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GENERAL INFORMATION

Introduction

The Institutional Self-Evaluation Report (ISER) is annually submitted by the institution with the aim of following annual self-evaluation processes of the institution and presenting a point of reference for the Institutional External Evaluation Program and/or institutional accreditation processes. This guide sets forth the rules to be applied in writing a self-evaluation report in addition to a list of remarks and recommendations on the subject, a self-evaluation report template (Annex-1) and remarks on the indicators (Annex-2).

Aim

The aim of the report is to help the institution recognize its strengths and areas for further development while contributing to the institution's improvement steps. The drafting process of the report provides the institution with an opportunity to benefit from the Institutional External Evaluation Program and institutional accreditation processes as far as possible. The report must be employed for establishing contact and cooperation among stakeholders, within self-evaluation activities, and for the dissemination and internalization of quality assurance culture. To enhance the contribution of the drafting process to the institution, inclusiveness and participation must be ensured in the activities, a process management approach must be adopted rather than bureaucratic data management, and transparency must be ensured in quality commission works as well as continuous education activities.

Scope

The self-evaluation report is required to be written in compliance with the template presented in the guide and include all the requested information, documents and evidence for the institution's qualitative and quantitative evaluation by the Turkish Higher Education Quality Council (THEQC). The criteria presented in the Institutional External Evaluation and Accreditation Criteria document also constitute the basis of the institution's internal quality assurance.

Since the institution's external evaluation will be conducted in a way to encompass the four main aspects stated below, the self-evaluation report of the institution is expected to answer the following questions:

- What does the institution intend to achieve?
 (Mission and objectives of the institution)
- What is the institution's roadmap to achieve its mission and objectives?
 (The governance/organizational processes and activities of the institution)
- How does the institution make sure that it has achieved its mission and objectives?
 (Quality assurance processes, internal evaluation processes)
- How does the institution plan to improve its processes in future?
 (Continuous improvement activities for the institution to protect its competitive advantage within the ever-changing higher education agenda)

Preparation and Publication of the Report

The ISERs are required to be uploaded on the Quality Assurance Management Information System (QAMIS) developed by the THEQC. For the uploading process, the higher education institution's quality commission chair or a person delegated by the commission chair will be authorized to log in to the web-based system. The person authorized to log in to the system as admin can create user accounts and roles for the employees of the institution.

After institutions upload their ISERs on the system, the ISERs will be published on the THEQC's official website www.yokak.gov.tr. Besides, higher education institutions are expected to publish their ISERs on their own websites.

Important Remarks:

- This guide aims to provide an insight into the scope of the evaluations in each section of ISERs and guide the institution by presenting its strengths and areas for further development.
- ISERs are expected to have five main headings (Quality Assurance System, Learning and Teaching, Research and Development, Social Contribution, Governance System) and be prepared on the basis of the criteria and sub-criteria listed under these headings.
- While writing a report by means of QAMIS, the remarks should be added for each criterion under the "headings" section, and the maturity levels of sub-criteria should be referred while writing remarks on the related criteria. The maturity level of relevant sub-criteria will be scaled by the institution and logged into QAMIS (Table 1).

Table 1. The organization of headings, criteria and sub-criteria in writing ISERs

Heading	B. Learning and Teaching	A set of criteria and sub-criteria are listed under the headings.
Criteria	B.1 Design and Approval of Programs	ISERs will be written on the basis of criteria.
Sub-Criteria	B.1.2. Program's purpose, outcomes and compliance with NQF-HETR	Sub-criteria will be referred to in the writing of criteria and their maturity level will be supported with evidence and scaled via QAMIS. Any additional remarks for the subcriteria will not be written.

 The general approach adopted for the determination of maturity levels of sub-criteria is listed below.



Exemplary Implementation

Sustainable and matured (properly applied continuous improvement and PDCA cycles) implementations are adopted and guaranteed in the entire institution in line with the institutional goals (continuity, internalization); the institution has specific and innovative implementations, some of which serve as a model for other institutions.

Planning, Implementing, Checking and Acting

The results of the implementations that are applied in all the fields (all the units in the institution) and stakeholder opinions are systematically monitored in compliance with the institution's internal quality assurance system and evaluated with stakeholders to take necessary measures (or to manage and improve the internal quality assurance system).

Planning and Implementing

The institution has implementations that are applied in all the fields/units and some results have been obtained from these implementations. But the results are not monitored or only monitored to a limited extent (unsystematic monitoring, absence of monitoring mechanisms in some of the implementations, disparities between monitoring activities and the internal quality assurance system).

Planning

The institution has developed plans (defined processes); but has not put them into practice (only certain mechanisms are available or the plans to implement them are still in the developmental stage) or the existing implementations are not yet applied in all the fields and/or units.

No Plans/Implementations Available

The institution does not have any plans, defined processes, implementations or mechanisms.

Figure 1. General Approach on the Maturity Levels of Sub-Criteria

- The scope of maturity levels regarding the sub-criteria is presented in detail in the institutional self-evaluation report template (Annex 1).
- Information on the evidence required to demonstrate the institution's meeting level of the criteria while writing ISERs is presented in the "evidence" section below each sub-criteria.
- Instead of giving short answers such as "this aspect/system is present/not present in our institution", a methodology that will thoroughly illustrate how the relevant process is managed and operates in the institution must be adopted in the writing of the report in consideration of the aspects stated in the guide. It must also be noted that any additional specific situation and/or data peculiar to the institution other than the ones stated in the guide can be included in the report.
- After providing general information on the institution and its quality assurance system, learning and teaching, research and development, social contribution and governance system in the first annual report, these aspects are not required to be stated again in following reports. It would be sufficient to provide statements on the changing and improving aspects and the areas that could not be improved. If the institution is included in the external evaluation program, the report must comprise the improvement activities carried out in line with the feedback provided in the Institutional Feedback Report, the tangible improvement outcomes in this scope, the points that could not be improved, and the underlying reasons impeding improvement.

ANNEX 1 – INSTITUTIONAL SELF-EVALUATION REPORT TEMPLATE

INFORMATION ON THE INSTITUTION

This section must include information on relevant institution's history, mission, vision, values, objectives, organizational structure and areas for further development and must be organized in a way to encompass following aspects.

1. Contact Information

The contact information (name, address, telephone, e-mail etc.) of the higher education institution's quality commission chair (rector or relevant vice-rector), whom the evaluation team will contact during the report review and/or site visit process, must be provided.

2. Institutional History

Brief information on the institution's history and current situation (total number of students, number of academic and administrative staff, infrastructural conditions etc.) must be provided.

3. Mission, Vision, Values and Objectives

The institution's mission, vision, values and objectives must be summarized in this section to answer the question "What does the institution intend to achieve?".

A. QUALITY ASSURANCE SYSTEM

In this section, the institution is expected to explain its quality assurance policies as part of its strategic management as well as the methods of determining, practicing, monitoring and improving its strategies to implement these policies.

In line with this purpose, the institution must present information on:

- The institution's quality assurance processes, internal evaluation processes and action plans to answer the question "What is the institution's roadmap to achieve its mission, vision and objectives?".
- The assessment and monitoring system as part of the institution's quality assurance and internal evaluation processes to answer the question "How does the institution make sure that it has achieved

its mission and objectives?".

- Improvements made by the institution to protect its competitive advantage within the rapidly changing higher education agenda, the ways of structuring and managing the completed or ongoing works (or projects) in the institution as part of internal and external evaluation processes of the institution to answer the question "How does the institution plan to improve its processes in future?".
- How the institution has improved its processes according to external evaluation results, how the
 effects of the improvement activities reflect on operation and working methods of the institution—in
 other words; how the PDCA cycle is completed—to answer the question "What is the institution's
 roadmap to achieve its mission and objectives?".

A.1. Mission and Strategic Objectives

The institution must define and publish its quality assurance policies and strategies for the implementation of the policies as a component of its strategic management.

A.1.1. Mission, vision, strategic objectives and targets

Maturity level

1	2	3	4	5
The institution does not have any mission, vision or strategic objectives that are defined within the scope of the strategic	The institution has a mission, vision and strategic objectives that are defined within the scope of the	The institution has some practices implemented in the entire institution in line with the institution's strategic objectives and targets defined within the	The practices that cover all the units and fields in line with the institution's strategic	Matured and sustainable practices to realize the strategic objectives and targets as part of
plan.	strategic plan. But no practice is available to implement these or the existing practices do not cover all the fields and/or units.	scope of the strategic plan, and certain results have been obtained from these practices. But necessary mechanisms for the monitoring of the strategic plan have not been formed and/or not been employed in the strategic plan and/or	objectives and targets defined within the scope of the strategic plan are systematically monitored in compliance with the institution's	the strategic plan are adopted in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a
		any decision-making process.	internal quality assurance system. The monitoring results are evaluated with stakeholders to take necessary measures.	model for other institutions.

