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Institutional Accreditation Report

ERCIYES UNIVERSITY

Evaluation Team

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INTRODUCTION

Erciyes University was established under the name of Kayseri University in 1978. The Gevher Nesibe Faculty of Medicine, established in 1969 on Erciyes University campus as affiliated to Hacettepe University and Kayseri Faculty of Business Administration founded in 1977 constituted the core of Erciyes University. The other two higher education institutions in Kayseri at that time, namely Kayseri Higher Islamic Institute, founded in 1967, and Kayseri State Academy of Architecture and Engineering, founded in 1977, were incorporated into the university, and the university was named Erciyes University in 1982. The university serves with 19 faculties, 1 school, 2 vocational schools, 7 graduate schools, 6 departments, 44 research centers as well as an advanced research hospital with 1350 beds. Gevher Nesibe Hospital, Cardiovascular Diseases Hospital, Organ Transplant and Dialysis Hospital, Oncology Hospital, Children's Hospital and Bone Marrow Transplant and Stem Cell Therapy Center are important health institutions of the university.

Mission: Erciyes University aims to be a university that conducts contemporary learning and teaching activities, produces information and technology, always uses this information and technology for the benefit of society, is sensitive to the environment and basic values of humanity, and is a pioneer in its fields of activity.

Vision: It is to educate students, who can think scientifically, probe, do research, can think globally without losing the values of their society, and have high self-esteem, and to be among the leading universities in Turkey and the World as a university whose students are proud to be a part of and which is an exemplary university with its education and research activities and benefits to society.

A. QUALITY ASSURANCE SYSTEM

1. Mission and Strategic Goals

The mission and vision, core values, and quality policy defined specific to Erciyes University was included in the strategic plan of the institution and is present on its website. The institution has established the culture of developing a strategic plan since 2004. The most recent Strategic Plan was written in accordance with the "Notification on Strategic Plans to be issued by Public Administrations" that was published in Official Gazette dated 30 April 2015 and numbered 29342. The implementations of the strategic plans in previous periods were examined and necessary improvements were added to the 2017-2021 Strategic Plan of Erciyes University (ERU). CoHE selected Erciyes University as one of the ten research universities in Turkey. After senior management change in 2019, the integration of the follow-up indicators of Quality Assurance System and Research University performance with the Strategic Plan was ensured with updates and their compliance with United Nations Sustainable Development Goals was also ensured. Department of Strategy Development determined the cost of the goal charts finalized by the Strategic Plan Revision Committee. Additionally, the revised Strategic Plan was published on the university's website.

The university's High Commission for Strategic Plans gave the "Strategic Plan Writing" training to Units' Strategic Plan Commissions, and the Units' Strategic Plans being associated with the Strategic Plan were published on the university's website entirely.

The Performance Monitoring Indicators for Research Universities determined by CoHE were adopted in the institution completely and action plans were written for this purpose. The Commission for Monitoring and Evaluating Strategic Plans monitors the indicators periodically through the web-based system. The Commission for Monitoring and Evaluating Strategic Plans and the Quality Assurance Commission that are established in the unit manage this process following the workflow plan approved by the manager of the unit. Senior management of the university collected opinions and suggestions of Senate members for dissemination of R&D culture focused on mission differentiation, visited all units, and created the infrastructure and program of research workshop. The first R&D and Innovation Workshop was held between January 31 and February 1, 2019, and the second between February 3-4, 2020, with stakeholder involvement. The R&D activity plans for the next three years were shared with the academic staff.

ERU defined its Quality Commission and quality processes. Commissions for learning and teaching, research and development, and management processes that are run in coordination with each other are present. Moreover, both units/committees/commissions and senior management work in coordination through the Continuous Improvement Group. The institution defined its policies for learning and teaching, research and development, service to society, and internationalization processes and shared them on its website.

ERU is one of the first universities that participated in quality works voluntarily. The institution successfully went through the Institutional External Evaluation process conducted by the Turkish Higher Education Quality Council (THEQC) in 2016. The senior management quickly started the implementation of student-centered learning and teaching and process-based measurement and evaluation approaches to realize the improvements according to the feedback. In this scope, the training of trainers was given and a series of activities were carried out for dissemination of accreditation works. Unit quality commissions were established and unit self-evaluation reports were written. Internal audit mechanism was utilized to give feedback to the units about their external evaluation reports.

In ERU, a state university, the Strategic Plan is monitored and evaluated by the Commission for Monitoring and Evaluating Strategic Plans, and the Strategic Plan Evaluation Report is written using this data. Process performance follow-up of this report submitted to the Quality Commission and university's senior management is also checked with internal audit mechanisms. In addition, a Performance Program was formed with the data obtained by the Department of Strategy Development, in accordance with the budget system for programs of the Presidency of Strategy and Budget affiliated to the Presidency of the Republic of Türkiye. Administrative Activity Reports, on the other hand, are evaluated by the university's senior management with involvement of the units responsible for implementation of the plan and of the related thematic groups. Such procedures and data collection have been monitored in digital environment since 2019. Involvement and contribution of all units in the university, from bottom to top level, was tried to be ensured in implementation of the Strategic Plan. A three-stage mechanism, consisted of follow-up, checking and evaluation stages, was established in the implementation of the plan to keep track of the R&D activities. In this three-stage mechanism, units constitute the first step, thematic group constitutes the second step, and the senior management constitutes the third step.

The university demonstrates its efforts to ensure the integration of follow-up and evaluation processes, which is asked by different supreme public institutions. In accordance with the reports of the units, the Annual Administrative Activities Report and the Strategic Plan Follow-up and Evaluation Report are regulated. Percentiles of the realization of the determined objectives and the improvement works are reviewed by means of these reports. Moreover, the Unit Feedback Reports (UFRs), written after the Unit External Evaluation Process, are evaluated by the Unit Quality Assurance Commissions, ERU's Quality Commission, and the university's senior management. The university expresses that the improvement works are realized through Internal Audit Compliance Action Plan Reporting. The university's senior management tries to balance the resource management within the framework of the Strategic Plan and considering the unit-specific needs. There is no observation about the existence of a holistic Management Review Meeting or report regarding quality management processes.

The Digital University Management System's (KUYS), in which all the work processes of the university are run with integration through a single database, software was developed and put into practice. Moreover, the university wrote a Quality Manual and aimed to secure the Quality Assurance System. There are many surveys and focus group studies conducted to receive stakeholder feedback. The university stated that it will receive feedback through a single tool utilizing the Survey Management System to be established in the scope of KUYS, thereby monitoring the feedback digitally.

Planned and regular meetings with internal and external stakeholders are held in accredited units to improve the quality assurance system, learning and teaching, R&D, service to society, and management processes within the framework of the university's Quality Policy. The feedback received after these meetings helps the institution implement preventive and corrective activities, as well as continuous improvement works for its processes.

The Quality Commission's Continuous Improvement Group holds annual information meetings with Unit Quality Assurance Commissions on Institutional Self-Evaluation Report (ISER) Writing Guide and external evaluation criteria published by THEQC. ERU's ISER is written in a participative manner with the data obtained from the Unit Self-Evaluation Reports (USERs).

Mission, vision, strategic goals and objectives

Maturity Level: In the scope of the strategic plan, practices covering all units and areas in line with strategic goals and objectives within the scope of the strategic plan are monitored systematically in accordance with the internal quality assurance system of the institution, and measures are taken by evaluating them together with stakeholders.

Quality assurance, learning and teaching, research and development, service to society and governance system policies

Maturity Level: The connection between institutional policies related to all fields was established and this holistic structure in policies directs the internal quality assurance system. The results are monitored and measures are taken by evaluating them together with the stakeholders.

Institutional performance management

Maturity Level: All performance indicators related to all fields/processes are monitored systematically and in accordance with the internal quality assurance system of the institution. The results obtained are evaluated together with the stakeholders and used in decision-making and measures are taken regarding performance management.

2. Internal Quality Assurance

Erciyes University Quality Assurance Directive published in 2016 was reviewed considering the Regulation on Higher Education Quality Assurance and the Higher Education Quality Council dated 23 November 2018. There is a Quality Commission, which is chaired by the related Vice-Rector, at Erciyes University. The Commission actively works and supports internal quality assurance processes. Teaching and Learning, Research and Development, and Management Working Groups to monitor the process-based developments and a Continuous Improvement Group were created within the Quality Commission as practices specific to the institution. In addition, Unit Quality Assurance Commissions were established in each unit. All academic and administrative units write their USERS, and their suggestions are assessed by the Continuous Improvement Group and the Quality Commission, then the units receive feedback. Unit External Evaluation process started in 2019. The evaluation teams formed after giving training to the team members, write UFRs, and the Unit Quality Assurance Commissions, ERU's Quality Commission, and the university's senior management evaluate these reports and improvement works are carried out in this scope. Continuous Improvement Group convenes periodically and the decisions taken by the Quality Commission and the senior management are conveyed to all units of the university to be evaluated and implemented.

Strategy and quality management activities are carried out through committees and commissions such as Unit Quality Assurance Commissions, Unit Commissions for Monitoring and Evaluating Strategic Plans, Education Commission under the chairmanship of a Vice-Rector who is a member of the senior management. Moreover, Erciyes University Code of Ethics and Supreme Ethics Committee Directive was issued and put into practice for the academic and administrative staff as well as Erciyes University Code of Ethics in Teaching and Learning for teaching staff and students to support this process.

The goals and objectives of the university set in the university's 2017-2021 Strategic Plan were associated with quality processes and activity areas were defined accordingly. The integration between ERU's updated 2020-2021 Strategic Plan and other committees and commissions within the body of the university was tried to be built. In this scope, the information about the committees and commissions' activities is conveyed to the Quality Commission by the senior management. A minimum of one member of a Unit Quality Assurance Commission also takes part in the Commission for Monitoring and Evaluating Strategic Plans, ensuring coordination. KUYS project created the information infrastructure of quality works.

The university is in the process management stage. A Quality Manual was issued to be the basis for institutional quality policy and guarantee the Quality Assurance System in the scope of the improvement works. Planned and regular meetings with internal and external stakeholders are held, especially in accredited units, to improve the quality assurance system, learning and teaching, R&D, service to society, and management processes within the framework of the university's Quality Policy. The feedback received after these

meetings helps the institution implement preventive and corrective activities, as well as continuous improvement works for its processes.

Preliminary works for accreditation were started with the encouragement of the university's senior management, which increased the number of units that apply and make preparation for accreditation at all educational units and research laboratories of the university. This process strengthens the accreditation culture in the institution, increases interaction between units, and contributes to positive interaction in and out of the institution.

The determined attitude and leadership of the university's senior management are reflected in the quality processes. Effective communication and coordination are present among the senior management. One of the critical indicators of the institutionalization of the quality culture is that quality works have not been interrupted and continue despite the change in the senior management. The established quality assurance system model is also taken as an example by other universities in the city. They demanded the Continuous Improvement Group give them training on this subject.

There are positive observations indicating that the managers of Erciyes University are assigned according to the merit system. It is expressed that some activities were conducted to develop the managers' management skills and leadership characteristics. The demands to receive training coming from the managers and academic and administrative staff are accepted through a web-based system in the university and are evaluated by the university's Education Commission and the senior management. Activities such as various courses, seminars and in-service training programs are carried out in this scope. The university carries out the methods used to measure and monitor leadership characteristics of unit managers, the academic, administrative, and student satisfaction surveys, the Unit External Evaluation exit statements, the feedback reports, and the focus group interviews of team leaders online.

The Quality Commission

Maturity Level: In line with the institutional goals, sustainable and integrated practices of the Quality Commission and the other related units in the university are adopted throughout the entire institution. The institution has innovative practices within the scope of quality management, and a part of the practices are taken as an example by other institutions.

Internal quality assurance mechanisms (PDCA cycles, calendar, the structure of units)

Maturity Level: In line with the institutional goals, sustainable and integrated internal quality assurance practices that cover all units and processes are adopted throughout the entire institution. The institution has innovative practices within the scope of quality management, and a part of the practices are taken as an example by other institutions.

Leadership and the quality assurance culture

Maturity Level: An institutional culture that permanently ensures high quality in the institution and a leadership understanding that helps the coordination of quality works in line with values and expectations in the institution and adopts quality processes exist. Leadership and quality assurance culture is monitored within the scope of holistic quality management in the institution, evaluated together with stakeholders and measures are taken according to the results of the monitoring.

3. Stakeholder Involvement

The Strategic Plan Writing Commission of the university identified the stakeholders as internal and external stakeholders considering their position in or out of the university, being employees or service receivers, and being a fundamental or strategic partner. Strategic Plan Writing Commissions that are also established in units carried out stakeholder analyses by determining their prioritized stakeholders while writing the Unit's Strategic Plan. ERU carries out its strategic activities by analysing stakeholders as stated in its 2017-2021 Strategic Plan, determines its strategic objectives with stakeholder involvement and discloses them to the public. The university organises the student compliance program in all units with its students who are considered the most important internal stakeholder, holds internal stakeholder meetings, and puts emphasis on student representation in committees and commissions of the university. The university includes student works in Technopark activities and ERU Research and Application Centers and supports students in projects designed with student involvement.

It is monitored that students' recommendations for activity planning, organising and improving are received through communities whose activities are maintained with students and activities are planned and carried out considering these recommendations.

