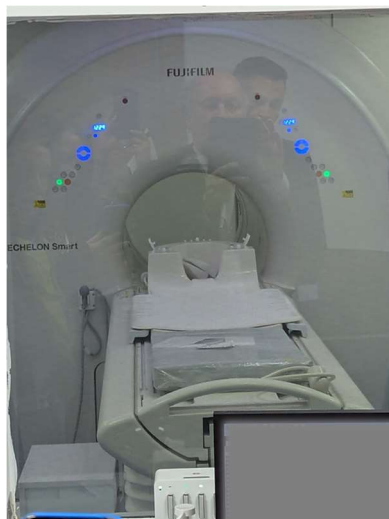


Figure 19. MRI unit

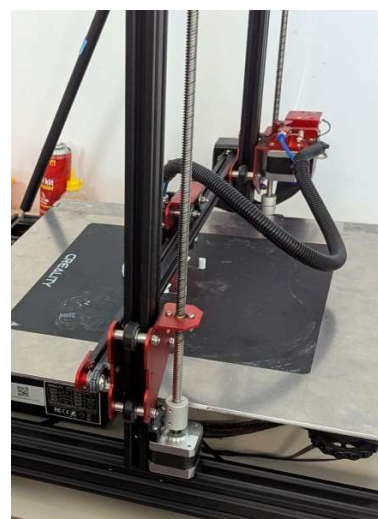


Figure 20. 3D printer in Material Sciences Laboratory

Panel's perspective

Strengths and opportunities

The Faculty is strengthened by and will gain opportunities from its...

- many advances since the 2008 ADEE school visit
- strong leadership within and at the University-level
- commitment to quality assurance practices
- quality assurance principles embedded into the Faculty's operations in all aspects
- use of technology and digital systems to enhance all aspects of its operations
- huge patient population and service to high-risk communities
- highly engaged, loyal staff who are committed to high quality education and innovation
- staff interest in increasing levels of interaction with alumni and allied health professions
- well-designed and well-equipped preclinical facilities for student learning
- plans to expand its library and OSCE spaces
- clean, spacious, modern, well-run clinics for patient care and student learning
- structures in place to support student health, wellbeing, and socialisation
- highly motivated students who appear very satisfied with their educational experiences
- delivery of both Turkish and English language programmes simultaneously
- engagements in internationalisation in education and research

Weaknesses and threats

The Faculty must consider...

- pressure created by sheer number of patients attending the Faculty's clinics
- true integrated care clinics are still to be introduced
- learning spaces and clinics size, design and layout are influenced by the physical layout of the building and formally prescribed space per unit
- pressure created by large student numbers, outside the control of the Faculty; and their threat to adopting student-centred learning approaches
- students have very limited clinical contact in the first three years of the programme
- students have limited involvement in treatment planning for patients
- students may not be enabled to gain competence in holistic patient care
- dissimilar application of student assessment tools across clinics
- staff have many time-consuming academic and Committee obligations
- managing change in an organisation can be perceived by staff as stressful and can cause dissatisfaction

Recommendations

The ADEE LEADER panel suggests that the Faculty of Dentistry, Ankara University consider building on its many strengths and take the following actions:

1. Shift even more towards experiential learning with multi- and cross-disciplinary teaching that more closely resembles dental practice as students will experience it in general practice.
2. Model clinical teaching similarly, with more holistic patient care in mind by reshaping existing infrastructure to create a “general dental clinic” to which each clinical department allocates expertise to ensure comprehensive learning.
3. Look for ways to incorporate clinical experiences into the earlier years of the programme, and involve students in treatment planning, patient record keeping, and interprofessional experiences across the programme.
4. Explore opportunities to speak with, visit, and learn from other Faculties that have undergone curriculum reform of this magnitude themselves.
5. Increase student training in critical-thinking and self-reflection.
6. Consider the volume of assessments, the impact of these on students, and their workload on staff. Consider moving from testing student skills to embracing the use of Entrustable Professional Activities (EPAs) in assessment practices.
7. Devise a reporting mechanism to communicate to students how their feedback is incorporated by the Faculty.
8. Formalise communication networks with alumni and leverage their relationship to the Faculty.
9. Undertake a review of research practice and use the learnings from this to support staff to participate in research.
10. Conduct public health research (ex. health needs assessment) of the local and/or greater Turkish population, and educational research by leveraging relationships with existing patient communities and the dual language programmes, respectively.

General narrative and rationale from this report

This report has highlighted areas where improvements can be made. As mentioned earlier, the ADEE panel’s analysis and recommendations based largely on the details in the self-assessment report, the supporting documents submitted prior to and at the visit to Ankara, and the meetings and tour at the Faculty of Dentistry. panel interviews.

The self-assessment process lies at the heart of all continuous improvement efforts. No matter the accrediting or certifying agency involved, the true benefit arises from an efficient and organisation-empowered self-assessment process. This process offers an opportunity for reflection, the collection and documentation of internal best practices, training, staff support, strategic alignment, and a clear sense of purpose and vision. For this to be successful, it must be actively embraced and owned by the leadership and staff of the organisation; as the Faculty of Dentistry, Ankara University has wholeheartedly done.