- > Strategic plan
- > Strategic objectives
- > Performance reports
- > Surveys conducted
- Meetings, events and reports periodically organized/designed with internal and external stakeholders within the institution's execution of the strategic plan
- > Evidence showing the strategic plan and objectives' compliance with the United Nations Sustainable Development Goals
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

A.1.2. Policies on quality assurance, learning and teaching, research and development, social contribution and governance system

Maturity level

1	2	3	4	5
The institution does	The institution has	The institution has	The relations	Matured and
not have any	defined policies in	practices	between the	sustainable
defined policy.	some of the main	implemented in all	institutional	practices in line
	headings including	the fields in line	policies in all the	with the
	quality assurance,	with the defined	fields are	institutional
	learning and	policies, and	established, and	policies in all the
	teaching, research	certain results have	this integrated	fields are adopted
	and development,	been obtained	structure guides	in the entire
	social contribution	from these	the internal quality	institution and
	and governance	practices. But	assurance system.	taken as a basis in
	system. However,	necessary	The results are	decision-making
	these policies have	mechanisms to	monitored and	processes. The
	not been employed	monitor their	evaluated with	institution has
	in any planning or	results are not	stakeholders to	specific and
	decision-making	available.	take necessary	innovative
	process.		measures.	implementations in
				this regard, some
				of which serve as a
				model for other
				institutions.

- Policy documents (learning-teaching policy documents, distance education should be encompassed [if any].)
- > Documents proving that the policy documents are prepared with stakeholder participation
- > Indicators showing that the policy documents are shared on the institution's website
- > Statements included in policy documents and application examples that show the integrated relationship (emphasis on research in study programs, emphasis on social contribution in research processes, emphasis on distance education)
- > Statements and application examples that show the relationship between policy documents and internal quality assurance system
- Mechanisms indicating that the policy documents are monitored and evaluated
- Performance indicators of policy documents peculiar to the institution
- Annual evaluation reports of policy documents
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

A.1.3. Institutional performance management

Maturity level

1	2	3	4	5
The institution does not have any performance management practice or performance	Some indicators and mechanisms are defined to monitor the performance in the institution. But	Performance indicators and key performance indicators are defined in all the fields. However,	All performance indicators related to all the fields/processes are systematically monitored in line	Matured and sustainable institutional performance management in line with the
indicators defined in compliance with the strategic plan.	no practice is available to monitor these indicators or the existing practices do not cover all the fields/processes (quality assurance system, learning and teaching, research and development, social contribution and governance system).	the monitoring of these indicators are not systematic or do not cover all the fields.	with the institution's internal quality assurance system. The results are evaluated with stakeholders and employed in decision-making processes, and necessary measures are taken with regard to performance management.	institutional goals is adopted in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

- > Performance indicators
- > Key performance indicators
- Level of meeting the performance indicators in units and the institution
- Monitoring the performance indicators within the Information Management System
- Findings about the performance indicators in annual reports
- > Performance program report
- > Improvement practices
- Evidence showing that the distance education performance is analyzed and monitored within the institutional performance management (if any)
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

A.2. Internal Quality Assurance

The institution must establish an internal quality assurance system and enable the continuous improvement of its processes by reviewing them through this system. The authorities, duties and responsibilities of the institution's quality commission must be clearly defined and quality assurance culture must be disseminated in the institution.

A.2.1. Quality Commission

Maturity level

1	2	3	4	5
The institution	The duties,	The quality	The quality	Sustainable and
does not have a	authorities and	commission	commission and	integrated
quality	responsibilities	conducts its	the quality-	practices of the
commission	and the	activities as part of	oriented	quality
responsible for	organizational	its duties,	organizational	commission and
maintaining	structure of the	authorities and	structures formed	other relevant
quality assurance	institution's	responsibilities in	to support the	organizational
processes.	quality	an inclusive,	commission are	units that are in
	commission are	participative and	systematically	line with the
	defined. However,	transparent	conducting their	institutional goals
	the quality	manner. However,	works in line with	are adopted in the
	commission does	these practices are	their duties,	entire institution.
	not play an active	not executed as	authorities and	The institution has
	role in planning	part of the	responsibilities	innovative
	and/or decision-	integrated quality	and in the scope of	implementations
	making processes	management in	the integrated	in quality
	related to these	the institution and	quality	management,
	duties, authorities	the results of the	management in	some of which
	and	practices are not	the institution. The	serve as a model
	responsibilities.	monitored.	findings obtained	for other
			from these	institutions.
			practices are	
			monitored and the	
			monitoring results	
			are evaluated to	
			enable	
			improvement.	

- Working procedures and principles of the quality commission
- > The quality commission's organizational structure, distribution of members and ways of representing units
- Administrative support organization of the quality commission
- Advisory board
- Quality organizations and working groups in units

- > Decisions issued by the senate
- Decisions issued by the senior management
- Evidence showing the participation of internal and external stakeholders in the works of the quality commission (meetings, events, surveys and reports)
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

A.2.2. Internal quality assurance mechanisms (PDCA cycles, calendar, structure of units)

1	2	3	4	5
The institution does not have any internal quality assurance system or mechanisms.	The institution has internal quality assurance mechanisms but they do not cover all the fields/processes (learning and teaching, research and development, social contribution, governance system).	The institution has internal quality assurance mechanisms (processes, PDCA cycles, authorities, duties and responsibilities, quality tools) that cover all the fields and processes; and certain results have been obtained from the applications of these mechanisms. But they are not executed as part of the integrated quality management of the institution and the results of these practices are not monitored.	The internal quality assurance mechanisms that cover all the units and processes in the institution are systematically conducted in line with the defined processes and an integrated quality management approach. The findings obtained from these practices are monitored and the monitoring results are evaluated with stakeholders to enable improvement.	Sustainable and integrated internal quality assurance practices that cover all the units and processes and in line with the institutional goals are adopted in the entire institution. The institution has innovative implementations in quality management, some of which serve as a model for other institutions.

- Quality manual or defined quality processes
- ➤ Information Management System
- Quality-oriented organizational structure
- > Self-evaluation and peer review approach
- Periodically organized information and introductory meetings
- > Feedback methods
- > Documents on stakeholder engagement
- > Decisions issued by the senate and the administrative committee
- > Annual improvement reports
- > Calendars on PDCA cycles
- > Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

A.2.3. Leadership and quality assurance culture

The institution does not have an institution deen made to establish an institutional culture and leadership approach that complements the quality assurance culture in the institution. Institution does not have an institutional culture and leadership approach that complement the quality assurance culture in the institution. But these plans are not put into practice, or the existing practices do not cover all the fields and units. The institution has an institution has an institution has an institution all culture that enables the permanence of high quality and a leadership approach that enables the coordination of quality efforts in line with the institutional values and expectations and embraces the quality processes. Leadership and quality assurance culture in the institution and cover all the units and processes. Certain results have been obtained from the activities conducted in this scope. But these practices are not executed as part of the institution, evaluated with stakeholders, and necessary measures are taken according to the existing to the institutions. Sustainable and matured institutional quality culture and leadership approach that enables the permanence of high quality and a leadership approach that enables the coordination of quality efforts in line with the institutional values and expectations and embraces the quality processes. Leadership and quality assurance culture are monitored as part of the integrated quality management perspective of the institution, evaluated with stakeholders, and necessary measures are taken according to the entire institutional quality culture and leadership and processes and in line with the institutional values and expectations and entire institution and culture in the institution and leadership and processes. Leadership and quality assurance culture are monitored as part of the institution, evaluated with stakeholders, and necessary measures are taken according to the entire institution and institutional processes and in leadership and processes. Leadership	1	2	3	4	5
integrated quality management of the institution and their results are not	The institution does not have an institutional culture or leadership approach that complements the quality assurance culture in the	Some plans have been made to establish an institutional culture and leadership approach that complement the quality assurance culture in the institution. But these plans are not put into practice, or the existing practices do not cover all the fields and	The institution has an institutional culture and leadership approach that complement the quality assurance culture in the institution and cover all the units and processes. Certain results have been obtained from the activities conducted in this scope. But these practices are not executed as part of the integrated quality management of the institution and their results	The institution has an institutional culture that enables the permanence of high quality and a leadership approach that enables the coordination of quality efforts in line with the institutional values and expectations and embraces the quality processes. Leadership and quality assurance culture are monitored as part of the integrated quality management perspective of the institution, evaluated with stakeholders, and necessary measures are taken according to the	Sustainable and matured institutional quality culture and leadership approach that cover all the units and processes and in line with the institutional goals are adopted in the entire institution. The institution has innovative implementations for strengthening its quality culture and leadership approach, some of which serve as a model

- The methods employed to assess and monitor the leadership qualifications of the institution's administrators and the practices undertaken to improve these qualifications (leadership programs etc.)
- The methods employed to assess and monitor the quality culture in the institution and the practices undertaken to improve the quality culture (improvement reports)
- > Documents on stakeholder engagement
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

A.3. Stakeholder Participation

The institution must ensure the internal and external stakeholders' contribution and participation in the quality assurance system.