It is observed that Technopark students' activities were conducted in 2017, 2018 and 2019 at Erciyes Technopark where students presented their projects, and students filed applications for their inventions and to get patents. Another example can be that students deliver projects at the Incubation Center, file patent applications, and are supported to attend project training. Student feedback is used in the improvement processes. On the other hand, the "Erciyes Technology Transfer Office" (ETTO) informs students, the most important stakeholder of the university, thereby ensuring that students know about the university's research and development opportunities. The projects in which undergraduate, graduate, and doctoral students are involved in the scope of the SRP regulation, and the projects conducted at the Research and Application Centers show that students participate in decision-making and improvement processes.

The meetings held regularly by ERU's senior management once a year with the participation of external stakeholders help the collection of feedback regarding the quality assurance system, learning and teaching, R&D, service to society, and management processes. Unit-based meetings are also held with external stakeholders' involvement. The feedback received at these meetings is used in evaluation and improvement works. The "Alumni Monitoring System," established at ERU, is used to conduct alumni and employer surveys and announce vacancies, career opportunities, and training to be given. The university also collects feedback from the alumni through the social media accounts of the ERU Graduates' Association and the graduates' association of some educational units, and the alumni satisfaction and employer surveys.

ERU created a quality cycle comprising employers and alumni within the body of ERU Technopark. In addition, the university invites the chairmen of the Chamber of Trade, the Chamber of Industry, Kayseri Organised Industrial Zone as well as representatives of some Ministries as members and external stakeholders to the annual General Assembly meeting of the Technopark. The Central Anatolia Development Agency also substantially contributes to the research and development activities.

Career days are organised in the university with the participation of students and alumni. Representatives of local administrations and NGOs also participate in ERU's external

stakeholder meetings, and the feedback received is evaluated by the related Committees and Commissions and the subjects of improvement are updated every year.

It is understood from the evidence submitted and the results of meetings with the stakeholders that ERU attaches importance to collaboration with stakeholders, participation, and sharing. The systematically conducted surveys and the focus group meetings and workshops held by ERU, demonstrate that the university ensures stakeholder involvement in the quality assurance system and makes them contribute to the processes through using the feedback from internal and external stakeholders and the analysis results in planning, implementing, monitoring, taking measure and improving processes. It is seen that the senior management and the units exert utmost efforts to ensure stakeholder representation in the decision-making processes of the university's committees and commissions.

An impressive meeting was held with the participation of all rectors of the universities in the city, the chairmen of the chambers of trade and industry, the metropolitan mayor and district mayors, executives of the grand industrial companies in the city, the representative of the Central Anatolia Development Agency, and other stakeholders.

The fact that the university shares all of its human resources, physical and financial infrastructures, and laboratory facilities with all stakeholders shows that there is an exemplary culture of collaboration and solidarity in Turkey. The significant contribution of external stakeholders to the university shows that this interaction is mutual. This collaboration defined as a "synergy culture" by the institution and stakeholders and the culture of effective use of resources are regarded as approaches that can be an example for all higher education institutions.

Involvement of internal and external stakeholders in the quality assurance, learning and teaching, research and development, governance and internationalization processes

Maturity Level: Involvement of stakeholders in all processes including the decision-making process in the institution is managed in the scope of holistic quality management and the findings of stakeholder involvement practices are monitored and evaluated with stakeholders, and precautions are taken as a result of follow-up.

4. Internationalization

2017-2021 ERU Strategic Plan includes internationalization and the university has also recently written and announced an internationalization policy on its website. International collaboration works of ERU are managed with coordination of Erasmus+ Student and Staff Mobility (KA103 ve KA107), Mevlana Exchange Program, European Credit Transfer System (ECTS), and the International Students Coordination Office under the Foreign Relations Office.

ERU shared the 2018-2019 annual reports and the performance information for 2017-2018 and 2018-2019 of Foreign Relations Office. The Foreign Relations Office manages the physical, technical and financial resources in a way to support internationalization activities and cover all units. This process is controlled with the internal control assurance declaration.

ERU is in academic collaboration with many universities in the scope of Erasmus+ and Mevlana Exchange Programs. Research Universities created an Erasmus+ internship consortium between each other.

The university has graduate and doctoral programs that give education in foreign languages, and there are ongoing works for opening new programs. ERU has educational programs in foreign languages (Armenian, Hebrew, Circassian, Korean, Greek, Russian, Chinese, etc.) that are not commonly present in Turkish universities.

Foreign researchers also take part in the R&D activities. There are members of international consultative committee at the Genome and Stem Cell Center of the university and these members visit the center periodically and support the R&D activities.

The follow-up process of the university for internationalization strategy is monitored and evaluated by the Commissions for Monitoring and Evaluating Strategic Plans, the Quality Commission, and the senior management of the university through web-based system at six-monthly intervals. The university states that necessary improvements are made and precautions are taken as a result of these evaluations.

Internationalization policy

Maturity Level: The practices made for the institution's internationalization policy are monitored systematically in accordance with the internal quality assurance system of the institution, and measures are taken by evaluating them together with stakeholders.

Management and organizational structure of internationalization processes

Maturity Level: The results of and the stakeholder opinions about the management of internationalization processes in the institution are monitored systematically, and measures are taken by evaluating them together with stakeholders.

Internationalization resources

Maturity Level: The institution manages the physical, technical and financial resources in a way to support internationalization activities and cover all units. The findings obtained from all these practices are monitored systematically, the follow-up results are evaluated with stakeholders, precautions are taken together with stakeholders, and resources are diversified considering the needs and demands.

Follow-up and improvement of internationalization performance

Maturity Level: The internationalization performances of the units that work in line with the university's internationalization objectives are monitored, evaluated and used in decision-making processes. Related practices are monitored regularly, the follow-up results are evaluated with stakeholders, and precautions are taken.

B. LEARNING AND TEACHING

1. Design and Approval of Programs

Programs are designed in accordance with the institution's **learning and teaching policy**.

ERU defined learning and teaching policy in its 2017-2021 Strategic Plan in the scope of the goal of increasing teaching quality and ensuring continuous improvement.

The design and approval process is defined, however, improvements for its implementation continue. The institution included the related risks, strategies, determinations, and needs in its strategic plan transparently and honestly.

No concrete document proving the association of design and approval of programs with the Institutional Feedback Reports, and the follow-up of its change in years as well as use of these follow-up results in written form and as required is obtained.

Evidence is insufficient on planning how the program outcomes are realized and will be monitored.

It is determined that the primary risks the institution faces in the learning and teaching process are the additional burden on teaching staff due to digital course materials, limited participation in studies conducted to develop and implement new teaching methods, and the failure in implementing new learning and teaching methods efficiently. It is understood that the institution has started improvement works on this issue in 2021.

Increasing studies for development, implementation and follow-up of new teaching methods, increasing the number of the technological opportunities provided to students (internet speed, access with web interface, etc.), and establishing coordination centers to integrate new technologies have been determined as strategic objectives.

Lack of a unit to follow the continuous and rapid change of technology and insufficiency of digital course materials available on electronic environment are regarded as areas for improvement.

Increasing financial resources allocated to technological infrastructure, giving training to personnel on technology use, and telling them about its benefits are other areas for improvement.

External stakeholders are included in the program design process. This process is institutional and systematic. Consultative Committees are made up of platforms that are effective, pursue the employability objective, and give support in the process of internship and employment.

It is understood that the works for determining the qualifications of the teaching programs in the university and the works for compliance with Bologna Process were started by analysing course work-loads of all teaching programs in the 2005-2006 academic year. Accordingly, ECTS credits were determined and diploma supplements were given. On 18 December 2013, ERU received Diploma Supplement Label and started to give the graduates diploma supplements along with the diplomas.

There is no sufficient evidence about how student opinions are collected while determining ECTS credits and the existence of systemic approaches to make students take active part in the implementation of programs.

The institution's senior management and its team adopted the Quality Assurance System, the system is tried to be operated horizontally and vertically. While this culture is implemented in some units, it is in the planning stage in some units.

As the institution is a research university, it will be beneficial for it to determine key indicators for the relationship between learning and teaching methods and research function, the number of students and the ratios of student and faculty member, undergraduate/graduate balances, department and diploma program objectives, measurement and evaluation principles, performance follow-up, and quality improvement

preferences and methods in this respect, and to monitor its learning and teaching policy accordingly.

There are common elective courses in the institution. These courses are opened especially in the body of fine arts, literature, and sports sciences faculties as well as the department of fine arts affiliated to the rector's office. In the event that students pass the courses, these courses are included in their transcripts.

It is identified that students may select a limited number of courses with approval of their supervisors from the departments where different graduate and undergraduate programs are offered and that these courses are added to the number of credits for graduation.

It is understood that all teaching programs have defined the compulsory and elective courses that students should take in their academic catalogues. The place in the learning and teaching program of knowledge, skills and qualifications students will acquire during each teaching program, the teaching and learning process, and the measurement and evaluation method take part in the course information package. Moreover, the course information packages covering the course contents, objectives, learning outcomes are published on ERU's course information package portal and websites of units, and some of the faculties, such as the Faculties of Medicine, Health Sciences and Pharmacy, have produced teaching program booklets for students, in addition to the course information packages.

While determining the ECTS work-loads in the course information package, teaching staff should consider the feedback they collected from the interviews with students in the academic advising process and the annual curriculum review and academic committee meetings.

The level of courses in terms of meeting program competencies in Erciyes University and the measurement and evaluation system take place in the course information package and the syllabuses written for this purpose and specific to each course.

The institution received accreditation for 28 programs out of 114 programs, and applications were filed for 20 programs' accreditation, which is highly significant. On the other hand, the institution received our feedback to disseminate this culture through all programs.

All teaching units, especially the accredited ones, secured the process with measurement and evaluation and teaching skills training, which was also monitored with Unit External Evaluation works.

The institution aims to apply necessary improvements in units through Unit Quality Assurance Commission after evaluating the exit statements and UFRs regarding these evaluation works at the Quality Commission.

The institution conducted trainers' training with five focus groups, 110 academic staff attended it. The institution also gave 125 measurement and evaluation training.

It is identified that the institution started the improvement works in these subjects in 2021. As the pandemic continued, it was seen that improvement works in distance education processes intensified and various implementations were made. For example, the number of accredited programs in the institution increased to 32 as of May 2021.

Design and approval of programs

Maturity Level: The design and approval processes of the programs are systematically monitored and improved by evaluating them with relevant stakeholders.

Program goals, outputs and its compliance with NQF-HETR

Maturity Level: There are practices that cover the goals, outputs of all programs, and all areas related to their NQF-HETR compliance, processes are systematically monitored and measures are taken by evaluating them together with stakeholders.

Alignment of course objectives with program outcomes

Maturity Level: The practices that cover the course objectives of all programs and all areas related to alignment of program outcomes are systematically monitored in compliance with the internal quality assurance system of the institution, and measures are taken by evaluating the follow-up results together with stakeholders.

Program structure and the balance of course distribution (the balance of compulsory-elective course distribution, the balance between courses about the study field and profession and general knowledge courses, gaining cultural competence, and familiarizing students with different disciplines)

Maturity Level: Practices regarding program structure and balance are systematically monitored in all programs, and measures are taken after the follow-up results' evaluation with stakeholders and are constantly updated.

Student workload-based design

Maturity Level: Student workloads defined in all programs are shared with stakeholders (through program and course information packages) and used in all implementations related to learning and teaching (student mobility, recognition of previous learning, etc.). However, the follow-up of student workload and the results of the practices related to it are not carried out.

Measurement and evaluation

Maturity Level: The findings obtained from the practices related to the measurement and evaluation system in all programs are systematically monitored and measures are taken by evaluating the results of the follow-up together with the stakeholders.

2. Student Admission and Progression

ERU continues its learning and teaching activities with 19 faculties, 1 school, 2 vocational schools, 7 graduate schools, 6 departments directly affiliated to the Rector's Office, and 42 UYGAR centers. As of the beginning of 2020, total enrolled student number of the university is 55,000.

There are learning and teaching activities that are carried out at different levels within the body of Erciyes University and can be separated into five main groups: (a) associate degree, (b) undergraduate degree, (c) graduate degree (d) life-long learning (e) distance education).

ERU also admits international students, transfers, students selected with special talent examination, and postgraduate students, in addition to the centrally-placed students. It has legislation regarding international students. The quotas determined for international students are announced on the website of the university. As a result of the electronic applications received, half of the quotas are placed according to the Erciyes University

International Students Examination (ERUYOS) score, and the remaining places are filled according to other exam types.

The institution has double major programs and minor programs that are conducted in accordance with the Directive on the Principles of Student Transfer between Associate Degree and Undergraduate Degree Programs, Double Major and Minor Programs, and the Course Credit Transfer between Higher Education Institutions.

Various certification activities are also carried out at the university. Within the framework of the protocol between the Faculty of Engineering and KOSGEB Kayseri Provincial Directorate, the students who took the entrepreneurship course at the Faculty of Engineering and become successful are given the KOSGEB and ERU approved Entrepreneurship Certificate. Successful students received the Entrepreneurship Certificate within the scope of the TUBITAK 1601 Entrepreneurship Certificate Program that was prepared by the Department of Business Administration under the Faculty of Economics and Administrative Sciences and the Industrial Engineering under the Faculty of Engineering. Within the body of ERU's Continuing Education Center (ERSEM), training is given on various fields such as family counseling, hospital information management system, experimental animal usage, etc. and this training is certified within the framework of ERSEM Regulation and Directive.