Decision

Having engaged with the self-assessment report, seen firsthand the enthusiasm and drive for improvement throughout the Faculty and from the supportive insights provided by those in attendance at meetings; the LEADER Panel attest that the Faculty of Dentistry at Ankara University, be recognised as having undergone the process and ADEE panel visit required by the LEADER Excellence programme.

ADEE looks forward to providing support and guidance as required to the Faculty as it engages with the recommendations of the panel.

ADEE commends the leadership and faculty at the University for their openness and willingness to engage in the LEADER process as a means of demonstrating their commitment to continuous quality improvement.

Approval of this report

This report was agreed by the panel on 6 June 2025.



Julia Davies
On behalf of the ADEE LEADER Expert panel



Maria van Harten
Quality Assurance and Research Project Officer

Special note of thanks

The panel is grateful for the hospitality and kindness shown to the ADEE panel by all involved from the Faculty of Dentistry at Ankara University. However, special appreciation must be given to the Rector of the University Prof. Dr. Necdet Unuvar, the Dean Prof. Dr. Kaan Orhan, and Mr. Keram Ceyhan.

Appendix 1. Ankara Visit Schedule

Introduction Presentation	Prof. Dr. Kaan ORHAN-Dean
Faculty Members' Summary of SAR	Prof. Dr. Zeynep ÖKTE Prof. Dr. Rana NALÇACI Prof. Dr. Semra SEVİMAY Prof. Dr. Ufuk MEMİKOĞLU Prof. Dr. Elif ÜNSAL Prof. Dr. Cahit ÜÇÖK Prof. Dr. Şivge KURGAN Assoc. Prof. Dr. Gülbike DEMİREL Assoc. Prof. Dr. Burcu BATAK Assoc. Prof. Dr. Akif DEMİREL Assoc. Prof. Dr. Ece İrem OĞUZ Assoc. Prof. Dr. Duru ARAS TOSUN Assist. Prof. Dr. Cafer YILDIRIM Assist. Prof. Dr. Cengiz EVLİ Assist. Prof. Dr. Emine ODABAŞI TEZER
Discussion of Focus Area 1: Strategic Plan: Vision, Mission, Objectives	Prof. Dr. Funda AKALTAN Prof. Dr. Cahit ÜÇÖK Assoc. Prof. Dr. Akif DEMİREL Assoc. Prof. Dr. Duru ARAS TOSUN* Assist. Prof. Dr. Cafer YILDIRIM
Discussion of Focus Area 2: Structure and Processes	Prof. Dr. Tuğba BEZGİN-Vice Dean* Prof. Dr. Funda AKALTAN Prof. Dr. Zeynep ÖKTE Prof. Dr. Ufuk MEMİKOĞLU Assoc. Prof. Dr. Gülbike DEMİREL Dr. Özlem TAŞ-Quality Coordinator
Discussion of Focus Area 3: Educational Stakeholder Engagement	Prof. Dr. Funda AKALTAN Prof. Dr. Elif ÜNSAL* Prof. Dr. Semra SEVİMAY Prof. Dr. Şivge KURGAN Assist. Prof. Dr. Emine ODABAŞI TEZER
Discussion of Focus Area 4: Managing the Human Resources	Prof. Dr. Funda AKALTAN Prof. Dr. Candan PAKSOY Prof. Dr. Rana NALÇACI Prof. Dr. Eray KOLSUZ-Chief of Medicine Assist. Prof. Dr. Cengiz EVLİ*
Discussion of Focus Area 5: Managing the Curriculum	Assoc. Prof. Dr. Fehmi GÖNÜLDAŞ-Vice Dean Prof. Dr. Funda AKALTAN* Assoc. Prof. Dr. Burcu BATAK Assoc. Prof. Dr. Ece İrem OĞUZ