A.3.1. Participation of internal and external stakeholders in the processes of quality assurance, learning and teaching, research and development, governance and internationalization

Maturity level

1	2	3	4	5
The institution does	The institution has	Participation of	The stakeholder	The stakeholder
not have	defined its	stakeholders,	participation in all	participation in all
mechanisms or	stakeholders,	who have been	the processes and	the processes and
implementations	conducted	determined in	decision-making	decision-making
that would enable	stakeholder	relation to the	steps of the	steps of the
stakeholder	analyses and has a	processes	institution is	institution is
participation in all	set of defined	maintained in	maintained as	enabled with
the processes	processes for	the institution, in	part of the	matured and
maintained in the	stakeholder	processes and	integrated quality	sustainable
institution (quality	participation. But no	decision-making	management in	practices and
assurance, learning	practice related to	mechanisms	the institution	adopted in the
and teaching,	these processes is	have been	and the findings	entire institution.
research and	available or the	enabled and	obtained from	The institution has
development, social	existing practices do	some application	stakeholder	innovative
contribution,	not cover all the	results have	participation	implementations
governance system,	processes, fields and	been obtained	practices are	for strengthening
internationalization)	stakeholder groups.	from this	monitored and	stakeholder
		interaction. But	evaluated with	participation, some
		these practices	stakeholders.	of which serve as a
		are not executed	Necessary	model for other
		as part of the	measures are	institutions.
		integrated	taken according	
		quality	to the monitoring	
		management of	results.	
		the institution		
		and their results		
		are not		
		monitored.		

- ➤ List of internal and external stakeholders
- Data collection tools employed in receiving stakeholders' opinions (surveys, focus group meetings, workshops etc.)
- > Stakeholder analysis report (If any, distance education stakeholders should be included.)
- Mechanisms (websites, e-mails, systematic meetings etc.) formed to receive stakeholder feedback (complaints, suggestions etc.)

- > Documents showing that stakeholder representation is enabled in the boards and commissions of senior management bodies and units (in decision-making processes)
- Documents, charts and reports showing that planning, implementing, monitoring and improvement processes take stakeholder opinions into consideration
- > Alumni tracking system
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

A.4. Internationalization

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

A.4.1. Internationalization policy

1	2	3	4	5
The institution does not have a defined internationalization policy.	The institution has a defined internationalization policy. But no implementation related to this policy is available.	The institution has some practices in line with the internationalization policy that considers the aspects of learning and teaching, research and development and social contribution; and certain results have been obtained from them. But the results of these practices are not monitored.	The practices conducted in line with the institution's internationalization policy are monitored in a systematic manner and in compliance with the institution's internal quality assurance system. These practices are evaluated with stakeholders to take necessary measures.	The institution's specific internationalization model is adopted in the entire institution. The institution has innovative implementations with regard to its internationalization model, some of which serve as a model for other institutions.

- Documents on internationalization policy
- International protocols and cooperation practices
- > Documents related to the monitoring and evaluation of the indicators on internationalization policies
- > Evidence for stakeholder participation
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

A.4.2. Management and organizational structure of internationalization processes

1	2	3	4	5
The institution does not have any plans for the management and organizational structure of internationalization processes.	The institution has plans for the management and organizational structure of internationalization processes. But no implementation with regard to these plans is available.	Some results have been obtained by implementing the management and organizational structure of the internationalization processes in accordance with the institutional preferences. But their results are not monitored.	The outcomes and stakeholder opinions with regard to the management of the internationalization processes in the institution are systematically monitored and evaluated with stakeholders to take necessary measures.	The management of internationalization processes covers all the units/fields in the institution and is adopted and guaranteed in the entire institution with the help of integrative, sustainable and matured practices that are in line with the institutional goals. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

- Management and organizational structure of internationalization processes
- Units conducting internationalization activities
- > Evidence for stakeholder participation
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

A.4.3. Internationalization resources

Maturity level

The institution does not have plans to obtain sufficient physical, technical and financial resources in terms of quality and quantity to maintain its The sufficient physical, technical physical, technical and financial resources in terms of quality and quantity to maintain its The sufficient physical, technical and financial resources in terms of quality and quantity to maintain the institution's activities and	physical, technical and financial resources in terms in a of quality and
in terms of quality and quantity to and quantity to maintain its quantity to maintain the institution's activities and	
internationalization activities. But these plans are not put into practice, or the existing practices do not cover all the units. Internationalization activities. But these plans are not put into practice, or the existing practices do not cover all the units. Internationalization activities are provided by setting a balance among all the units. But the results with regard to the use of these resources are evaluated stake necessal measures and diversify resonaccording to needs and demands.	managed in all the units of the institution in line with the institutional goals (internationalization policy and strategy) and in a sustainable esults d with institution has specific and innovative implementations in this regard, some of

- > Documents on the management of the resources allocated to international activities (usage rates of budgets allocated to Erasmus and other international programs, documents on the management of budgets and resources allocated to EU projects and bilateral protocols etc.)
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

A.4.4. Monitoring and improving the internationalization performance

Maturity level

1	2	3	4	5
The institution does not have any plans or defined processes to monitor and evaluate its internationalization	The institution has plans and defined processes to monitor and evaluate its internationalization performance. But	The practices regarding the monitoring and evaluation of the institution's internationalization performance cover all the fields and	The internationalization performance of the institutional units that work for internationalization goals is monitored, evaluated and	Sustainable and matured practices regarding the monitoring and evaluation of the internationalization performance of the
performance.	these plans and processes are not put into practice, or the existing practices do not cover all the units.	all the fields and units. But their results are not monitored or employed in decision-making processes.	employed in decision-making processes. The practices related to this aspect are periodically monitored and the monitoring results are evaluated with stakeholders to	units working for internationalization goals and institutional goals (internationalization policy, objectives and strategy) are adopted and guaranteed in the entire institution. The institution has
			take necessary measures.	specific and innovative implementations in this regard, some of which serve as a model for other institutions.

- > Indicators employed by the institution to monitor the internationalization performance
- > Mechanisms formed to check and monitor whether the internationalization goals have been achieved
- > Annual self-evaluation reports and improvement works on the internationalization processes
- > Evidence for stakeholder participation
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

B. LEARNING AND TEACHING

The evaluation of the institution's learning and teaching processes is expected in this section. These processes must be approached in consideration of the following aspects: The designation of the institution's continuous improvement focus and objectives and the persons to implement these objectives, the practice of educational activities, the evaluation of the objectives both quantitatively and qualitatively with a follow-up process and the improvements made in line with the needs by checking the obtained results.

B.1. Design and Approval of Programs

The institution must design its programs in accordance with the objectives of the study programs and learning outcomes. The competencies of the programs must be defined on the basis of the Turkish Higher Education Qualifications Framework (NQF-HETR). The institution must have defined processes for the design and approval of the programs.

B.1.1. Design and approval of programs

1	2	3	4	5
The institution does not have defined and systematic processes regarding the design and approval of programs.	The institution has defined and systematic processes regarding the design and approval of programs, but they do not cover all the fields/programs.	The institution has conducted some implementations in line with the defined processes related to the design and approval of all the programs and certain results have been obtained from these implementations. But their results are not monitored.	The practices regarding the design and approval of programs are systematically monitored and evaluated with the participation of stakeholders to take necessary measures.	Sustainable and matured practices on the design and approval of programs, which are undertaken with the participation of stakeholders, are adopted in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

- > Defined processes employed for the design and approval of programs
- > The institution's educational policy and strategic goals and the evidence showing their implementations
- > Evidence for stakeholder participation
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

B.1.2. Program's objectives, outcomes and compliance with NQF-HETR

Maturity level

1	2	3	4	5
The programs'	The programs'	All the programs'	The practices that	Sustainable and
objectives,	objectives,	objectives,	encompass all the	matured practices
outcomes and	outcomes and	outcomes and	fields regarding the	on the programs'
compliance with	compliance with	compliance with	programs'	objectives,
NQF-HETR are	NQF-HETR are	NQF-HETR are	objectives,	outcomes and
not defined in	defined in the	defined, published	outcomes and	compliance with
the institution	institution. But	and associated with	compliance with	NQF-HETR are
	they are not	the practices	NQF-HETR are	adopted in the
	applied in all the	related to learning	systematically	entire institution.
	fields/programs.	and teaching. But	monitored and	The institution has
		the results of these	evaluated with	specific and
		practices are not	stakeholders to	innovative
		monitored.	take necessary	implementations in
			measures.	this regard, some
				of which serve as a
				model for other
				institutions.