After the contents of the courses taken by students from previous higher education institutions are checked, orientation process is executed online by Unit Orientation Commissions depending on the curriculum. It is understood that the orientation process is executed in line with the workflow diagram created by the Central Department of Student Affairs.

2020 HEIE (YKS, in Turkish) Guide examination revealed that there are 17 faculties and 101 programs in which students are admitted with Central Placement score, two faculties and 13 programs in which students are admitted with Pre-enrollment Special Talent Examination, and two vocational schools and 12 programs in which associate degree students are admitted. In terms of the programs in which education is given in foreign languages, it is seen that there are 13 programs that are taught in English at a rate of 30%, two programs that are taught in Russian, and two programs that are taught in Arabic at a rate of 30%.

Student admission and recognition and crediting of prior learning (Knowledge and skills acquired through formal, non-formal education and informal learning)

Maturity Level: The findings obtained from the practices related to student admission and the recognition and crediting of prior learning are systematically monitored and evaluated together with the stakeholders, and measures are taken according to the follow-up results.

Recognition and certification of diplomas, degrees, and other qualifications

Maturity Level: The findings obtained from the practices related to the recognition and certification of diplomas, degrees, and other qualifications are systematically monitored and evaluated together with the stakeholders, and measures are taken according to the follow-up results.

3. Student-Centered Learning, Teaching and Evaluation

Homework is assigned during the term, quizzes are given, students are asked to make presentations/applications/dramas, and group work is encouraged in projects for students to take an active role in the courses offered by ERU. Faculties also offer application courses in which students are assigned a Final Project and/or Thesis.

The university states that ERU conducts measurement and evaluation activities through written exams, oral exams, multiple-choice tests, practice exams, projects, and performance tasks that are evaluation methods both for the result and the process, and both methods are used to measure the student success.

It is understood that students assess the courses and the teaching staff of the related courses at the end of the term or the modules through surveys, and the independent measurement and evaluation commissions carry out the assessment in the accredited academic units. Then, ERU's senior management and Quality Commission annually evaluate the services provided to students and the general satisfaction level through surveys.

There is no evidence about various channels to collect student complaints and/or suggestions, students' awareness about them, whether these function fairly and effectively, and whether they are audited.

ERU states that academic personnel is assigned to advise each student from enrollment to graduation on many subjects, especially learning and teaching subjects, in accordance with the Education and Examination Regulation, and the academic advisors can closely follow students' success level, career planning, and other fields students need.

It is also stated that the data obtained from the advising process is assessed with stakeholders at related committees at least once a year and the necessary actions to take are determined together.

It is understood that there are defined processes for advising.

Students' satisfaction with the accessibility of the teaching staff and the relationships between students, teaching staff and managers come forth as the strengths of ERU.

Prior learning (knowledge and skills obtained through formal education, non-formal education, and informal learning) is recognized and credited.

There is an advisor who follows the academic development of a student, shows him/her direction, and supports him/her to overcome academic problems.

In the 2017-2021 Strategic Plan, ERU aimed to establish an office for communication with alumni until the end of 2017 and record 80% of alumni in the database until the end of 2021.

It is identified that Erciyes University established Alumni Information System in 2018 to carry out its follow-up and evaluation activities regarding the competencies they acquired during their learning experience in ERU, the general satisfaction level, and the institutional sense of belonging. The number of alumni registered in this system reached 8,020, and ERU activated the Alumni information system. In 2019, units established commissions for communication with alumni to carry out communication with alumni more effectively and secure the process.

Although the planning and doing stages of the PDCA cycle are present, the institution has not yet shown the same success at checking and acting stages.

The program's alumni profile (skills and knowledge alumni deemed to demonstrate a few years after graduation) is supposed to be defined. The program's educational goals and the alumni profile should match each other, and courses should be updated accordingly.

A computer with suitable hardware for disabled students, a camera (scanner) to convert printed books into audio and text via camera for visually impaired students, the Jaws program as software, a program to convert text into Braille alphabet, the monitor for the visually impaired (that converts text into Braille alphabet with fingertip touch), the printer that can print texts in Braille alphabet, and a nine-person working room for visually impaired students are available in the university.

It is identified that the unit academic committees evaluated the feedback obtained as a result of internal and external stakeholder analyses at the university and necessary updates were made accordingly. In this scope, the learning and teaching program of the Faculty of Law was updated upon recommendations and demands of external stakeholders such as the Ministry of Justice, the Ministry of Environment and Urbanization, the Presidency of Migration Management under the Ministry of Interior, and the Judicial Ethics Committee under the Court of Cassation. New compulsory and elective courses such as Refugee Law, Human Rights, Mediation in Legal Disputes, and Marital Property were added to the curriculum.

Teaching methods and techniques (Active, interdisciplinary study, interactive, research/learning focused)

Maturity Level: In learning and teaching processes, findings obtained from research/learning and student-oriented teaching practices that provide active and interactive student participation and encourage up-to-date and interdisciplinary work, are systematically monitored and evaluated together with stakeholders, and measures are taken according to the results of the follow-up.

Measurement and evaluation (e.g. including alternative measurement methods and techniques differentiated according to students' characteristics and learning levels)

Maturity Level: The findings obtained from the matured practices related to the student-centered measurement and evaluation system in all programs are systematically monitored and measures are taken by evaluating the results of the follow-up together with the stakeholders.

Student feedback (General satisfaction surveys about courses, faculty members, and programs, and the request and suggestion collection systems)

Maturity Level: In all programs, the findings obtained from the practices (performed by different means and whose validity and reliability are ensured) for collecting feedback from all student groups are systematically monitored and measures are taken by evaluating the results of the follow-up together with the stakeholders.

Academic advising

Maturity Level: The findings obtained from the practices related to academic advising in the institution are systematically monitored and measures are taken by evaluating the results of the follow-up together with the stakeholders.

4. Teaching Staff

The academic cadre of the institution is formed in accordance with the 2547 numbered Law on Higher Education and the related legislation. There are some bases considered in the ERU academic staff's recruitment, appointment, and promotion processes, namely:

(a) The Regulation on the Procedures and Principles Regarding the Central Exam and Entrance Examinations to be Hold in the Transfer or Vacancy Appointments to the Academic Staff Cadre other than the Faculty Members, (b) Regulation on Promotion and Appointment to the Faculty Member Cadre, and (c) Erciyes University's Academic Promotion and Appointment Criteria.

The Council of Higher Education approved ERU Senate Decision dated 02.12.2016 and numbered 2016.033.212 on "Erciyes University's Academic Promotion and Appointment Criteria," with its letter dated 20.02.2017 and numbered 12833. The Criteria were put into action as of 20.02.2017.

A commission representing units to determine the university's Academic Promotion and Appointment Criteria under the chairmanship of the Vice-Rector was established, and stakeholders' opinions were taken. It was also ensured that each stakeholder conveys the opinions of the teaching staff in their units. The Academic Promotion and Appointment Criteria, which were created in this way with the common opinion of the institution and in compliance with the university's mission differentiation, were accepted at ERU's Senate.

As explained in A.1. Mission and Strategic Objectives under Quality Assurance System heading and B.3. Student-Centered Learning, Teaching and Evaluation under Learning and Teaching heading, it is understood that measurement and evaluation and teaching skills training were given to teaching staff throughout the institution to maintain professional development of academic staff and improve their teaching skills. Moreover, it is expressed that the teaching staff continue their professional development by attending many congresses, symposiums, courses and seminars and presenting national and international papers. In this respect, it is expressed that teaching staff who attend such activities are supported financially as much as it is possible considering the administrative and budget-related opportunities.

ERU's senior management awards teaching staff who work on the university's committees and commissions, and unit managements award teaching staff for their learning and teaching activities with plates, certificates of appreciation, and letters of appreciation.

Recruitment, promotion, and appointment criteria

Maturity Level: The results of the criteria applied for recruitment, promotion, and appointment are systematically monitored and measures are taken by evaluating the results of the follow-up together with the stakeholders.

Teaching competence (Active learning, measurement and evaluation, innovative approaches, material development, competence acquisition and quality assurance system)

Maturity Level: The findings obtained from the practices carried out to improve the teaching competence of the teaching staff in the institution are systematically monitored and measures are taken by evaluating the results of the follow-up together with the stakeholders.

Incentives and rewards for educational activities

Maturity Level: The findings obtained from the practices related to encouraging and awarding the teaching staff in the university are systematically monitored and measures are taken by evaluating the results of the follow-up together with the stakeholders.

5. Learning Resources

In the university, units that carry out learning and teaching activities are based in buildings and have infrastructures allocated only to them as well as classes, lecture halls, and the laboratories specific to them. It is understood that there are conference halls with capacity of around 250 persons each in five separate educational units and the university has a grand conference hall with capacity of around 500 persons. Moreover, it is expressed that a Congress Center was constructed and the tender for its operation was made.

The university has a central library with 6000 m² indoor area, 100 working rooms for groups and 75 individual working rooms, and the publications units demand are provided by the Rector's Office by means of the Department of University Library. Other than the Central Library, the faculties of theology, law, literature, and economics and administrative sciences also have their libraries.

It is seen that there are learning environments such as many laboratories, working areas, etc. that give service to academic staff, students, and stakeholders in the university.

The university gives students opportunities to engage in social, cultural, and sporting activities. The physical environment in the university has the potential and infrastructure to perform many types of sporting activities. As well as the indoor sports halls in the campus, outdoor volleyball and tennis courts, and indoor pool and fitness center are open to students and personnel. Students are encouraged to engage in social, cultural and sporting activities by both the Rector's Office and its affiliated units. In this context, 140 students' clubs and societies operate under 10 platforms that are in service at the university. The Office of Student Activities Commission manages these clubs and societies under the Directorate of Health, Culture and Sports within the framework of Directive on Establishment and Working Principles of Students' Clubs and Societies.

It is known that approximately 10,000 students benefit from the dining hall service in the university every day. It was confirmed during the interviews with students that university students can receive accommodation services from the Credits and Dormitories Institution (KYK) and private student dormitories. It has been determined that four outdoor tennis courts, four outdoor basketball courts, two indoor volleyball courts, four outdoor mini football fields, and a semi-Olympic swimming pool on the campus are among the other opportunities that students can benefit from. It is understood that the services provided in the said infrastructures, facilities, and places are run by the Directorate of Health, Culture and Sports under the management of the Vice-Rector and in coordination with units.

The stakeholder analysis working group made the latest “internal stakeholder satisfaction analyses” in the university. The surveys had been conducted among students, academic and administrative staff. It was expressed that 1,050 students enrolled in 33 academic units in total attended the survey aimed to measure the satisfaction level of students. It resulted that the general satisfaction level of students from the university is in the medium-level (3.19).

It is determined that the majority of the students who participated in the survey are satisfied with the information technologies services of the university, the physical conditions of the classrooms such as cleaning, capacity, temperature and technical equipment, and the facilities such as transportation, internet, stationery and library.

It is determined that students attending the survey think that the food prices are not moderate, scholarship opportunities, dormitory facilities, and sports facilities are not sufficient, and they need to be improved. In addition, students think that the number of scientific, cultural, and artistic activities should be increased, and management should give more support to club activities. These dissatisfactions and demands were considered while determining the objectives of the university.

In the 2017-2021 Strategic Plan, ERU made planning under the heading for its goal to make Erciyes University campus accessible in line with the university's strategic objective to develop an institutional capacity and culture. Accordingly, four performance indicators were defined, namely, accessibility in space, education and socio-cultural activities, and the number of flags owned. These defined performance indicators are monitored and evaluated with a web-based system. Erciyes University Accessible Campus Unit (Accessible ERU) was established in the university in 2013 and continues its activities. Erciyes University Accessible Campus Unit Directive was created to ensure that these activities are inclusive in the university and are executed with defined processes. The working team units of accessible ERU analyse needs with on-site follow-up visits and report them to the university's senior management. The educational unit representatives of accessible ERU are informed about how to offer the disabled students sufficient and easily-accessible learning opportunities at regularly-held meetings.

At the university's library, a unit for the visually impaired provides services to the visually impaired students with computer hardware and software. A computer with suitable hardware for disabled students, a camera (scanner) to convert printed books into audio and text via camera for visually impaired students, the Jaws program as software, a program to convert text into Braille alphabet, the monitor for the visually impaired (that converts text into Braille alphabet with fingertip touch), the printer that can print texts in Braille alphabet, and a nine-person working room for visually impaired students are among the services provided in this respect.

The university provides students with psychological support and guidance services through the Erciyes University Research and Application Center for Psychological Consultation and Guidance (ERREM). There are services to facilitate students' adaptation to the school's educational environment, guide their educational activities, to guide them, help them develop effective learning behaviours, and support their professional development, among the responsibilities of academic advisors at the university.

ERU has a Career Guidance and Information Center (KAYBIMER) to guide undergraduate and graduate students and alumni during the process of choosing a profession, sector and business and to inform them about all these.

Learning resources

Maturity Level: The institution manages learning resources to provide learning resources with suitable quality and quantity and accessible in all units. The findings obtained from all these practices are monitored systematically, the follow-up results are evaluated with stakeholders, precautions are taken together with stakeholders, and resources are diversified considering the needs and demands.