Meeting with the Rector, Vice-Rectors, and University Administrators	<p>Prof. Dr. Kaan ORHAN-Dean</p> <p>Prof. Dr. Tuğba BEZGİN-Vice Dean</p> <p>Assoc. Prof. Dr. Fehmi GÖNÜLDAŞ-Vice Dean</p> <p>Prof. Dr. Eray KOLSUZ-Chief of Medicine</p> <p>Prof. Dr. Funda AKALTAN-Head of ADEE Committee</p> <p>Prof. Dr. Candan PAKSOY- Head of DEPAD Committee</p>
Facility Tour (Laboratories):	
Anatomy Laboratory	<p>Assist. Prof. Dr. Mert OCAK</p> <p>Assoc. Prof. Dr. Fehmi GÖNÜLDAŞ-Vice Dean</p>
Basic Medical Sciences Laboratory	<p>Assoc. Prof. Dr. Duru ARAS TOSUN</p> <p>Prof. Dr. Funda AKALTAN</p>
Preclinical Simulation Laboratory	<p>Assist. Prof. Dr. Merve Berika KADIOĞLU</p> <p>Prof. Dr. Elif ÜNSAL</p>
Basic Life Support	<p>Assoc. Prof. Dr. Çağıl VURAL</p> <p>Prof. Dr. Berkan ÇELİKTEN</p>
VR Practice Laboratory	<p>Assoc. Prof. Dr. Gülbike DEMİREL</p> <p>Assoc. Prof. Dr. Akif DEMİREL</p> <p>Assist. Prof. Dr. Bora AKAT</p> <p>Kerem CEYHAN</p> <p>Assoc. Prof. Dr. Çağıl VURAL</p>
IV Cannulation Simulation	<p>Assoc. Prof. Dr. Burcu BATAK</p>
OSCE Laboratory	<p>Prof. Dr. Cahit ÜÇÖK</p>
Anaesthesia Simulation Laboratory	
Classes	
Library	
Facility Tour (Clinics):	
6th Floor Orthodontics	<p>Prof. Dr. Ayşe Tuba ALTUĞ</p> <p>Assoc. Prof. Dr. Fehmi GÖNÜLDAŞ-Vice Dean</p>
6th Floor Pediatric Dentistry	<p>Assoc. Prof. Dr. Akif DEMİREL</p> <p>Prof. Dr. Funda AKALTAN</p>
5th Floor Restorative Dentistry	<p>Assoc. Prof. Dr. Gülbike DEMİREL</p> <p>Prof. Dr. Elif ÜNSAL</p>
4th Floor Periodontology	<p>Prof. Dr. Elif ÜNSAL</p> <p>Assist. Prof. Dr. Cengiz EVLİ</p>
4th Floor Endodontics	<p>Assist. Prof. Dr. Emine ODABAŞI TEZER</p> <p>Assist. Prof. Dr. Merve ÖNDER</p>
3rd Floor Oral and Maxillofacial Surgery	<p>Prof. Dr. Cahit ÜÇÖK</p> <p>Assoc. Prof. Dr. Fehmi GÖNÜLDAŞ-Vice Dean</p>
2nd Floor Prosthodontics	<p>Prof. Dr. Hakan TERZİOĞLU</p> <p>Prof. Dr. Funda AKALTAN</p>
1st Floor Oral and Maxillofacial Radiology (AI Radiology Education Training)	<p>Assist. Prof. Dr. Cengiz EVLİ</p> <p>Prof. Dr. Elif ÜNSAL</p>
Minus 1st Floor Virtual Reality Laboratory	<p>Assist. Prof. Dr. Merve ÖNDER</p> <p>Kerem CEYHAN</p>
Meeting with Undergraduate Students	<p>Belinay AYDIN-First Year Student</p> <p>Onur KAYA-Second Year Student</p> <p>Mehmet Emin ERBAY-Third Year Student</p> <p>Selin TUNCER-Fourth Year Student</p> <p>Umut İLHAN- Fifth Year Student</p>
Meeting with Postgraduate Students	<p>Postgraduate programme's student representatives</p>
Meeting with full-time faculty	<p>Prof. Dr. Okan AKÇAM</p> <p>Prof. Dr. Hakan TERZİOĞLU</p> <p>Representatives from full-time faculty</p>

Meeting with support staff	Selda YAKAR Tülin ÖCAL Sibel KIRKIZ İlker GÜZEL Muhittin ALTINKAYA Gözde NAS NALBANT Representatives from Faculty Administrative staff
Meeting with part-time faculty	Prof. Dr. Ufuk TOYGAR MEMİKOĞLU Representatives from part-time faculty
Panel members' presentation of draft report	Prof. Dr. Kaan ORHAN-Dean Prof. Dr. Tuğba BEZGİN-Vice Dean Assoc. Prof. Dr. Fehmi GÖNÜLDAŞ-Vice Dean Prof. Dr. Eray KOLSUZ-Chief of Medicine Gülnaz ÇETİN- Faculty Secretary Prof. Dr. Funda AKALTAN Prof. Dr. Candan PAKSOY Prof. Dr. Zeynep ÖKTE Prof. Dr. Rana NALÇACI Prof. Dr. Semra SEVİMAY Prof. Dr. Ufuk MEMİKOĞLU Prof. Dr. Elif ÜNSAL Prof. Dr. Cahit ÜÇÖK Prof. Dr. Şivge KURGAN Assoc. Prof. Dr. Gülbike DEMİREL Assoc. Prof. Dr. Burcu BATAK Assoc. Prof. Dr. Akif DEMİREL Assoc. Prof. Dr. Ece İrem OĞUZ Assoc. Prof. Dr. Duru ARAS TOSUN Assist. Prof. Dr. Cafer YILDIRIM Assist. Prof. Dr. Cengiz EVLİ Assist. Prof. Dr. Emine ODABAŞI TEZER



ADVANCING EDUCATION
AND ORAL HEALTH

Association for Dental Education in Europe

International Office
Dublin Dental University Hospital
Trinity College, Lincoln Place
Dublin 2, Ireland
administrator@adee.org
<http://www.adee.org>
+353 1 612 7235
+353 1 612 7294