- > The relation of program objectives and outcomes to the NQF-HETR (If any, distance education programs should be included.)
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

B.1.3. Alignment of course outcomes with program outcomes

Maturity level

1	2	3	4	5
Course outcomes	Course outcomes	The course	The practices that	Course outcomes
and program	and program	outcomes that	cover all the fields	and program
outcomes are not	outcomes are	clearly specify the	related to the	outcomes are
aligned in any of	aligned in some of	cognitive level	alignment of course	aligned in a clear,
the programs in the	the programs in the	(Bloom level) of the	outcomes and	practical and
institution.	institution.	courses and the	program outcomes	sustainable manner
		program outcomes	in all the programs	and this alignment
		are aligned in all	are systematically	is internalized in all
		the programs and	monitored in	the programs. The
		this alignment is	compliance with	institution has
		published and	the institution's	specific and
		reflected on the	internal quality	innovative
		practices related to	assurance system	implementations in
		learning and	and the monitoring	this regard, some
		teaching (course	results are	of which serve as a
		profiles and	evaluated with	model for other
		curricula etc.) But	stakeholders to	institutions.
		the results of these	take necessary	
		practices are not	measures.	
		monitored.		

- ➤ Alignment of program outcomes and course outcomes
- Evidence for the implementations demonstrating the relevance of the online course packages purchased from external service providers and offered as part of the distance education system in terms of program and course outcomes (if any)
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

B.1.4. Structure of programs and balance in the distribution of courses

(balance between compulsory and elective courses, balance between field-specific knowledge and liberal arts courses, acquiring cultural competence, opportunities to familiarize students with different disciplines)

Maturity level

of courses is not taken into consideration in any of the programs and on the programs are designed in consideration of programs in the institution. plans regarding the structure of programs and distribution of courses, but they do not cover all the programs. balance in line with the monitoring results are evaluated with stakeholders and teaching policy) are adopted in the entire institution. between field-specific and professional knowledge and liberal arts courses, cultural competence, opportunities to	1	2	3	4	5
opportunities to for other	The balance in the distribution of courses is not taken into consideration in any of the programs in the	The institution has developed plans regarding the structure of programs and distribution of courses, but they do not cover all	Program and course info packages of all the programs are designed in consideration of the program structure and balance in the distribution of courses (balance between field-specific and professional knowledge and liberal arts courses,	The practices on program structure and balance in all the programs are systematically monitored and the monitoring results are evaluated with stakeholders and continuously updated by taking necessary	Sustainable and matured practices on the program structure and balance in line with the institutional goals (learning and teaching policy) are adopted in the entire institution. The institution has specific and innovative implementations in this regard,
consideration in any of the programs and distribution of programs in the institution. programs in the institution. programs and distribution of courses, but they institution. programs in the institution. programs and distribution of courses, but they do not cover all the programs. balance in the monitoring results are evaluated with stakeholders and continuously updated by taking petitive institution for courses (balance between field-specific and professional knowledge and liberal arts courses, cultural competence, opportunities to programs and designed in systematically monitored and the monitoring results are evaluated with stakeholders and teaching policy) are adopted in the entire institution are adopted in the monitoring results are evaluated with stakeholders and teaching policy) are adopted in the monitoring results are evaluated with stakeholders and teaching policy) are adopted in the monitoring results are evaluated with stakeholders and teaching policy) are adopted in the monitoring results are evaluated with stakeholders and teaching policy) are adopted in the monitoring results are evaluated with stakeholders and teaching policy) are adopted in the monitoring results are evaluated with stakeholders and teaching policy) are adopted in the monitoring results are evaluated with stakeholders and teaching policy) are adopted in the monitoring results are evaluated with stakeholders and teaching policy) are adopted in the monitoring results are evaluated with stakeholders and teaching policy) are adopted in the monitoring results are evaluated with stakeholders and teaching policy) are adopted in the monitoring results are evaluated with stakeholders and teaching policy) are adopted in the monitoring results are evaluated with stakeholders and teaching policy) are adopted in the monitoring results are evaluated with stakeholders and teaching policy) are adopted in the monitoring results are evaluated with stakeholders and teaching policy) are adopted in the monitoring results are evaluated with st			-		
the programs. balance in the distribution of courses (balance between field-specific and professional knowledge and liberal arts courses, cultural competence, opportunities to balance in the distribution of continuously are adopted in the entire institution. The institution is are adopted in the entire institution in the entir	•	courses, but they	the program	monitoring results	institutional goals
distribution of courses (balance between field-specific and professional knowledge and liberal arts courses, cultural competence, opportunities to	institution.				, •
courses (balance between field-specific and professional knowledge and liberal arts courses, cultural competence, opportunities to updated by taking necessary necessary measures. updated by taking necessary The institution. The institution apportunitient into inthis regard, specific and innovative implementations in this regard, some of which serve as a model for other		the programs.			•
specific and professional knowledge and liberal arts courses, cultural competence, opportunities to specific and innovative implementations in this regard, some of which serve as a model for other			courses (balance	•	•
professional innovative implementations liberal arts courses, cultural competence, opportunities to innovative implementations in this regard, some of which serve as a model for other				•	
knowledge and liberal arts courses, cultural some of which competence, opportunities to implementations in this regard, some of which serve as a model for other				measures.	•
liberal arts courses, cultural some of which competence, opportunities to for other			*		
cultural some of which competence, opportunities to for other			_		•
opportunities to for other			·		• •
I Provide to			competence,		serve as a model
familiarize students institutions			opportunities to		for other
ramilianze students institutions.			familiarize students		institutions.
with different					
disciplines etc.).					
But the results of					
these practices are					
not monitored.			not monitorea.		

- Websites that publish program and course info packages
- ➤ Balance in the distribution of courses (compulsory-elective) and the institution's policies/principles in this regard
- > Evidence for stakeholder participation
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

B.1.5. Student workload based design

Maturity level

1	2	3	4	5
Student	Some plans have	Student workload is	Student workload	Student workload
workload based	been made for	defined in all	practice is applied	practice is adopted
design is not	student workload	programs, shared	in all programs, is	in the entire
available in any	based design in	with stakeholders	systematically	institution in line
of the programs	programs, but they	(through program	monitored, and the	with institutional
in the institution.	do not cover all the	and course info	monitoring results	goals and in a
	programs or are	packages) and	are evaluated with	sustainable
	not implemented in	employed in all	stakeholders to	manner. The
	all the practices	practices related to	take necessary	institution has
	related to learning	learning and	measures.	specific and
	and teaching.	teaching (student		innovative
		mobility,		implementations in
		recognition of prior		this regard, some
		learning etc.).		of which serve as a
		However, its results		model for other
		and related		institutions.
		implementations		
		are not monitored.		

- > Definition of student workload credits in the programs of all levels and their announcement to stakeholders
- Additional measures that take into account the student workload of online classes, particularly the asynchronous ones (if any)
- Definition of student workload credits in professional practices, exchange programs, internships and projects
- Mechanisms ensuring that students can actively participate in the practices of applied courses offered by the distance education system (if any)
- > Documents and mechanisms showing that student participation is enabled while determining student workload in programs
- > Diploma supplement
- Evidence showing that workload based credits are updated in accordance with feedback
- Documents that comprise defined processes regarding the transfer and recognition of workload based credits (Measures taken with regard to potential problems in the credit transfer and recognition of applied courses offered through distance education [if any])
- > Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

^{*}Evidence should meet the key principles stated in the ECTS Users' Guide 2015.