Social, cultural and sporting activities

Maturity Level: The institution manages the social, cultural, and sporting activities with suitable quality and quantity in all units (The institution gives support to facilitate their implementation, there is an administrative organization for this purpose, etc.). The findings obtained from all these practices are monitored systematically, the follow-up results are evaluated with stakeholders, precautions are taken together with stakeholders, and resources are diversified considering the needs and demands.

Facilities and infrastructures (dining hall, dormitory, technology-equipped workplaces, health centers, etc.)

Maturity Level: The institution holistically manages the physical resources and places in all units to provide facilities and infrastructures with suitable quality and quantity. The results regarding the use of all facilities and infrastructures are monitored systematically, the follow-up results are evaluated with stakeholders, precautions are taken together with stakeholders, and resources are diversified considering the needs and demands.

Accessible university

Maturity Level: The findings obtained from the accessible university practice in all units of the university are systematically monitored and measures are taken by evaluating the results of the follow-up together with the stakeholders.

Guidance, psychological counseling and career services

Maturity Level: The institution holistically manages the guidance, psychological counseling and career services with suitable quality and quantity and provided in all units (The fact that there is a management center for these services and there is an administrative organization to manage this center, etc.). The results regarding these services are monitored systematically, the follow-up results are evaluated with stakeholders, precautions are taken together with stakeholders, and resources are diversified considering the needs and demands.

6. Follow-up and Updating of Programs

As explained in the title of Design and Approval of Programs, program update works are carried out with defined processes, especially in accredited departments. In non-accredited programs, on the other hand, follow-up and update works are carried out in line with the Preparatory Works for Accreditation, Strategic Plan Follow-up and Evaluation activities, and internal and external stakeholder analyses carried out by the university's senior management and the Quality Commission at the university level.

Relevant committees and commissions such as program evaluation committees, education commissions, quality assurance commissions in the units of the university collect feedback through internal and external stakeholder surveys, focus group interviews, face-to-face meetings, regular meetings of students with academic advisors, satisfaction surveys, technical trips and employers' visits to education units.

Erciyes University established Alumni Information System in 2018 to carry out its follow-up and evaluation activities regarding the professional lives of alumni, their academic studies, competencies they acquired during their learning experience in ERU, their general satisfaction level, and the institutional sense of belonging. The number of alumni registered to this system has reached 8,020. Thus, the Alumni Information System provided a more effective communication environment with the alumni and the feedback resource was activated. Moreover, in 2019, units established commissions for communication with alumni to carry out relations with alumni more effectively and secure the process.

Services for Erciyes University alumni are carried out by the Erciyes University Alumni Association (ERMED). ERU developed a new alumni portal (<https://mezun.erciyes.edu.tr>) in 2019 to enable the institution's alumni to have sustainable career planning and make the institution establish effective communication, and develop collaboration works with them.

The goal of strengthening the sense of belonging and ensuring its continuity by increasing the communication and collaboration with alumni is in the Strategic Plan, and its performance indicators have been determined.

The institution transparently listed the risks in this regard as well. These risks comprise such events that:

- Alumni do not use the Alumni Information System actively, and alumni information in the database is not current,
- Alumni cannot spare enough time for mentoring activities provided to students, • Social activities for alumni fail to attract enough attention and an insufficient number of alumni attend them.

Follow-up and updating of program outcomes (including language training programs in preparatory schools)

Maturity Level: Outcomes of all programs in the institution are monitored systematically (annually and periodically at the end of the program period) in line with institutional goals (learning and teaching policy and objectives). The follow-up results are evaluated with the stakeholders, and updates are carried out.

Alumni tracking system

Maturity Level: Alumni are monitored in all programs of the institution systematically in line with institutional goals (learning and teaching policy and objectives), and measures covering all units and programs are taken according to the follow-up results.

C. RESEARCH AND DEVELOPMENT

1. Research Strategy

Erciyes University, a university that is among the top ten universities selected as a Research University in the 2017-2018 academic year, continues its research activities effectively with its quality human resources and infrastructure.

"To be among the top 500 universities in the world in scientific research and technology development fields," and within the framework of its strategic goal, **"To increase research capacity", "To increase the research quality,"** and **'To increase national and international research collaborations'** are the objectives in the strategic plan of the university. The strategic plan includes **14 key performance indicators** to measure the level of achievement of these objectives. In addition, how the follow-up and evaluation process of the performance indicators in the university's strategic plan is planned is also documented.

It is reported that Senate determined the research areas of top priority in accordance with the Scientific Research Projects Application Directive and by considering the national and Erciyes University's science and technology policies and the recommendations of the SRP Commission.

It is stated that the main objectives in the follow-up and evaluation of the research and development resources of the university are to provide support for prioritized areas, establish a balance between the units, and increase the contribution of non-university funds.

The follow-up and evaluation work conducted within the Research Process Management Model framework is done utilising the reports of related units, strategic plan follow-up and evaluation reports, opinions of internal and external stakeholders, and unit external evaluation reports. The results are shared with the stakeholders on the website. It is seen that Quality Commission's Continuous Improvement Group determines the necessary improvements and submit them to the university's senior management.

Research and Application Centers (UYGAR Centers), Scientific Research Projects Coordination Unit, and Erciyes Teknopark A.Ş. play an essential role in implementing research and development works at Erciyes University.

There are more than 40 UYGAR Centers established within the university to conduct scientific and practical research, and these centers are directly related to research and development activities. For example, the Research and Application Center for Vaccine Research and Development was established as Turkey's first vaccine development center. The Pharmaceutical Research and Development Center is another important UYGAR center that provides accredited services and takes part in many projects as a stakeholder. Betül Ziya Eren Genome and Stem Cell Center is another center with high education, research, and service capacity with its many subunits. The mission and vision of each UYGAR Center was determined. It is observed that significant contributions have been made by industry collaborations and benefactors, in addition to the support provided by different funds for the studies carried out in these centers.

Erciyes University established its Scientific Research Projects Coordination Unit in 2002 to assess Erciyes University's scientific research project proposals, approval, and support, as well as execution, follow-up and finalisation of the services related to them. It is identified that the unit operates effectively. On the other hand, comprehensive unit self-evaluation reports are published and these reports include detailed information about all processes in the unit. There are defined processes for the follow-up and evaluation of research outputs supported by SRP.

The third compound playing a significant role in research and development works is Erciyes Technology Development Zone (Erciyes Technopark) which was established in 2004. Its partners are Erciyes University, Kayseri Organised Industrial Zone, Kayseri Chamber of Trade, Kayseri Chamber of Industry, Nuh Naci Yazgan University, and Abdullah Gül University. It is determined that Erciyes Technopark develops rapidly, includes many companies, and collaborates with the university in terms of research and development activities. In addition, it makes a significant contribution to the execution of students' internships.

1. Many researchers gathered at the 1st Research and Innovation Workshop, which was held on January 31-February 01, 2019, to disseminate research and development culture in the university and encourage interdisciplinary research and development activities. The Research Process Management Model was updated to effectively implement research and development activities and make research management sustainable. Central management of research activities from a single source and more effective use of resources are the aims of this model. It is considered an improvement for strengthening the communication between all units included in the research process. The second one of this workshop was held in 2020, and the collaboration and communication between stakeholders were strengthened. In addition, evaluation of the university's research performance and collection of academic staff feedback about new-term plans by disclosing the plans to them were ensured.

Information management systems developed by Erciyes University such as AVESIS, ATOSIS, BAPSIS and DAPSIS are used within the university, and it is determined that these systems are also used by many universities. Different cases in which research conducted within the university is associated with local, regional and national development objectives are observed. In this scope, the protocol signed between Kocasinan Municipality and Erciyes Technopark and between Kayseri Sugar Factory and the Faculty of Agriculture in Erciyes University and the ongoing projects may be good examples. It is determined that these objectives are conveyed especially to the companies in the Technopark structure, and they are encouraged to carry out related projects. There are good examples of university-industry collaboration. The fact that the 'Synergy Culture' in Kayseri developed a lot, and its importance were emphasized in the interviews held during the site visit. In this respect, the strength of the two-way interaction between the university and the city was observed. In this context, it is determined that the university's contribution to local and regional development is at an advanced level, thanks to significant collaborations.

It is expressed that approaches for integration of research and development processes and service to society processes are present in the university. Within the scope of increasing university-industry collaboration, the program named 100 Demands/100 Projects was implemented and studies were initiated to solve the problems identified by the industry. It is identified that the university signed protocols with Kayseri Chamber of Trade, Kayseri Chamber of Industry, and Organised Industrial Zone in the scope of this program and more than 80 projects were matched until the end of 2019.

The research policy, objectives and strategy of the institution

Maturity Level: The institution systematically monitors practices related to the research policy, strategy and objectives adopted by all units and takes measures based on the results of the follow-up process by covering all fields and programs.

Management and the organizational structure of research and development processes

Maturity Level: The results of and the stakeholder opinions about the management of research and development processes in the institution are monitored systematically, and measures are taken by evaluating them together with stakeholders.

Relation of research to local/regional/national development objectives

Maturity Level: Evaluation of the socio-economic and cultural contribution of the university's research to local, regional and national development objectives and their (national/international) competence level are adopted and secured throughout the institution. The institution has many practices specific to itself, and some of these practices are taken as examples by other institutions.

2. Research Resources

Erciyes University conducts its research and development activities at laboratories located in an indoor area of 88,000 m². This area includes academic units and UYGAR Centers. In addition, more than 250 companies are located in an area of 1,000 m² within the body of Technopark. The study areas taking place in the structure of the SRP unit can also be listed among the physical resources. On the other hand, the printed and electronic learning resources of the university have an important place in this context. Electronic resources can also be accessed from outside the university.

Erciyes University's SRP Coordination Unit supported 3,549 projects with a total budget of 111,179,887.14 TRY between 2009 and 2019. The number of projects supported in 2019 was 329. It is reported that the total number of publications produced from SRP-supported projects was 187. The revenues of this unit consist of the share transferred from the revolving fund and the graduate education revenues.

The university expressed that it gives performance-based high budget limit to new applications of researchers, who are eligible to be supported by the SRP Commission and meet specific criteria, for graduate thesis projects. It also increases the budget support limit up to 70% for new applications of researchers who meet the criteria of Usual Research Projects (URP), Multi-disciplinary Research Projects (MRP), Prioritized Field Projects (PFP), Participatory Research Projects (PRP), and International Research Collaboration Projects (ICP).

UYGAR Centers are supported by guided projects whose original and targeted outputs are presented in a concrete and measurable manner, in accordance with the strategic plan.

It is understood that ETTO researches the available funds and supports in the national and international arenas, and provides guidance to researchers from the application stage to the implementation process of the projects and the writing of the final report. The institution encourages researchers to benefit from external funds.

In the university, defined processes have also been established for academic incentives and rewards.

Change of support and funds over the years, the effectiveness, adequacy, areas for improvement of these opportunities, and their level of meeting expectations are examined through annual activity and USERS.

Erciyes Technopark A.Ş. carries out its ETTO activities with the decision of the university's senate. Through the Project Support Services Unit within ETTO, researchers are provided with "training on activities for the promotion of external project resources and project writing," and an attempt is made to encourage orientation to non-university project resources. It is observed that many activities were organized in this scope. Moreover, external project resources and related information and funding calls are regularly published on the SRP Coordination Unit's website.

It is stated that the main resource of the activities carried out by ETTO is the TUBITAK 1513 fund, and it is also the executive of the TUBITAK 1601 fund. In addition, it is the executive of the Enterprise Europe Network's TR72 Region project. In this respect, it is observed that there are works for SMEs to enter the foreign markets and be included in projects such as Horizon 2020.

The university expressed that these works are submitted to the European Commission every year, and they aim to maintain the continuity of the fund. ETTOSOFT software cluster and ERBAN Angel Investor network are other noteworthy applications. The internal and external stakeholders of the university may benefit from all the services offered within the body of Technopark.

To be an executive or an assistant researcher in at least one project approved by TUBITAK, TUBA, GEBIP, EU, SANTEZ, TAGEM or equivalent institutions which are accepted by ERU Senate **criterion included in the university's Academic Recruitment and Promotion Criteria since 2018,**

is a significant approach for encouraging externally funded projects. The number of ongoing projects in this scope is 430 in 2019. The fact that the university filed a project application to High Technology Platforms Support Program (1004) offered by TUBITAK ARDEB and was entitled to receive 1st Phase support and filed a project application titled **Development of Prototype Vaccines Using Advanced Technology Against Infectious Diseases and Cancer in Human** is a good example to come forth as external project resources.

Meetings are held with the internal and external stakeholders of the university on research and development activities and feedback is received. It is observed that the university attaches importance to carrying out improvement works in line with this feedback. Especially, cooperation with industry organizations and chambers of industry, which are the external stakeholders of the university in Kayseri, and the support of these institutions and organizations as external resources are remarkable.

Universities throughout the province support each other at a high level. The invitation of other university rectors to the meeting as ERU external stakeholders is a good example of this. Participation of mayors in person and the representatives of the leading institutions of the city in the meeting shows the importance they attach to the university. This form of solidarity and support can be an exemplary practice for Turkey. This level of relationship with external stakeholders provides a great advantage to the institution in the allocation of external research resources.