B.1.6. Assessment and evaluation

Maturity level

1	2	3	4	5
The institution	The institution	The design for a	The findings	The assessment
does not have	has designed a	competency-	obtained from	and evaluation
competency-	competency-	based	the practices	system that is
based assessment	based assessment	assessment and	related to the	designed for all
and evaluation	and evaluation	evaluation	assessment and	programs in a
approach in any	system for its	system covers all	evaluation	sustainable
of its programs.	programs. But	the programs in	system designed	manner and in
	this design does	the institution	for all programs	line with the
	not cover all the	and some results	are	institutional
	programs.	have been	systematically	goals is adopted
		obtained from	monitored and	in the entire
		the	the monitoring	institution. The
		implementation	results are	institution has
		of this design.	evaluated with	specific and
		But the results of	stakeholders to	innovative
		this system are	take necessary	implementations
		not monitored.	measures.	in this regard,
				some of which
				serve as a model
				for other
				institutions.

- > The institution's assessment and evaluation system (directives, procedures and principles, information system etc.)
- Assessment and evaluation system for online courses, if any (directive, procedures and principles, information system, mechanisms for secure online exams, processes of originality check etc.)
- Mechanisms and original implementations that ensure the validity and reliability of the assessments and evaluations made through distance education
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

B.2. Student Admission and Progression

The institution must set out a list of open 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.

B.2.1. Student admission and recognition of prior learning (skills and knowledge obtained from formal, informal and non-formal learning)

Maturity level

1	2	3	4	5
The criteria and	The institution has	The defined	The findings	The practices on
processes for	defined and	criteria and	obtained from the	student admission
student admission	published a set of	processes for	practices related to	and recognition of
and recognition of	criteria and	student	student admission	prior learning are
prior learning have	processes for	admission and	and recognition of	adopted in the
not been defined in	student admission	recognition of	prior learning are	entire institution in
the institution.	and recognition of	prior learning are	systematically	line with
	prior learning, but	applied in all the	monitored and	institutional goals
	they do not cover	programs of the	evaluated with	and in a sustainable
	all the fields in the	institution.	stakeholders.	manner. The
	institution.	However, the	Necessary	institution has
		results of the	measures are taken	specific and
		related	according to	innovative
		implementations	monitoring results.	implementations in
		are not		this regard, some
		monitored.		of which serve as a
				model for other
				institutions.

- Defined processes regarding student admission and recognition of prior learning
- > Documents showing that student workload based credits are used in the recognition of prior learning (They should meet the key principles stated in the ECTS Users' Guide 2015.)
- Evidence showing the practices' continuity and coherence with the defined processes
- Mechanisms to inform stakeholders
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

B.2.2. Recognition and certification of degrees, diplomas and other qualifications

Maturity level

1	2	3	4	5
The criteria and processes for the recognition and certification of degrees, diplomas and other qualifications have not been defined in the institution.	The institution has defined and published a set of criteria and processes for the recognition and certification of degrees, diplomas and other qualifications, but they do not cover all the programs in the institution.	The criteria and processes that are defined in a clear, comprehensive and consistent manner for the recognition and certification of degrees, diplomas and other qualifications are applied in all the programs in the institution. However, the results of the related implementations	The findings obtained from the practices related to the recognition and certification of degrees, diplomas and other qualifications are systematically monitored and evaluated with stakeholders. Necessary measures are taken according to monitoring results.	Matured practices on the recognition and certification of degrees, diplomas and other qualifications are adopted in the entire institution in line with institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some
		related		implementations in this regard, some of which serve as a model for other
				institutions.

- Defined processes and criteria regarding the recognition and certification of degrees, diplomas and other qualifications
- Defined processes and criteria regarding the recognition and certification of degrees, diplomas and other qualifications acquired through distance education
- Defined processes and existing practices for tracking student progression in terms academic and career development
- Criteria employed in the student admissions other than centrally-placed student groups, such as foreign student examination (YÖS) placements, lateral transfers, and admissions in double major or minor programs
- Documents showing that student workload based credits are recognized in exchange programs without any requirement of extra work (They should meet the key principles stated in the ECTS Users' Guide 2015.)
- > Diploma supplement
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

B.3. Student-Centered Learning, Teaching and Evaluation

The institution must make sure that the students achieve the targeted objectives and learning outcomes of the programs during their study periods and must employ practices that contain active learning strategies and methods during this process. A student-centered and competency-based approach must be adopted in assessment and evaluation processes.

B.3.1. Teaching methods and techniques

(active, interdisciplinary studies; interactive, research/learning-oriented methods)

1	2	3	4	5
The institution	Some plans have	Up-to-date,	The findings	Matured practices
does not have	been made to	research/learning-	obtained from the	on the teaching
student-centered	implement	and student-	practices related to	methods and
approaches in its	student-centered	oriented teaching	up-to-date,	techniques are
learning and	approaches in the	methods and	research/learning-	adopted in the
teaching processes.	institution's	techniques that	and student-	entire institution in
	learning and	promote	oriented teaching	line with the
	teaching processes,	interdisciplinary	approach that	institutional goals
	but these plans are	studies and provide	promotes	and in a sustainable
	not put into	active and	interdisciplinary	manner. The
	practice or the	interactive student	studies and	institution has
	existing practices	participation are	provides active and	specific and
	do not cover all the	applied in the	interactive student	innovative
	fields.	learning and	participation are	implementations in
		teaching processes	systematically	this regard, some
		of all the programs	monitored and	of which serve as a
		and some results	evaluated with	model for other
		have been	stakeholders.	institutions.
		obtained from	Necessary	
		these practices. But	measures are taken	
		their results are not	according to	
		monitored.	monitoring results.	

- Practices on active and interactive teaching methods
- Practices on developing teaching material for distance education and online teaching principles, methods and techniques
- Practices that promote interdisciplinary studies
- > Learning and teaching center
- > Instructors' certificates and other documents on student-centered teaching
- Practices on the student-centered learning and teaching approach in the content of training for trainers program (If any, training for trainers module in the distance education system)
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

B.3.2. Assessment and Evaluation (introduction of alternative assessment methods and techniques that are diversified according to students' qualities and learning skills etc.)

1	2	3	4	5
The institution's	The institution's	Practices on	The findings	Matured practices
programs do not	programs have	student-centered	obtained from the	on the student-
have plans or	some plans and	assessment and	matured practices	centered
defined processes	defined processes	evaluation are	related to student-	assessment and
on student-	for student-	available in all the	centered	evaluation are
centered	centered	programs and	assessment and	adopted in the
assessment and	assessment and	some results have	evaluation are	entire institution in
evaluation.	evaluation, but	been obtained	systematically	line with the
	these plans are not	from these	monitored and the	institutional goals
	put into practice or	practices. But the	monitoring results	and in a sustainable
	the existing	results of this	are evaluated with	manner. The
	practices do not	assessment and	stakeholders to	institution has
	cover all the	evaluation system	take necessary	specific and
	programs.	are not monitored.	measures.	innovative
				implementations in
				this regard, some
				of which serve as a
				model for other
				institutions.

- > Defined processes employed in the assessment and evaluation of student success
- > Defined processes employed in the assessment and evaluation of student success in distance education (if any)
- Assessment and evaluation methods employed to evaluate whether the learning outcomes of courses have been achieved or not
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

B.3.3. Student feedback (Surveys on courses, instructors, programs, satisfaction levels; systems for requests and suggestions)

Maturity level

1	2	3	4	5
The institution	The institution has	Student feedback	The findings	Matured
does not have any	formed a set of	(about courses,	obtained from the	practices on
mechanisms to	mechanisms to	instructors, degree	practices related to	receiving student
receive student	receive student	programs, services	receiving feedback	feedback are
feedback.	feedback (about	and overall	from all student	adopted in the
	courses,	satisfaction level	groups in all	entire institution
	instructors, degree	etc.) is	programs (valid and	in line with the
	programs, services	systematically	reliable practices	institutional
	and overall	received (at the	that contain	goals and in a
	satisfaction level	end of each	different	sustainable
	etc.). But no	semester or	instruments) are	manner. The
	practice is available	academic year). But	systematically	institution has
	in this regard or the	the feedback is not	monitored and the	specific and
	existing practices	employed in the	monitoring results	innovative
	do not cover all the	decision-making	are evaluated with	implementations
	units.	processes that aim	stakeholders to	in this regard,
		improvement.	take necessary	some of which
			measures.	serve as a model
				for other
				institutions.