Erciyes University educates researchers with a large number of doctoral programs in postgraduate education units such as the Graduate School of Health Sciences, Natural Sciences and Social Sciences. In addition, it is seen that graduate students are trained in accordance with the research objectives and strategies of the institution within the body of UYGAR centers, and important infrastructure for research is provided.

The fact that 10 doctoral students were supported and employed in the industry with the contract made by the university with three different industrial organizations within the scope of TUBITAK 2244 Industry Doctoral Scholarship Program and that the university signed one more contract with another organization within the scope of the 2019 call can be listed as good examples in the context of research and development activities.

It is reported that the university attaches importance to assigning researchers with a doctoral degree at UYGAR Centers, the SRP unit started postdoctoral researcher recruitment, and the university gives opportunities to postdoctoral researchers coming from Turkey and abroad to continue their research. The initiation of these practices is extremely valuable. However, their number is still limited, and it is evaluated that increasing the number of researchers working in this context will contribute to expanding the research capacity.

The issuance of the procedures and principles on the protection of the teaching staff, researchers, and students' intellectual and industrial rights arising from their inventions, and sharing, licensing and commercialization of these rights and the continuation of support in this respect are seen as strengths. The university notified that the number of patent applications made under the right ownership of Erciyes University was 45 (39 national, six international) in 2019, and the number of individual patent application notifications was 21 (19 national, two international). The fact that there are two national patent certificates registered under the right ownership of the university, three national patent certificates in which the university academicians are inventors, and two national design registration certificates in which the academicians are involved as designers, and that the commercialization rate of the registered patents is 13% is a finding showing the quality of the research conducted and that the university's efforts were paid off.

Research resources: physical, technical, financial

Maturity Level: The institution manages research resources in a way to support its prioritized areas and cover all units/areas. The findings obtained from all these practices are monitored systematically, the follow-up results are evaluated with stakeholders, precautions are taken together with stakeholders, and resources are diversified considering the needs and demands.

Intra-university resources (Scientific Research Projects - SRP)

Maturity Level: Intra-university resources covering all units of the institution are managed sustainably and in line with institutional goals (research policy, objectives, strategy). In this context, the institution has many unique and innovative practices and some of these are taken as an example by other institutions.

Orientation to resources outside the university (Support units, methods)

Maturity Level: Sustainable and mature practices regarding the use of resources outside the university to maintain research and development activities in line with the institutional goals (research policy, objectives, strategy) are ensured and adopted throughout the entire institution. In this context, the institution has many unique and innovative practices and some of these are taken as an example by other institutions.

Doctoral programs (number of graduates, orientations) and post-doctoral opportunities

Maturity Level: In the university, the outputs of the doctoral and post-doctoral programs conforming with and supporting the research policy, objectives, and strategies are systematically monitored and measures are taken by evaluating the results of the follow-up together with the stakeholders.

3. Research Competence

More than 2,200 academic staff work at Erciyes University's educational units and research centers, and faculty members constitute approximately half of this number. The institution carries out its human resources planning with the “Academic Recruitment and Promotion Criteria” put into force in 2018, in accordance with the institutional research strategy and objectives. The criteria include principles that will evaluate the research competence of faculty members and contribute to the development of research competence, such as recruitment of doctor faculty members, associate professors, and professors who took part in national and international projects, conducted research in higher education institutions abroad, published articles in journals scanned in SSCI, SCI or SCI-Expanded, issued patents, and presented papers in national and international scientific meetings. It is stated that the researcher's performance analysis was conducted at the 2nd R&D and Innovation Workshop held on February 3-4, 2020. The university gives training to develop the research and development competence of graduate students and academic personnel. To support the inclusion of academic staff in national and international research networks related to research and development, their research travel expenses are covered within the scope of SRP projects. In this scope, academic staff is supported within the framework of the 2019 financial year's appointment principles to participate in activities related to their fields of work with a paper accepted for oral presentation such as national or international congresses, conferences and symposiums indexed by Web of Science or Scopus databases or held at least for the fifth time. The university also stated that it encourages the teaching staff who produced publications published in Q1 and Q2 journals and obtain patent to appreciate, recognize, and reward the research and development performance of the academic staff.

The university stated that it created inside and inter-universities joint programs in line with its strategic plan for creating collaboration opportunities, a significant element in research competence. In this scope, it started to offer graduate and doctoral programs to conduct research in the fields of nanoscience and nanotechnology under the Graduate School of Science with faculty members from the Faculties of Pharmacy, Engineering and Science. It is seen that the university also maintains interdisciplinary undergraduate programs such as Clinical Research, Molecular Biology, Neuroscience, Plant Biotechnology, and Metabolism and Chronic Diseases. It is also understood that the university created opportunities to collaborate with the private sector, public institutions, and universities at national and international levels, and conducted joint projects at the Faculties of Science, Communication, Engineering, Medicine, and Astronomy and Space Sciences Observatory, Vaccine Research and Development, Betül-Ziya Eren Genome and Stem Cell, Nano Technology, Artificial Intelligence and Big Data, Ziya Eren Pharmaceutical UYGAR Centers. It is especially a noteworthy advance also for Turkey that Covid-19 vaccine studies have reached phase 3 in the pandemic period.

In addition, the number of companies operating within Erciyes Technopark is more than 250 as of 2019. The number of projects carried out jointly by these companies with the industry has increased continuously in the last three years, approaching 150 in 2019. The relations of the institution with local industry and public institutions are quite strong, and **the cooperation between universities, industry representatives, and public institutions** in Kayseri demonstrates good examples for Turkey in subjects such as the development of university infrastructures, execution of joint projects, and funding R&D projects. “Academic Recruitment and Promotion Criteria” and “SRP Execution Directive” define and support multiple research activities (multi-disciplinary, participatory, international research collaboration, co-financing scientific research projects). As a result of this, the number of publications produced as a result of international cooperation and university-industry cooperation increased in 2017, 2018 and 2019. The presence of academic units providing education in different languages and the academic staff working there are evaluated as an opportunity for the development of international cooperation and joint projects.

Developing research competence and research competence of teaching staff

Maturity Level: The practices for evaluating and developing research competencies of the teaching staff in the institution are monitored regularly and measures are taken after evaluating follow-up results with the stakeholders.

National and international joint programs and joint research units

Maturity Level: The institution periodically monitors multiple research activities and practices such as outside and inter-university joint programs and joint research units as well as participation in research networks and establishing collaboration, and measures are taken after evaluating follow-up results with the stakeholders.

4. Research Performance

Erciyes University developed Academic Data Management System (AVESIS) to monitor and evaluate the research and development performance of academic staff. In addition, the Academic Incentive Allowance Process Management System (ATOSIS) is used to carry out the application and assessment processes in the electronic environment within the scope of the CoHE's academic incentive allowance practice. The university stated in its 2019 ISER that the SRP unit of ERU carries out the collection, processing and evaluation of R&D data and presents it to the university's senior management by reporting and that corrective - preventive actions are reviewed at the weekly management meetings held by the university's senior management and feedback is given to the relevant units. Although there are annual reports of the SRP unit, sufficient information has not been reached on the analysis of the results, the annual comparison of developments, and the remedial measures taken for this purpose. However, the 2021 ISER submitted by the university demonstrates examples of remedial measures, too.

There is a Performance Management System developed within Erciyes Technopark and based on the Balanced Scorecard (BSC) model to monitor the research and development performance of the institution. It is understood that all of the academic and professional activities of researchers are recorded and their performance analyses are made through AVESIS. In addition, annual Unit Self-Evaluation Reports (USERs) are written and shared

with the public on the website to monitor research and development processes in faculties/graduate schools and other academic units of the university.

The research performances of all units in Erciyes University are monitored and evaluated using data collected through AVESIS. ERU set the goal of developing research capacity and increasing research quality to achieve the "A3. To be among the top 500 universities in the world in scientific research and technology development fields" strategic goal projected in its 2017-2021 Strategic Plan. Whether the determined objectives are achieved or not is monitored with annual indicators related to research activities. In 2019, the institution ranked high in different international rankings (Times Higher Education: +1000th, Academic Ranking of World Universities: 701-800th; GreenMetric: 136th ranking) . Moreover, it is observed that the annual publication and citation in SCI, SSCI and A&HCI-indexed journals and the number of externally-supported projects increased in 2017, 2018 and 2019, in conformity with the objectives in the strategic plan. CoHE evaluated the performance of research universities under the headings of "Research Capacity", "Research Quality" and "Interaction and Cooperation", covering the years 2017, 2018 and 2019, and according to 32 indicators. This evaluation revealed that Erciyes University ranked in 12th place among 16 research universities in 2019 with a score of 26.30, and ERU's ranking was almost the same in 2017 and 2018.

Within the scope of performance-based incentive-appreciation practices, scientific research performance was also taken into account in determining the performance payments made to the teaching staff in the Faculties of Medicine and Dentistry. In addition, the enforcement of the "SCIENTIFIC INCENTIVE AWARD APPLICATION PRINCIPLES" on giving incentive awards for scientific articles, research projects, intellectual property registrations and science awards received by researchers in the institution in 2020 and the acceptance of applications in this respect are important developments in terms of performance-based incentive and appreciation mechanisms.

To achieve the "A3. To be among the top 500 universities in the world in scientific research and technology development fields" strategic goal projected in its 2017-2021 Strategic Plan, ERU spent 6,431,000 TRY in total to bring qualified lecturers and students from abroad to conduct research, support national and international scientific meetings and exhibitions, and to send ERU's academic staff abroad to do research after doctoral studies for the development of academic staff to achieve the determined objectives. The ratio of the said research and development activities to ERU's total budget in 2019 was 1.18%. The institution stated in its feedback that the ratio of the R&D budget to its actual total budget is around 10%. Moreover, SRP Unit supported 328 projects in 2019. Two hundred fifty-four of these projects consist of master's, doctorate, and speciality theses in medicine and dentistry. Fifty-one usual research projects, nine multidisciplinary projects, seven guided projects, three prioritized field projects, and 21 other projects were supported in 2019. ERU's SRP Unit monitors and evaluates the research budget performances of all units every year regularly through administrative annual reports and the results are shared with the public on ERU's website.

Performance evaluation for teaching staff

Maturity Level: The practices that embody all academic fields for evaluating and developing research and development performance competencies of the teaching staff in the institution are monitored regularly and measures are taken after evaluating follow-up results with the stakeholders.

Evaluation of research performance and its improvement based on results

Maturity Level: Research performances of all units are monitored and evaluated in the institution and used in decision-making (performance-based incentive-appreciation mechanisms, etc.) Related practices are monitored regularly, the follow-up results are evaluated with stakeholders, and measures are taken.

Research budget performance

Maturity Level: Research budget performances of all units in the institution are monitored, evaluated and used in decision-making (budget allocation, etc). Related practices are monitored regularly, the follow-up results are evaluated with stakeholders, and measures are taken.

D. SERVICE to SOCIETY

1. Service to Society Strategy

Erciyes University has determined its objectives in service to society activities in its 2017-2021 strategic plan and has set itself the main objective of increasing the effectiveness of these activities. In the IFR report (2016), it was included under the title of Research and Development/Service to Society. In ISER reports, the status of service to society activities is summarized on a yearly basis. It has been observed that some of the previously determined objectives in the strategic plan have been updated to cover the years 2020 and 2021.

Five main objectives related to service to society activities have been set in the strategic plan. A total of 26 performance indicators have been determined for these objectives. For the performance indicators under each objective's title, goal cards based on measurable and numerical data have been determined. It is foreseen that all performance indicators will be monitored twice a year and reported once. It is stated that the follow-up of the performance indicators and the annual reports are done with the informatics infrastructure they have built.

In the strategic plan covering the years 2020-2021, the main goals of the institution to increase the effectiveness of its service to society activities are as follows:

1. Increasing the satisfaction rate of services to society,
2. Providing improvements in infrastructure and equipment in health service delivery areas,
3. Increasing the capacity and quality of health tourism,
4. Increasing the capacity and quality of social and cultural services,
5. Increasing the capacity, diversity and quality of training services offered to the society.

As mentioned in the IFR, the institution prepared a SWOT matrix by taking stakeholder opinions and included the results. According to these results, related to services to society, the following are listed as strengths:

1. Having well-equipped and developed hospitals that cater for the region,

2. The increase in the number of industry-university cooperation practices and 3. Developing social opportunities.

However, weaknesses are listed as following;

1. Other universities, industry, local governments etc. The cooperation with the stakeholders not reaching the desired level,
2. Inadequacy of institutional social responsibility projects,
3. The fact that the social facilities of the university outside the campus are not used effectively.

However, the institution regards the following as opportunities:

1. The fact that Kayseri is an advanced industrial city, and
2. The fact that tourism potential in regions such as Erciyes, Sultan Sazlığı, and Cappadocia increases day by day.

The institution

regards the development of university-industry collaboration and the increased benefactor support as threats that may cause the share allocated to it from the state's budget to decrease.

That the institution regards the number of university-industry collaboration as strength, however, its level as weakness, and considers the advanced status of this collaboration as threat may be perceived as contradiction at first glance. However, although it considers the number of university-industry collaboration sufficient, the institution justifies its evaluation of collaboration level as weakness by claiming "having few fields that are at an advanced level in industry, and technology-based." It is evaluated that the university has sufficient awareness, knowledge and equipment to determine the expectations of the sector and to work on needs analysis, which can help it turn this situation into an opportunity. Although the level of university-industry collaboration was emphasized as a weakness in 2016 IFR, it is observed that the institution has increased this level of collaboration substantially in close communication with stakeholders since that time.