- Defined student feedback mechanisms
- Practices on the improvements made in the scope of student feedback
- Examples of student participation in decision-making mechanisms
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

B.3.4. Academic consultancy

Maturity level

1	2	3	4	5
The institution does not have a defined academic consultancy process.	The institution has a defined academic consultancy process. But no practice is available in this regard or the existing practices do not cover all the fields.	The institution has academic consultancy practices and some results have been obtained from these practices, but the results are not monitored.	The findings obtained from the practices related to academic consultancy are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	Matured practices on academic consultancy are adopted in the entire institution in line with the institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

- > Defined processes employed in the academic consultancy system for students
- Mechanisms and defined processes employed in the academic and technical consultancy systems for students in distance education (if any)
- ➤ Mechanisms for students' access to consultants
- > Evidence for student participation
- > Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

B.4. Teaching Staff

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

B.4.1. Recruitment, appointment and promotion criteria

Maturity level

1	2	3	4	5
The institution does not have defined criteria or processes for the recruitment, appointment and promotion of teaching staff.	The institution has defined its criteria for the recruitment, appointment and promotion of teaching staff, but field-specific necessities have not been analyzed in the planning stage.	The institution's recruitment, appointment and promotion criteria, which are defined for all the fields and recognized by stakeholders, are implemented and employed in decision-making processes (teaching staff's recruitment, appointment, promotion, course assignments etc.). But the results of these practices are not monitored.	The results of the practices related to recruitment, appointment and promotion criteria are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	Sustainable and matured practices on recruitment, appointment and promotion in all the fields are adopted in the entire institution in line with the institutional goals. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

- ➤ Defined processes to monitor the teaching performance of teaching staff (appointment and promotion criteria, regulations, directives, definition of processes, guidelines etc.)
- > Defined principles for inviting or electing adjunct faculty
- Practices ensuring that academic staff are assigned in courses related to their own area of expertise
- > Evidence for stakeholder participation
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

B.4.2. Teaching competence (Active learning, distance education, assessment and evaluation, innovative approaches, material development, skills to equip students with competencies and quality assurance system)

Maturity level

1	2	3	4	5
The institution	The institution has	The institution has	The findings	Sustainable and
does not have any	developed plans to	some practices to	obtained from the	matured practices
plans to improve	improve the	improve the	practices aiming to	aiming to improve
the teaching	teaching	teaching	improve the	the teaching
competence of its	competence of its	competence of its	teaching	competence of the
teaching staff.	teaching staff such	teaching staff that	competence of the	institution's
	as innovative	cover all the units.	institution's	teaching staff are
	approaches,	But the results of	teaching staff are	adopted in the
	material	these practices are	systematically	entire institution in
	development, skills	not monitored.	monitored and the	line with the
	to equip students		monitoring results	institutional goals.
	with competencies,		are evaluated with	The institution has
	and quality		stakeholders to	specific and
	assurance system.		take necessary	innovative
	But these plans are		measures.	implementations in
	not put into			this regard, some
	practice or the			of which serve as a
	existing practices			model for other
	(training for			institutions.
	trainers events) do			
	not cover all the			
	units.			

- Evidence for the practices regarding the training of trainers (their scope, methodology, attendance details etc.)
- > Evidence for the practices related to the learning and teaching centers
- ➤ Defined processes to monitor the teaching performance of teaching staff (appointment and promotion criteria etc.)
- > Evidence for the participation of the teaching staff in the planning and improvement of the processes
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

B.4.3 Incentives and rewards for learning and teaching activities

Maturity level

	2	3	4	5
does not have any incentive or reward mechanism for its teaching staff. de d	the institution has leveloped plans to reate incentive and reward hechanisms for its eaching staff. But hese plans are not out into practice or he existing practices do not over all the fields.	The incentive and reward practices for the teaching staff are maintained in consideration of the teaching staff's competencies and in a fair and transparent manner and cover all the fields. But the results of these practices are not monitored.	The findings obtained from the practices related to incentive and rewarding mechanisms for the institution's teaching staff are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	Sustainable and matured practices on incentive and rewarding mechanisms for the institution's teaching staff are adopted in all the units of the institution in line with the institutional goals. The institution has specific and innovative implementations in this regard, some of which serve as a

- Practices to appreciate-recognize and reward the teaching performance of teaching staff
- > Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

B.5. Learning Resources

The institution must have the necessary resources and infrastructure to maintain its educational activities and must guarantee that the learning opportunities are suitable and accessible for all students.

B.5.1. Learning resources

1	2	3	4	5
The institution	The institution has	The institution	The learning	The suitable and
does not have	developed plans to	provides learning	resources in all the	accessible learning
learning resources	create learning	resources of	units of the	resources are
of sufficient	resources of	sufficient quality	institution are	managed in all the
quantity and	sufficient quantity	and quantity by	managed in a way	units of the
quality (classrooms,	and quality to	setting a balance	to ensure their	institution in line
laboratories,	maintain its	among the units.	accessibility and	with the
libraries, studios,	learning and	But the results	suitability in terms	institutional goals
course books,	teaching activities.	with regard to the	of quality and	and in a sustainable
human resources,	But these plans are	use of these	quantity. The	manner. The
learning support	not put into	resources are not	findings obtained	institution has
etc.) to maintain its	practice or the	monitored.	from these	specific and
learning and	existing practices		practices are	innovative
teaching activities.	do not cover all the		systematically	implementations in
	units.		monitored and the	this regard, some
			monitoring results	of which serve as a
			are evaluated with	model for other
			stakeholders to	institutions.
			take necessary	
			measures and	
			diversify resources	
			according to the	
			needs and	
			demands.	

- Learning resources and their sufficiency
- > The distribution of student services expenditure in the budget
- > Access to learning resources
- Remote access to learning resources
- Improvement of learning resources in relation to the institutional growth (e.g. the relation between the increase in the number of students and the increase in learning resources)
- > E-learning practices
- > Evidence for stakeholder participation
- > Student feedback tools within the services offered to students (surveys etc.)
- > Improvement reports
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

B.5.2. Social, cultural and sportive activities

1	2	3	4	5
The institution does not have social, cultural and sportive activities of sufficient quality and quantity.	The institution has developed plans to organize social, cultural and sportive activities of sufficient quality and quantity (providing space, funds and guidance support etc.). But these plans are not put into practice or the existing practices do not cover all the units.	The institution organizes social, cultural and sportive activities of sufficient quality and quantity in all the units of the institution by setting a balance among the units. But the results of these practices and activities are not monitored.	The social, cultural and sportive activities of sufficient quality and quantity in all the units of the institution are managed on an institutional level (supports are provided for their execution, administrative organization is available etc.). The findings obtained from these practices are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands.	The social, cultural and sportive activities of sufficient quality and quantity in all the units of the institution are managed in line with the institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

- A system that forms, approves, monitors and evaluates student societies
- Processes and mechanisms that form and manage remote and online student societies (if any)
- > Evaluation of student societies' annual activities
- A list of the sportive, cultural and social activities organized for students within the relevant year (Information on the types and subjects of the activities, number of participants etc.)
- The results of the student feedback tools (surveys etc.) related to the services offered to students
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

B.5.3. Facilities and infrastructure (cafeterias, dormitories, study halls equipped with technologies, health centers etc.)

1	2	3	4	5
The institution	The institution has	The institution has	The physical	The suitable and
does not have	developed plans to	established	resources and	accessible facilities
facilities and	create facilities and	facilities and	spaces in the	and infrastructure
infrastructure of	infrastructure of	infrastructure of	institution are	are managed in all
sufficient quality	sufficient quality	sufficient quality	managed in an	the units of the
and quantity	and quantity. But	and quantity by	integrative manner	institution in line
(cafeterias,	these plans are not	setting a balance	in order to provide	with the
dormitories, study	put into practice or	among the units.	facilities and	institutional goals
halls equipped	the existing	But the results	infrastructure of	and in a sustainable
with technologies;	practices do not	with regard to the	sufficient quality	manner. The
health,	cover all the units;	use of these	and quantity in all	institution has
transportation and	the balance among	facilities and	the units of the	specific and
IT services).	the units is not	infrastructure are	institution. The	innovative
	considered.	not monitored.	results obtained	implementations in
			with regard to the	this regard, some
			use of all the	of which serve as a
			facilities and	model for other
			infrastructure are	institutions.
			systematically	
			monitored and the	
			monitoring results	
			are evaluated with	
			stakeholders to	
			take necessary	
			measures and	
			diversify resources	
			according to the	
			needs and	
			demands.	

- Sufficiency of facilities and infrastructure
- > Accessibility of facilities
- Improvement of facilities and infrastructure in relation to the institutional growth (e.g. the relation between the increase in the number of units and the increase in physical spaces)
- Infrastructure, facilities, professional human resources, hardware and software means available in distance education programs and practices of the institution (if any)
- ➤ Defined processes and mechanisms for the improvement of students' IT infrastructure and accessibility in distance education (if any)
- > Evidence for stakeholder participation
- The results of the student feedback tools (surveys etc.) related to the services offered to students
- > Improvement reports
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

B.5.4. Accessible university

1	2	3	4	5
The institution	The institution has	The accessible	The findings	The accessible
does not have any	developed plans for	university practices	obtained from the	university practices
plans for accessible	accessible	in the institution	accessible	that cover all the
university	university	cover all the units,	university	units in the
practices.	practices. But these	but the results of	practices that	institution are
	plans are not put	these practices are	cover all the units	managed in line
	into practice or the	not monitored.	in the institution	with the
	existing practices		are systematically	institutional goals
	do not cover all the		monitored and the	and in a sustainable
	units.		monitoring results	manner. The
			are evaluated with	institution has
			stakeholders to	specific and
			take necessary	innovative
			measures.	implementations in
				this regard, some
				of which serve as a
				model for other
				institutions.

- Practices related to the students with special needs (their representation in boards, accessible university practices, practices in distance education processes etc.)
- > Documents showing that the feedback are employed in improvement mechanisms
- > Accessible university awards
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

B.5.5. Guidance, psychological counseling and career services

1	2	3	4	5
The institution	The institution has	The institution	The guidance,	The guidance,
does not have any	developed plans to	provides guidance,	psychological	psychological
plans to provide	provide guidance,	psychological	counseling and	counseling and
guidance,	psychological	counseling and	career services of	career services of
psychological	counseling and	career services of	sufficient quality	sufficient quality
counseling or	career services of	sufficient quality	and quantity that	and quantity that
career services of	sufficient quality	and quantity in all	are provided in all	are provided in all
sufficient quality	and quantity. But	the units of the	the units of the	the units of the
and quantity.	these plans are not	institution. But the	institution are	institution are
	put into practice or	results of these	managed in an	managed in line
	the existing	practices are not	integrative manner	with the
	practices do not	monitored.	(presence of a	institutional goals
	cover all the fields.		center that	and in a sustainable
			coordinates these	manner. The
			services, and an	institution has
			administrative	specific and
			organization	innovative
			managing this	implementations in
			center etc.) The	this regard, some
			results obtained	of which serve as a
			with regard to	model for other
			these services are	institutions.
			systematically	
			monitored and the	
			monitoring results	
			are evaluated with	
			stakeholders to	
			take necessary	
			measures and	
			diversify resources	
			according to the	
			needs and	
			demands.	

- The results of the student feedback tools (surveys etc.) related to the services offered to students
- > Documents showing that the feedback are employed in improvement mechanisms
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

B.6. Monitoring and Review of Programs

The institution must monitor its graduates on a regular basis to ensure that the programs ultimately reach their educational objectives and answer the needs of students and society. The programs must be reviewed and updated periodically.

B.6.1. Monitoring and review of program outcomes (This also covers foreign language education programs in preparatory schools.)

1	2	3	4	5
The institution	The institution has	The institution has	All program	Monitoring all
does not have any	developed some	introduced some	outcomes in the	program outcomes
mechanisms for the	mechanisms	practices for the	institution are	in a sustainable
monitoring and	regarding the	monitoring of	systematically	manner and in line
review of program	monitoring and	program outcomes	monitored	with institutional
outcomes.	review of program	in all programs and	(annually and	goals is guaranteed
	outcomes (process	certain results have	periodically at the	in the institution.
	and performance	been obtained	end of the program	The institution has
	indicators). But no	from them. But the	period) in line with	specific and
	practice is currently	results have not	the institutional	innovative
	available, or the	been evaluated or	goals (learning and	implementations in
	existing practices	employed in	teaching policy and	this regard, some
	do not cover all the	decision-making	objectives). The	of which serve as a
	programs.	and updating	monitoring results	model for other
		processes.	are evaluated and	institutions.
			updated with	
			stakeholders.	

- ➤ Defined processes regarding the monitoring and review of programs, including programs and courses offered through distance education (if any)
- Examples of mechanisms the institution has established to review the programs in line with the institution's mission, vision and objectives (annual monitoring calendar, bringing the levels of meeting the program outcomes to the Senate's agenda, monitoring the success levels of the programs)
- Annual self-evaluation reports of programs (with a focus on program outcomes)
- Systems monitoring whether the program and course learning outcomes are achieved (information management system)
- > Improvements made on the basis of annual self-evaluations of programs
- Practices ensuring that all stakeholders are informed on latest improvements and changes
- Evidence proving the social contribution of the program monitoring and review efforts (employment data etc.)
- > Evidence showing whether the program has achieved its teaching objectives with the inclusion of the opinions of the graduates and the business world
- > Programs developed on the basis of stakeholder engagement and opinions
- > Enhancements made in programs on the basis of stakeholder engagement and opinions
- > Defined processes and practices with regard to the encouragement of accreditation efforts
- > Evaluation and improvement efforts made in English preparatory schools/programs (if any)
- Program accreditation
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

B.6.2. Alumni tracking system

Maturity level

1	2	3	4	5
The institution	The institution has	The institution has	Graduates in all the	The institution has
does not have an	developed plans to	practices related to	programs of the	guaranteed the
alumni tracking	establish an alumni	alumni tracking	institution are	monitoring of
system.	tracking system.	system that cover	systematically	graduates in all the
	But these plans are	all the programs	monitored in line	programs in line
	not put into	and certain results	with the	with the
	practice or the	have been	institutional goals	institutional goals
	existing practices	obtained from	(learning and	and graduates have
	do not cover all the	them. But the	teaching policy and	become a
	programs.	results have not	objectives), and	component of the
		been evaluated or	necessary	institution's quality
		employed in	measures that	assurance system.
		decision-making	cover all the units	The institution has
		processes.	and programs are	specific and
			taken according to	innovative
			the monitoring	implementations in
			results.	this regard, some
				of which serve as a
				model for other
				institutions.

- > Alumni tracking system
- > Satisfaction level of the graduates and the business world with regard to graduate competencies
- > Improvement practices as part of the alumni tracking system
- > Evidence for stakeholder participation
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

C. RESEARCH AND DEVELOPMENT

An evaluation of the institution's research processes is expected in this section. The research processes must be approached in consideration of the following aspects: The definition of the institution's continuous improvement focus and objectives and the persons to implement these objectives, the practice of research activities, the evaluation of the objectives both quantitatively and qualitatively with a follow-up process and the improvements made in line with the needs by checking the obtained results.

C.1. Research Strategy

The institution must conduct research and development activities that are in line with the academic priorities defined in the framework of its strategic plan, able to create values and turn them into social benefits.

C.1.1. The institution's research policy, objectives and strategy

1	2	3	4	5
The institution does not have a defined research policy, strategy and objectives.	The institution has a research policy, strategy and objectives that define its research approach, principles adopted in research activities, priorities in research and preferences in managing research resources. But no implementation or mechanism is available to put them into practice.	The institution has some practices carried out in line with its defined research policy, strategy and objectives. But the results of these practices are not evaluated.	The practices related to the research policy, strategy and objectives, which are adopted in all the units of the institution, are systematically monitored and necessary measures that cover all the fields and programs are taken according to the monitoring results.	It is guaranteed in the institution that the research activities of the institution can create values and turn them into societal benefits in line with the institution's research policy. This has been adopted by stakeholders through matured practices. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

- > Research policy
- Research strategy and objectives
- > Evidence for the implementation of the research policy in study programs
- > Evidence for stakeholder participation
- > Research performance indicators
- ➤ Key performance indicators specific to the institution
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

C.1.2 Management and organizational structure of research-development processes

1	2	3	4	5
The institution	The institution has	Some results have	The outcomes and	The management
does not have	developed plans for the	been obtained by	stakeholder	of research and
plans for the	management and	implementing the	opinions with	development
management and	organizational structure of	management and	regard to the	processes covers
organizational	its research-development	organizational	management of	all the units/fields
structure of its	processes. (the position in	structure of the	the research and	in the institution
research-	the non-	research and	development	and is adopted and
development	interventional/interventional	development	processes in the	guaranteed in the
processes.	spectrum, the way of	processes in	institution are	entire institution
	designing the motivation	accordance with	systematically	with the help of
	and guidance function, how	the institutional	monitored and	integrative,
	short- and long-term goals	preferences in all	evaluated with	sustainable and
	are clearly defined, research	the fields. But their	stakeholders to	matured practices
	management team and the	results are not	take necessary	that are in line
	definition of their tasks). But	monitored.	measures.	with the
	these plans are not put into			institutional goals
	practice or the existing			(research policy,
	practices do not cover all the			objectives and
	fields.			strategy). The
				institution has
				specific and
				innovative
				implementations
				in this regard,
				some of which
				serve as a model
				for other
				institutions.