The institution explains its research and development activities in the university's establishment purpose and vision as conducting "research and development for society's benefit." It is understood that the university brought research and development activities for society's benefit to the fore with the investments made in the field of health. On the other hand, it is understood that the university makes investments in sciences, social fields, and applied units as well as health fields to maintain this goal in a more comprehensive manner.

It is determined that the research centers for social sciences fields carry out substantial service to society activities. Although the benefactor supports in Kayseri province have a notable part in the university's resources, the institution states that this situation may cause state' to cut down the share allocated to ERU.

When the 2019 ISER, website, and additional documents are examined, relatively up-to-date information about the institution's service to society can be reached. It is understood that the university continues service to society activities primarily in three different areas, namely human health, animal health, and accommodation and hospitality services. It is identified

that these three areas are used as application area in learning and teaching, and it is aimed in the teaching process to have students understand the importance of social activities. Moreover, it is observed that the university brings service to society to the fore through UYGAR centers, primarily GENKOK, TAUM, ERUTAM, ERFARMA, and Research and Application Center for Vaccine Research and Development.

One of the most striking and up-to-date activities that can be evaluated under service to society activities realized at UYGAR centers is the vaccine development process in which phase 1 studies were first started and completed in Turkey. R&D studies for the prospective inactive vaccine developed by the "Research and Application Center for Vaccine Research and Development (ERAGEM)" within the body of ERU against SARS-Cov2 virus, the cause of the Covid-19 epidemic, and supported by the Ministry of Health have been completed. "Good Clinical Research and Application Center (IKUM)" completed the applications for Phase 2 studies, and the fact that it is in the reporting process is considered a high-level service to society activity with great potential.

In addition, Betül-Ziya Eren Genome and Stem Cell Research Center (GENKOK), which is an exemplary center in terms of benefactors' support and stakeholders' contribution, is also a graduate school providing graduate education. Astronomy and Space Sciences Observatory Application and Research Center (UZAYBIMER) also organizes sky observation activities for primary and secondary school students in order to give service to society. The fact that Nanotechnology Research Center (ERNAM) offers industry-oriented doctoral program is evaluated as a strength.

The institution stated that the students' communities affiliated to the Directorate of Health, Culture and Sports (SKS) focus on social responsibility projects, and efforts are made to make educational units sustainable through social responsibility projects, courses and communities. These aspects were confirmed in the interviews by the students.

The institution has a high awareness of the infrastructure for disabled individuals and it is seen that they are working on the development of infrastructure opportunities.

The LOSEV event organized in the institution, the zero waste project initiated by ERCEVREM and the social responsibility project courses were evaluated as positive aspects in terms of social responsibility activities.

The institution states that it encourages R&D activities that are in line with the academic priorities, able to create value, and can be converted to social benefit, and follows policies for integrating R&D processes and service to society processes.

Although there are practices carried out in line with the objectives and strategy of the institution under its defined service to society policy, it is considered that it will be important to develop defined mechanisms in evaluating the results of these practices.

Some results have been achieved by implementing the management and organizational structuring of service to society processes in the institution in the direction of institutional preferences and covering many fields.

However, there is a need to develop defined processes for monitoring results.

Service to society policy, objectives and strategy

Maturity Level: The institution systematically monitors practices related to the service to society policy, strategy and objectives adopted by all units and takes measures based on the results of the follow-up process by covering all fields and programs.

Management and organizational structure of service to society processes

Maturity Level: The results of and the stakeholder opinions about the management of service to society processes in the institution are monitored systematically and in line with the quality assurance system of the institution, and measures are taken by evaluating them together with stakeholders.

2. Service to Society Resources

Erciyes University states that it aims to increase satisfaction levels regarding its service to society quality by developing the quality and quantity of learning and teaching, research infrastructure, and human resources, and prioritizes this with the investments it makes in infrastructure.

The institution states that it gives service not only in Kayseri but at regional, national and international levels with the investments such as constructing a children's hospital, an additional building for dentistry, and a cattle hospital and with the works to increase the number of patients coming for health tourism.

Diagnosis, treatment, preventive and rehabilitative health services are carried out in eight main buildings affiliated to the Health Application and Research Center of Erciyes University. In this center, the "Mothers' House" service provides the opportunity for mothers to stay around the hospital continuously in order to maintain the mother-child relationship uninterruptedly and to apply the breast milk feeding method within the scope of the Baby-friendly Hospital practice.

(a) Oral, Dental and Maxillofacial Surgery, (b) Oral, Dental and Maxillofacial Radiology, (c) Endodontics, (d) Orthodontics, (e) Pedodontics, (f) Periodontology, (g) Prosthetic Dentistry, and (h) Restorative Dentistry services are offered within the Faculty of Dentistry Hospital affiliated to Erciyes University's UYGAR Center of Dentistry.

The Training, Research, and Application Hospital, established within the Faculty of Veterinary Medicine, gives 24/7 comprehensive service for animal health, including the emergency service.

Ahmet Karamancı Guesthouse, built by the benefactor and donated to the university, provides free accommodation, food, transportation, etc. services to patients and their relatives coming from outside the province.

Service to society activities are carried out also at units giving hospitality services such as Hızıroğlu Practice Hotel, Kızılay Guesthouse and Youth Center, and Talas Guesthouse.

In addition, the institution aimed to develop solutions to the R&D project demands from the regional industry representatives and public institutions, primarily those in Kayseri, with "100 Demands/100 Projects" collaboration for solving the industrial problems. It is envisaged that academic personnel in Erciyes University will develop solutions to the

demanded projects, and it is planned that the SRP unit will fund the projects in line with the SRP procedures.

“Summit Erciyes: Future Investors Summit,” whose aim is to strengthen technology-based value-added production in the region, primarily in Kayseri, was held with Erciyes Teknopark A.Ş. and Central Anatolia Development Agency (ORAN).

The fact that the institution manages the physical, technical, and financial resources sustainably to support service to society activities in some units is evaluated as a positive aspect.

Resources

Maturity Level: The physical, technical, and financial resources that have suitable quality and quantity and cover all units of the institution are managed sustainably and in line with institutional goals (service to society policy, objectives, strategy). In this context, the institution has many unique and innovative practices and some of these are taken as an example by other institutions.

3. Service to Society Performance

Erciyes University states in the 2017-2021 Strategic Plan updated in 2020 that it executes its activities in line with the service to society strategy and objectives through 26 performance indicators covering key performance indicators and follow-up indicators, and these activities are monitored with the information technology infrastructure established by it.

First of all, the units responsible for the realization of the goals and objectives in the strategic plan were determined to carry out effective follow-up and evaluation in the institution. Performance indicators are used to measure the level of realization of goals and objectives and are required to be reported annually. The results of the report are presented to the stakeholders, and it is stated that an effective follow-up is ensured by evaluating them by the thematic groups and the senior management of the institution.

It is expressed that unit managers carry out works to ensure unity in objectives through different committees and commissions established for the related subject in line with the ERU and Unit Strategic Plans. In accordance with the reports of the related units, the Annual Activity Report and the Strategic Plan Follow-up and Evaluation Report are regulated. It is expressed that percentiles of the realization of the objectives determined for service to society and the improvement works are reviewed by means of these reports. Moreover, the Unit Feedback Reports (UFRs), written after the Unit External Evaluation Process, are evaluated by the Unit Quality Assurance Commissions, ERU's Quality Commission, and the university's senior management and improvement works are realized accordingly.

The meeting minutes of the Health Application and Research Center presented in the annex of ISER and the evidence documents regarding the 2019 Patient Opinions (suggestions, satisfactions, complaints and information requests) taken at the Faculty of Dentistry were found to be positive and important.

It is stated that CEC, Lifelong Learning Center, and similar units give training of 20,052 hours annually. This training duration, which corresponds to more than 50 hours per day on average with many synchronous pieces of training, is considered a positive aspect.

The service to society performance of units in the institution is monitored, evaluated, and used in decision-making processes. It is considered a positive aspect that related practices are monitored regularly, the follow-up results are evaluated with stakeholders, and precautions are taken.

Dissemination of the institution's unique and innovative practices is considered significant for its potential of service to society and setting an example for other institutions.

Follow-up and improvement of service to society performance

Maturity Level: The service to society performances of all units in the institution is monitored, evaluated, and used in decision-making processes. Related practices are monitored regularly, the follow-up results are evaluated with stakeholders, and measures are taken.

E. GOVERNANCE SYSTEM

1. Structure of Governance and Administrative Units

ERU, a state university, has been structured in accordance with the related legislation and some intermediate structures were established as needed to enable the effective use of human resources. For example, the processes, executed separately in units, were integrated, and a part of the administrative personnel was transferred to the places where they were needed, with the structuring of the Student Affairs Coordinator. The impression that the institution is managed with a highly transparent management understanding was gained upon examination of the documents on ERU's website in addition to the interviews conducted.

Although ERU does not follow a defined policy regarding governance and administrative areas,

it is expressed that the title "Developing Institutional Capacity and Culture," the second goal of the Strategic Plan, functions for this purpose. Even though the fact that a goal that is specific to institutional capacity was determined under this title is evaluated positively, the majority of the five objectives and 21 indicators here are for improving teaching and learning activities.

The objectives and indicators of the 2017 - 2021 Strategic Plan were updated in 2019 after ERU received the identity of being a research university and with the change of the Rector. Performance Report, Annual Performance Program, and Administrative Activity Report were written to follow the Strategic Plan. The 2020 Performance Program was prepared according to the budget of the newly implemented program. The Strategic Plan is monitored and reported every six months.

The governance model of the institution is mentioned as both Strategic Management and a Risk-based Process Management System (RTSYS)

. Launched in 2018, RTSYS was structured at three levels, namely Governance, Basic and Support Processes

. Processes related to governance and administrative units are at the levels of "governance" and "support." It is stated that documents such as the Process List Form, Process Form, Sample Process Form, and Process Definition Guide created within this scope were sent to the units, workshops were held, and the work was completed in the

Departments of Student Affairs and Personnel. The Process Definition Guide can be accessed by searching the web. Although it was stated that the defined processes and flowcharts were published on the website and the process performance indicators were defined under the title of monitor and measurement and evaluation, a document regarding the reporting could not be reached. The university states that it started to work to integrate the works in the scope of RTSYS with the digital transformation project. Similarly, a Work Tracking System was developed to manage decision-making processes. This system was developed to ensure the creation of personalized in-service training programs in order to monitor the qualifications of the personnel and to improve their working capacity. Although there is a process form in which the Satisfaction Management System (MYS) is defined, the content of the system could not be reached.

Although the number of administrative personnel making up almost half of all personnel in proportion decreased by approximately 20% compared to 2014, the satisfaction rate increased from 60% to 73-75%. Almost half (1,015) of the 2,455 administrative personnel work in the health services class. It is observed that the administrative personnel participate in the quality processes.

Governance model and administrative structure

Maturity Level: The findings obtained from the practices related to the governance model and administrative structure that cover all units and areas in the institution are systematically monitored, the opinions of the stakeholders are taken, the follow-up results are evaluated together with the stakeholders, measures are taken accordingly, and updates are made in line with the needs/requests.

Process management

Maturity Level: The results regarding the processes managed in a way to cover all units and areas in the institution are systematically monitored with performance indicators, the opinions of the stakeholders are taken, the follow-up results are evaluated together with the stakeholders, measures are taken, and updates are made in line with the needs/requests.

2. Resource Management

Since it is a state university, works for academic and administrative personnel at ERU are basically carried out by the Department of Personnel and in line with the relevant legislation. Although there is no separate human resources policy defined in ERU, it can be stated that it is managed with a participatory approach, taking into account the demands and needs of the units, in line with ERU's updated Strategic Plan. Job descriptions and workflow charts regarding the management of Human Resources can be viewed on the webpage of the Department. It is reported that the improvement works in the institution continue.

Many legislations were prepared and mechanisms were established to implement and assure services regarding academic staff cadres, such as the planning, recruitment, development, and promotion. Recruitment of administrative personnel and training, assessment and promotion of candidate civil servants are also carried out within the legislative framework with which state universities are obliged to comply. It is identified through documents and interviews that the university held in-service training programs to maintain the professional development of administrative personnel. In addition to establishing an In-Service Training

Platform for the follow-up of the pieces of training, UYGAR centers such as ERSEM, ERUZEM, and Occupational Health and Safety Training are utilized in the training. It is stated that a "personalized training practice" has been initiated in line with the training needs of 2019 candidate civil servants, with stakeholder feedback at the Educational Commission's evaluation meetings.

It is confirmed in the interviews that scientific activities such as scientific publications, patents, and projects are awarded utilizing opportunities obtained outside the institution to encourage academic staff. However, the defined processes used to evaluate the administrative personnel's performance and the rewarding mechanisms and application examples for this personnel could not be reached. Although employee (academic and administrative) satisfaction surveys were reached, application systematics, reporting of survey results, and improvement examples could not be determined.

The processes related to the management of financial resources are gathered under seven main groups and are carried out in line with the legislation with which state universities are obliged to comply. 86% of the financial resources in 2019 consisted of treasury aids, 13% self-revenues, and 1% donations and aids. The distribution of financial resources is monitored separately on the basis of incomes and expenses.

It is seen that 11% more additional budget revenues were provided than the budget planned for 2019, and this surplus was obtained from non-university revenues. Most of the university budget expenses (64%) are made for the Personnel Expenses item, as in all state universities. Final Accounts and Realization Reports created and approved within this scope are subject to internal and external audits by the Internal Audit Unit and the Court of Accounts in terms of effective and efficient use of resources.

It is stated that ERU established an Immovable Tracking System (TTS) to perform immovable tracking better. The budget preparation process is carried out with the participation of all units and personnel in accordance with state university legislation. Alignment of the planning, use, and follow-up practices of financial resources to the strategic plan of the institution is evaluated. ERU Administrative Activities Report, made of merging the Performance Program created by the Department of Strategy Development and the reports written by all units, is given as an example in this scope.

Human resources management

Maturity Level: The results regarding the human resources management practices that cover all university units are systematically monitored, opinions of the stakeholders are taken, follow-up results are evaluated with the stakeholders, and measures are taken accordingly.

Management of financial resources

Maturity Level: The results regarding the financial resources' management practices that cover all areas of the university are systematically monitored, opinions of the stakeholders are taken, follow-up results are evaluated with the stakeholders, and measures are taken accordingly.

3. Information Management System

It is seen that the development works for KUYS software, which will ensure integrated information management, are started in the institution. It is monitored that ERU aims with

this system to gather OBISIS, which was developed by ERU's software group and is still being used, the Personnel Management System (PEYOSIS), the Electronic Document Management System (EBYS), Digital Erasmus, etc. together to create an umbrella system . It is seen that one of the objectives of the institution in its 2017-2021 strategic plan is to increase the institutional digitalization level for developing institutional capacity and culture. Having new process management systems and carrying out works to increase the capacity of the present ones, forming work groups for converting the non-web-based systems to web-based, developing applications to cover scientific studies in reference to the university, and conducting joint studies with related units are the strategies determined by ERU in line with this objective. Relevant committees and commissions of the university continue their work to use the information reported through the information management system in decision-making processes and monitor, evaluate and improve work processes.

It is stated that ERU considers the principles of confidentiality, integrity, and accessibility and attaches importance to ensuring information security and following technological developments closely while developing the information systems of the institution. In this scope, it is seen that ERU tries to create the necessary technological infrastructure and improve the systems. A Cyber Security Application and Research Unit was established within the Computer Sciences Application and Research Center in order to ensure information security more effectively in the university. It is stated that penetration tests were carried out by this unit in 2018 and 2019 to protect the internal assets of the institution, and necessary precautions were taken for the vulnerabilities seen as a result of these tests. It is understood that various products are used together to ensure information security and raise awareness in the institution, and training of the relevant personnel is provided. Erciyes University's Continuing Education Center gives the Basic Cyber Security Training course to the interested people. It is understood that the institution also organised an event in which information was given about the "Law on the Protection of Personal Data" in the adjustment process to the legislation about the protection of personal data.

Works planned to be carried out on Information Security are also included in the 2019 ISER. These works are: to identify current risks and threats, train employees, determine job descriptions and conduct awareness studies on this subject, determine personal data security policies and procedures, reduce personal data that has lost its importance and up-to-dateness over time as much as possible, ensure the management of relationships with the data-processors when the service is outsourced, remove unused software and services in the institution, identify and update out-of-date services, review and restrict access to systems containing personal data when deemed appropriate, make the use of strong passwords mandatory in all systems, and monitor personal data security.

Integrated information management system

Maturity Level: The institution has an integrated information management system that covers all areas and supports all processes (learning and teaching, research and development, service to society, quality assurance). There are some practices for using this system. However, the information system is not used in the decision-making process, and the results of the system' use are not monitored.

Information security and reliability

Maturity Level: The practices to ensure information security and reliability in the institution are systematically monitored, and measures are taken by evaluating the follow-up results with the stakeholders.

4. Support Services

It is seen that the institution carried out the necessary activities in accordance with the Public Procurement Law No. 4734 and the provisions of the relevant legislation to secure the suitability, quality and continuity of the goods and services purchased from outside. It is monitored that the institution has a Supply Policy, created the related processes and a Supplier Evaluation Procedure, performed the procurement transactions through the identified processes, makes the necessary controls before payment through the inspection and acceptance commissions, created the approved supplier lists according to the results of the Supplier Performance Evaluation Form, and purchases only from the suppliers included in these lists. It is also seen that the institution developed a "Supplier Satisfaction Survey" to monitor the suppliers' satisfaction and the forms are included in the ISER.

Suitability, quality and continuity of goods and services

Maturity Level: The institution has close relationships with suppliers to secure the quality of all outsourced services and goods. The performances and satisfaction levels of suppliers are monitored systematically, evaluated with stakeholders, and necessary measures are taken.

5. Public Disclosure and Accountability

The Department of Press, affiliated to the Rector's Office, carries out the institutional communication activities of ERU. It is monitored that the institution's activities are promoted and announced to the public with written/visual/audio media (press releases and statements, institutional television channel, etc.) and via ERU's social media accounts.

Universities are private-budget administrations according to the Public Finance Management and Control Law No. 5018 but are included in the central government budget. For this reason, universities are legally audited by the Ministry of Treasury and Finance, the Council of Higher Education, and the Court of Accounts, and the audit results are shared with the public.

It is observed in the senate decisions that the Department of Internal Audit Unit made an internal audit in the institution within the scope of three-year plan and the annual program. It is expressed that the institution monitors whether the recommendations for the issues determined in the internal audit reports are realized or not, the causes of the unrealized issues are investigated, and the results are submitted to the senior management.

Both institution-wide and unit-wide Unit Activity Report and Administrative Activity Report are written and shared with the public annually. Moreover, it is expressed that the spending authorities to whom budget and allowance are allocated write the internal control assurance statement, which includes that works and transactions are carried out in line with goals, control regulations, and legislation, and the statement is also added to the unit activity reports and administrative activity reports.

It is seen that the institution has submitted ERU ISERs since 2015 to the Turkish Higher Education Quality Council with the approval of the Senate.

Public disclosure

Maturity Level: The findings regarding the public disclosure activities of the institution are monitored, opinions of the stakeholders are taken, follow-up results are evaluated with the stakeholders, and measures are taken.

Accounting methods

Maturity Level: The findings obtained from the accounting activities of the institution are monitored, opinions of the stakeholders are taken, follow-up results are evaluated with the stakeholders, and measures are taken.

CONCLUSION AND EVALUATION

The institution

takes place among the top ten research universities in Turkey.

It ranks high in different indices in the world university rankings (THE, URAP, Greenmetric, etc.)

The institution's integrated structure created with external stakeholders and its practices are at a level to be taken as an example by other institutions.

The exemplary qualities of the institution are listed below:

Supporting all universities in the province,

The industry-university collaboration developed with the partner companies established in Technopark,

Partnerships with local administrations and works carried out with chambers of industry and commerce and other institutions,

Partnerships with industrial organizations in the province,

Projects carried out in collaborations in accordance with local, regional and national development objectives,

Licensed pharmaceutical studies developed with pharmaceutical companies,

Collaboration protocols signed with 11 industry representatives, two of which are international (with the USA and Canada),

The ecosystem it developed,

The voluntary contribution of private and public institutions to the infrastructure and physical facilities of the university,

The benefactor activities are an established culture,

Scholarships provided to students,

University's opportunities to benefit from external funds.

The fact that the local vaccine is being developed in ERU during the pandemic period, which has affected the whole world and in which very few countries have developed their own vaccine, has also been an important indicator of the institution's strong human and physical capital in research and development.

Phases 1 and 2 of the vaccine studies have been completed successfully.

The establishment of the Astronomy and Space Sciences Observatory Application and Research Center is evaluated as a significant contribution to Turkey.

The institution has the potential to be an important center in Turkey in terms of health tourism.

It is seen that, within the body of ERU, benefactors

made many health investments such as Cardiovascular Diseases Hospital, Organ Transplant Hospital, Oncology and Bone Marrow Hospital, Oral, Dental and Maxillofacial Hospital, and Children's Hospital, beside the 1250-bed State Hospital in Kayseri.

2. Quality Assurance System

Strengths

The following are evaluated as the strengths of the institution: Erciyes University has an internalized quality culture,

The Performance Monitoring Indicators for Research Universities determined by CoHE were adopted in the institution completely and action plans were written for this purpose,

ERU defined its Quality Commission and quality processes,

The institution ensured external and internal stakeholders' involvement in a way to cover all units, and the feedback received helps the institution implement preventive and corrective activities, as well as continuous improvement works for its processes,

Policies are developed in line with the internationalization objectives of the institution, and are regularly monitored in compliance with the internal quality assurance system.

Areas for Improvement and Suggestions

The following are evaluated as the areas for improvement of the institution: Its Quality Assurance Directive does not comply with the existing system,

The established system is not secured,

Quality Manual only addressed to the learning and teaching process,

Involvement of foreign faculty members, students, and particularly international external stakeholders, is not sufficient in terms of internationalization,

Internal stakeholder (student, academic and administrative staff) satisfaction rate is not proportional to the service quality of the institution,

The process follow-up mechanism established for R&D is not applied at the same level for learning and teaching, service to society, and governance processes.

As part of strategic management, the institution should determine the quality assurance policies and the strategies to realize these policies, and share them with the public.

- It is suggested that the process follow-up mechanism established for R&D also be established for learning and teaching, service to society, and governance processes.

The institution should create an internal quality assurance system and ensure that the processes are reviewed and continuously improved with this system. The authority, duties and responsibilities of the Quality Commission should be defined clearly, and the quality culture should be disseminated through the institution.

- It is suggested that Quality Assurance Directive be renewed according to the existing system (Continuous Improvement Coordination Group and USER are present, their inclusion in the legislation will help the established system be secured),
- Quality Manual be updated to include R&D and service to society processes because it only addressed the learning and teaching process,
- The quality culture present in the senior management be widespread, especially in the units in the accreditation process, and this culture be disseminated through other units.

The institution should ensure the internal and external stakeholders' contribution and involvement in the quality assurance system.

- It is suggested that stakeholder involvement be more effectively used in terms of
 - internationalization,
 - Quality culture be disseminated through the non-accredited units with increase of stakeholder involvement,
- The institution come up with solutions to the reasons for the inadequate internal stakeholder (student, academic and administrative staff) satisfaction,
- A more useful structure on the web page related to the communication of complaints, opinions, and suggestions regarding the university be established,
 - Stakeholder opinions are used very effectively by the institution, and this situation be monitored with a policy and a systematic mechanism.

The institution should periodically monitor and continuously improve the activities it maintains in line with its internationalization strategy and objectives.

- It is suggested that the institution's internationalization policy be applied in a way to cover learning and teaching, R&D, service to society processes, the institution ensure
- stakeholder involvement in processes, educational programs in different languages (Armenian, Hebrew, Circassian, Korean, Greek, Russian, Chinese, etc.) be evaluated as opportunities for alumni to work in international platforms, and the institution use this opportunity in making international project collaborations,
- The university create different internship opportunities for students by establishing national and international consortia, considering the university's external stakeholder support and collaborations with industrial organizations,
- The university increase mobility by making more diversified agreements within the scope of Erasmus+ to contribute to its international recognition,
- The university ensure the involvement of international students and

faculty members as stakeholders.

3. Learning and Teaching

Strengths

It is observed that the university has defined processes in the design and implementation of the programs, and stakeholders involve in the process.

In line with the mission and vision of the university, it is evaluated that it has achieved its goals and objectives in the field of learning and teaching.

Educational programs are encouraged and supported.

The continuous improvement mechanisms implemented by the institution in the learning and teaching processes are as follows:

Receiving feedback from students regularly regarding faculty members and programs,

Discussing and developing the proposed courses and programs at the commissions level before bringing them to the Senate's agenda,

Intense efforts exerted to ensure accessible university conditions,

There are learning environments such as many laboratories, study areas, etc. that give service to academic staff, students, and stakeholders in the university,

Students' satisfaction with the accessibility of the teaching staff and the relationships between students, teaching staff and managers,

Use of multidisciplinary and interdisciplinary practice models in learning and teaching processes,

ERU's senior management awards teaching staff who work on the university's committees and commissions, and unit managements award teaching staff for their learning and teaching activities with plates, certificates of appreciation, and letters of appreciation.

These come forth as the strengths of ERU.

Areas for Improvement and Suggestions

The following are evaluated as the areas for improvement of the institution: In general, ERU is a university that offers many different programs together. Although interdisciplinary course selections are excellent opportunities for double major and minor programs, the institution does not use them very effectively,

Although there are 114 programs in total, only 17 of these programs give education in foreign languages, weakening the institution's potential to attract international students,

The institution is not active enough in making international joint diploma or double diploma agreements, in addition to Erasmus agreements,

The institution received accreditation for 28 programs out of 114 programs, and applications were filed for 20 programs' accreditation, which is highly significant. On the other hand, the institution failed to disseminate this culture through all programs,

Despite the robust infrastructure of the institution and the city for the comfortable living and accommodation of international students, the absence of undergraduate and graduate programs in foreign languages creates an obstacle to its internationalization (ERU gives education in many different languages such as Hebrew, Korean, and Armenian, which may allow it have more international students),

The high number of students per faculty member,

Restructuring of graduate learning and teaching activities to cover the countries of the region,

The inadequacy of graduate education programs in foreign languages.

The institution is expected to evaluate its learning and teaching process. Learning and teaching should be considered as a process in which the objectives of the institution and who will achieve these objectives are determined, the educational activities are carried out, the objectives are monitored and evaluated in terms of quality and quantity, and the necessary improvements are made by checking the results achieved with the focus of continuous development of the institution.

The horizontal and vertical student transfers are carried out under the Directive on the Principles of Student Transfer between Associate Degree and Undergraduate Degree Programs, Double Major and Minor Programs, and the Course Credit Transfer between Higher Education Institutions. It is observed that its execution especially in double major and minor programs is weak, in this respect.

Despite the robust infrastructure of the institution and the city for the comfortable living and accommodation of international students, the absence of undergraduate and graduate programs in foreign languages creates an obstacle to its internationalization. ERU gives education in many different languages, such as Armenian, Hebrew, and Korean, which may help it attract more international students.

It is identified as an area for improvement that although there are 114 programs in total in the institution, only 17 of these programs give education in foreign languages, which weakens the institution's potential to attract international students.

The examination of the School of Foreign Languages Directive revealed that there is a limited quota for students studying in the optional preparatory program, and it is suggested that it be transformed into a structure, which will include all students who want to go to the preparatory program, and the institution improve itself in these matters.

The institution should set out explicit criteria for student admissions, and consistently and permanently employ the predefined and published rules relating to the recognition and certification of degrees, diplomas and other qualifications.

In general, ERU is a university that offers many different programs together. Although interdisciplinary course selections are excellent opportunities for double major and minor programs, it is identified after meetings with students that the institution does not use them very effectively.

In this respect, it is suggested that the university create minor programs, which will improve students' majors, and open double major programs suitable for major programs.

The institution should ensure that the students achieve the goals and learning outcomes of the programs during their study period and should employ practices that contain active learning strategies and methods during this process. The institution should adopt a student-centered and competency-based approach also in the measurement and evaluation processes.

It is identified that the education is partially given in English (30%) at 17 programs throughout the university. In the meetings held, it was stated that preparations were made to increase the number of programs to be taught in English.

It is suggested that the institution increase the number of programs taught 100% in English, which may provide a great advantage to the institution for its internationalization and allow it to sign double diploma and joint diploma agreements with foreign universities.

The institution must be fair and transparent in all the processes pertaining to the recruitment, appointment, promotion and teaching assignments of the teaching staff. It should provide opportunities to continuously improve the teaching competencies of teaching staff.

To provide incentives to academic staff, it is suggested that the university take into account not only the research performance of the teaching staff, but also their performance in learning and teaching, and in this context, the teaching staff assessment questionnaires conducted at the end of term be utilised.

The institution should monitor and update its programs periodically to ensure that the learning and teaching goals are reached and that they cater for the needs of the students and the public. The graduates should be monitored regularly.

It is suggested that the university create an administrative structure (similar to the student dean's office), which will continuously work on the identified risks, strategies, determinations and needs, and establish a well-functioning system, which will enable the university to benefit from the graduates and the graduates from the opportunities of the university,

The institution establish a follow-up and evaluation system within each faculty to closely monitor the newly emerging disciplines and courses in the world and add them to the curriculum without delay,

The institution systematically and comprehensively collect and evaluate graduates' feedback and use this data in institutional development strategies.

4. Research and Development

Strengths

The following are evaluated as the strengths of the institution: Erciyes University, a university that is among the top ten universities selected as a Research University, continues its research activities effectively with its quality human resources and infrastructure,

The institution has a strong R&D infrastructure,

There is a strong interaction between the university and the city as a reflection of 'Synergy Culture' in Kayseri,

In this context, the university's contribution to local and regional development is at an advanced level, thanks to significant collaborations,

The University's Application and Research Centers (UYGAR Centers) play a vital role in the realization of R&D studies of Erciyes Teknopark A.Ş., along with the Scientific Research Projects Coordination Unit,

Significant contributions have been made by industry collaborations and benefactors, in addition to the support provided by different funds for the studies carried out in these centers,

There are defined processes for the follow-up and evaluation of research outputs supported by SRP,

Erciyes Technopark has developed rapidly, has many companies within its body, and collaborates with the university in terms of research and development works,

Technopark contributes significantly to the execution of student internships,

Information management systems developed by Erciyes University such as AVESIS, ATOSIS, BAPSIS and DAPSIS are used within the university,

These systems are also used by many universities,

Projects such as 100 Demands/100 Projects was implemented to increase university-industry collaboration,

In the university, there are defined processes for academic incentives and rewarding,

Meetings are held with the internal and external stakeholders of the university on research and development activities and feedback is received,

The university attaches importance to carrying out improvement works in line with this feedback,

The issuance of the procedures and principles on the protection of the teaching staff, researchers, and students' intellectual and industrial rights arising from their inventions, and sharing, licensing and commercialization of these rights and the continuation of support in this respect,

The university has accredited laboratories,

There is a good clinical application and research center that is licensed and audited regularly and in which clinical research is conducted at the national and international levels,

There are Application and Research Centers in which essential studies such as ERAGEM, ERFARMA, ERNAM, DEKAM, and Genome and Stem Cell are conducted,

The university has an 'ERU Scientific Texts Support Office,' and the office gives support to the teaching staff,

The institution has a project support unit.

Areas for Improvement and Suggestions

The limited number of post-doctoral researchers from Turkey and abroad and the insufficient follow-up for graduate program graduates are identified as areas for improvement in the institution.

The institution should provide the required physical infrastructure and financial resources for research and development activities and enable their effective use. Research policies of the institution should encourage cooperation between internal and external stakeholders and the use of non-institutional funds.

It is suggested that the university establish and develop a mechanism for the follow-up of graduate program graduates and increase the incentives for the employment of domestic and foreign researchers.

The institution should provide opportunities to sustain and develop the research competencies of the teaching staff.

It is suggested that the university increase the number of graduate programs in English and systematically monitor activities for follow-up of cooperation opportunities, joint programs and joint research units to create international joint program opportunities.

5. Service to Society

Strengths

The following are evaluated as the strengths of the institution in terms of service to society: R&D studies for the prospective inactive vaccine developed by the "Research and Application Center for Vaccine Research and Development (ERAGEM)" within the body of ERU against SARS-Cov2 virus, the cause of the Covid-19 epidemic, and supported by the Ministry of Health have been completed. "Good Clinical Research and Application Center (IKUM)" completed the applications for Phase 2 studies, and it is in the reporting process,

The potential and the number of university-industry collaboration,

University's relationships with local administrations, other universities and external stakeholders, and the benefactors' support to the university,

The duration of the training given through Continuing Education Center, Lifelong Learning Center, etc.,

Betül-Ziya Eren Genome and Stem Cell Research Center (GENKOK), an exemplary center in terms of benefactors' support and also a graduate school providing graduate education; the Astronomy and Space Sciences Observatory Application and Research Center (UZAYBIMER) that also organizes sky observation activities for primary and secondary school students; and the Nanotechnology Research Center (ERNAM) that offers industry-oriented graduate study programs.

Areas for Improvement and Suggestions

The following are evaluated as the areas for improvement in the institution: The defined mechanisms to secure the evaluation of the results of practices carried out in line with the objectives and strategy of the institution under its defined service to society policy have not been developed enough,

The defined processes to monitor results obtained from implementing the management and organizational structuring of service to society processes in the institution in the direction of institutional preferences and covering many fields have not been developed enough,

The institution failed to disseminate the physical, technical, and financial resources in a way to support service to society activities through all units,

The university failed to disseminate the practice of monitoring, evaluating and using service to society performances in decision-making processes through all units although some units carry out these steps.

The institution should carry out its service to society activities in accordance with its objectives and strategy and in line with the local, regional and national development objectives.

- It is evaluated that it will be an opportunity for the institution to identify the industrial enterprises in Kayseri, which can be called as an industrial city, make need analysis, increase awareness of industrial enterprises, primarily in terms of technological infrastructure, and also increase the level of collaboration in this way.
- It is suggested that the university increase the opportunities given to the disabled, primarily infrastructure facilities. It is stated in the strategic plan that the university conducts two times follow-ups and one time reporting for objectives in a year. It is suggested that the university share the results of these follow-ups and reporting activities with stakeholders through accessible environments such as its website, and develop the mechanisms securing the realization of objectives with follow-up results.
- It is suggested that the institution carry out works to secure the process of service to society activities' creating value in line with the service to society policy and turning themselves into social benefit, ensure that stakeholders adopt matured practices, and disseminate its original and innovative practices.
- It is suggested that the university carry out works to make the entire institution adopt the management of service to society processes (in line with the institutional goals and with holistic, sustainable and matured practices that will cover all units and areas, if possible) and secure them.

The institution should have the required physical, technical and financial resources of suitable quality and quantity and enable their effective use in order to maintain its service to society activities.

- It is suggested that the university sustainably expand the physical, technical, and financial resources, which will support service to society activities and are carried out sustainably, in a way to cover all units, and systematically monitor the findings obtained from the innovative practices specific to the institution.

The institution should periodically monitor and continuously improve the activities it maintains in line with its service to society strategy and objectives.

- It is suggested that the university carry out works to ensure that sustainable and matured practices regarding follow-up and evaluation of all units' service to society performances are adopted throughout the institution in line with institutional goals (service to society policy, objectives, strategy) and are secured.
- Although the institution's results in terms of service to society performance are pretty successful and exemplary for many institutions, these processes should be in written form and systematized, and how the improvement will be monitored should be made

more formal. In the current situation, there is a successful process carried out with unwritten and customary law.

6. Governance System

Strengths

The following are identified as the strengths of the institution: Easily accessible senior management, and its solution-oriented approaches,

Transparency mechanisms in management are established at institutional, faculty and department levels,

The governance model that covers all units and areas of the institution,

The findings obtained from the practices related to its administrative structure are systematically monitored,

Stakeholders' opinions are collected, and measures are taken after evaluation of follow-up results with stakeholders,

The institution provides in-service training by including the suppliers as well as the administrative staff,

Personnel training for information system security within the institution is provided,

The institution works for integrating all systems under 'Digital university' management system, which will ensure information management in the institution.

Areas for Improvement and Suggestions

The following are identified as the areas for improvement in the institution: There is no integrated information system, primarily in quality works,

Although the in-service training of the administrative staff is provided, participation in the quality processes is not disseminated throughout the institution.

The institution should have governance and administrative structures that ensure the accomplishment of strategic objectives qualitatively and quantitatively. The governing body should be able to undertake constructive leadership, and the administrative staff should have the required competence.

- It is noteworthy that the annual reports of the units, follow-up and evaluation reports on units' strategic plans, and unit self-evaluation reports are regularly requested by the university's senior management every year and evaluated together with stakeholders. It is suggested that the university integrate the structures and documents (administrative annual report, performance program, unit self-evaluation

report, internal control, CoHE and THEQC's indicators, etc.), which are demanded by different institutions, go through different processes but serve the same goal, in a way to be user-friendly with the Information Management System to be established.

- It is suggested that all processes be reviewed, reported and shared with stakeholders by holding a Management Review Meeting annually.

The institution should have a governance system to ensure that it uses all of its human resources, financial resources and estates and assets effectively and efficiently.

- It is suggested that the university disseminate quality management systems in a way
- to cover administrative processes,
- The university develop a policy for human resources management in a way to include
- administrative personnel, too,

The university establish awarding and incentive mechanisms also for administrative personnel.

The institution should have an integrated information management system that can be employed periodically to collect, store and analyze the required data and information in order to ensure the effective management of the administrative and operational activities and enhance institutional processes.

- It is suggested that the university ensure that the information and data requested (CoHE and THEQC indicators, etc.) periodically by different public institutions are prepared and presented in a user-friendly manner, with the Integrated Information Management System to be established.
- Increasing the number of web-based and mobile compatible ones among the existing process management systems, and making the integrated information management system, which will enable the instant monitoring and reporting of strategic plans and objectives in the electronic environment, functional as soon as possible, will contribute to the realization of strategic plan objectives. At the same time, it will help to make the follow-up of the quality processes of the institution more visible in line with the new objectives. In this respect, it is suggested that the institution establish an "Information Management Policy", share it with all internal and external stakeholders, and monitor it.

The institution should ensure the suitability, quality, and continuity of the outsourced support services.

- Although it is seen that the way the institution follows in the procurement process is transparent and fair, it is suggested that the university present examples of this process, ensure that regular meetings are held with the suppliers, analyze the results of the survey studies, share these results, and monitor the planned improvements in line with these results.

The institution should publish information on all its activities, including its teaching and learning programs and research and development activities, in a transparent, accurate, updated and easily accessible way to disclose them to the

public. The institution should have a set of approaches that can enable measurement and evaluation of the productivity of governance and administrative staff, and ensure their accountability.

- Although it is seen that the way the institution follows in the process of accountability to the public is realized within the framework of specific legislation, it is suggested that the institution develop and share the institutional policies and principles adopted in relation to this process with the public, establish the mechanisms that ensure accountability, obtain the satisfaction levels and feedback of the stakeholders on the accountability methods of the institution, and monitor the planned improvements in line with these results.