- Management and organizational structure of research and development processes
- > Research management model
- Units conducting research activities
- > Evidence for stakeholder participation
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

C.1.3. Relation of research activities to local/regional/national development goals

Maturity level

1	2	3	4	5
The institution	The institution	The institution	The research	The evaluation of the
does not consider	considers the local,	considers the local,	outputs in the	research activities'
the local, regional	regional and	regional and	institution are	competition level
or national	national	national	systematically	(national/international)
development goals	development goals	development goals	monitored in	and socio-economic
and changes in the	and changes in the	and changes in the	accordance with	and cultural
planning, execution	planning, execution	planning, execution	the institution's	contributions to local,
and management	and management	and management	internal quality	regional and national
of its research	of its research	of its research	assurance system	development goals is
activities.	activities. But	activities in all	and the local,	adopted and
	these practices do	relevant fields. But	regional and	guaranteed in the
	not cover all the	the results of these	national	entire institution. The
	fields or are not	practices are not	development goals.	institution has specific
	reflected on the	monitored.	The monitoring	and innovative
	institution's		results are	implementations in
	research policy,		evaluated with	this regard, some of
	objectives and		stakeholders to	which serve as a model
	strategy.		take necessary	for other institutions.
			measures.	

- > Research activities in accordance with development goals
- > Evidence for stakeholder participation
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

C.2 Research Resources

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

C.2.1. Physical, technical and financial research resources

Maturity level

1	2	3	4	5
The institution does not have physical, technical and financial resources of sufficient quantity	The institution has developed plans to create physical, technical and financial resources of sufficient	The institution provides physical, technical and financial resources of sufficient quality and	The research resources in the institution are managed in a way to support the primary research	The physical, technical and financial resources of sufficient quantity and quality in all the
and quality to maintain its research and development activities.	quantity and quality to maintain its research and development activities. But these plans are not put into practice or the existing practices do not cover all the units.	quantity by setting a balance among the units in order to maintain its research and development activities. But the results with regard to the use of these resources are not monitored.	areas and encompass all the units/fields. The findings obtained from these practices are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands.	units of the institution are managed in line with the institutional goals (research policy, objectives and strategy) and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

- > Evidence for research-development infrastructure and improvement
- Research-development budget and its distribution
- Budget allocated to primary research areas
- Practices enabling the effective use of research-development resources
- > Strategic partnerships made in the scope of research activities (public or private)
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

C.2.2. Intra-university resources (scientific research projects)

Maturity level

1	2	3	4	5
The institution	The institution has	The institution	The intra-university	The intra-university
does not have	developed	provides intra-	resources in the	resources that
intra-university	plans/defined	university	institution are	encompass all the
resources for its	processes (such as	resources of	managed in an	units of the
research and	directives on	sufficient quality	accessible manner	institution are
development	scientific research	and quantity by	and in a way to	managed in line
activities.	projects) to create	setting a balance	support the	with the
	intra-university	among the units in	primary research	institutional goals
	resources in order	order to maintain	areas. The findings	(research policy,
	to maintain its	its research and	obtained from	objectives and
	research and	development	these practices are	strategy) and in a
	development	activities. But the	systematically	sustainable
	activities. But these	results with regard	monitored and the	manner. The
	plans are not put	to the use of these	monitoring results	institution has
	into practice or the	resources are not	are evaluated with	specific and
	existing practices	monitored.	stakeholders to	innovative
	do not cover all the		take necessary	implementations in
	units.		measures and	this regard, some
			diversify resources	of which serve as a
			according to the	model for other
			needs and	institutions.
			demands.	

- Internal resources (scientific research projects)
- > Distribution of internal resources among the units
- > Directives on scientific research projects
- > Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

C.2.3. Use of extra-university resources (Support units and methods)

Maturity level

1	2	3	4	5
The institution	The institution has	The institution has	The findings	Sustainable and
does not use extra-	developed plans to	created support	obtained from	matured practices
university	create support	units and methods	the practices that	for the use of extra-
resources for its	units and methods	for the use of	support the use	university
research and	for the use of	extra-university	of extra-	resources in order
development	extra-university	resources in order	university	to maintain the
activities.	resources. But	to maintain its	resources in	institution's
	these plans are not	research and	order to maintain	research and
	put into practice or	development	the institution's	development
	the existing	activities in line	research and	activities in line
	practices do not	with the	development	with the
	cover all the units.	institutional goals,	activities in line	institutional goals
		and the practices	with the	(research policy,
		related to this	institutional	objectives and
		encompass all the	goals are	strategy) are
		fields. But the	systematically	adopted and
		results with regard	monitored and	guaranteed in the
		to the practices	the monitoring	entire institution.
		and the use of	results are	The institution has
		these resources	evaluated with	specific and
		are not monitored.	stakeholders to	innovative
			take necessary	implementations in
			measures.	this regard, some
				of which serve as a
				model for other
				institutions

- > External resources
- > Changes in external resources by years
- > Evidence for support units and their works
- > Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

C.2.4. Doctoral programs (graduate numbers, trends) and post-doctoral opportunities

Maturity level

1	2	3	4	5
The institution	The institution has	The institution has	The outcomes of	Integrated and
does not have	developed plans	doctoral and post-	the doctoral and	matured practices
doctoral or post-	and defined	doctoral programs	post-doctoral	regarding the
doctoral programs	processes	that are in	programs in the	doctoral and post-
that are in	regarding doctoral	compliance with	institution that are	doctoral programs
compliance with	and post-doctoral	the institution's	in compliance with	in order to
the institution's	programs that are	research policy,	the institution's	maintain the
research policy,	in compliance with	objectives and	research policy,	institution's
objectives and	the institution's	strategy. But the	objectives and	research and
strategy.	research policy,	results of these	strategy are	development
	objectives and	practices are not	periodically	activities in line
	strategy. But these	monitored.	monitored and the	with the
	plans and		monitoring results	institutional goals
	processes are not		are evaluated with	(research policy,
	put into practice or		stakeholders to	objectives and
	the existing		take necessary	strategy) are
	practices do not		measures.	adopted and
	cover all the units.			guaranteed in the
				entire institution.
				The institution has
				specific and
				innovative
				implementations in
				this regard, some
				of which serve as a
				model for other
				institutions.

- Doctoral programs
- Practices on post-doctoral programs
- > Evidence for stakeholder participation
- > Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

C.3. Research Competencies

The institution must provide opportunities to sustain and improve the research competencies of the teaching staff.

C.3.1. Research competencies of teaching staff and improvement of research competencies

Maturity level

1	2	3	4	5
The institution	The institution has	The institution's	The institution's	Sustainable and
does not have a	developed plans	practices for the	practices for the	matured practices
mechanism for the	and defined	evaluation and	evaluation and	for the evaluation
evaluation and	processes for the	improvement of	improvement of	and improvement
improvement of	evaluation and	the teaching staff's	the teaching staff's	of the teaching
the teaching staff's	improvement of	research	research	staff's research
research	the teaching staff's	competencies	competencies are	competencies in
competencies	research	encompass all the	periodically	line with the
(specialties,	competencies. But	fields. But the	monitored and the	institutional goals
background,	these plans and	results of these	monitoring results	(research policy,
numbers and	processes are not	practices are not	are evaluated with	objectives and
distribution).	put into practice or	monitored.	stakeholders to	strategy) are
	the existing		take necessary	adopted and
	practices do not		measures.	guaranteed in the
	cover all the units.			entire institution.
				The institution has
				specific and
				innovative
				implementations in
				this regard, some
				of which serve as a
				model for other
				institutions.

- Promotion and appointment criteria and practices
- > Trainings
- > Training outcomes
- > Evidence for stakeholder participation
- > Evidence for the participation of teaching staff in the planning and enhancement of the processes
- > Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

C.3.2. Joint programs and joint research units to improve research competencies of teaching staff

Maturity level

1	2	3	4	5
The institution	The institution has	The institution's	The institution's	Sustainable and
does not have	developed plans	practices regarding	practices regarding	matured practices
multiple research	and defined	multiple research	multiple research	for the multiple
activities such as	processes to have	activities such as	activities such as	research activities
establishing	multiple research	establishing	establishing	such as establishing
cooperation or	activities such as	cooperation or	cooperation or	cooperation or
participating in	establishing	participating in	participating in	participating in
intra- or inter-	cooperation or	intra- or inter-	intra- or inter-	intra- or inter-
institutional joint	participating in	institutional joint	institutional joint	institutional joint
programs, joint	intra- or inter-	programs, joint	programs, joint	programs, joint
research units and	institutional joint	research units and	research units and	research units and
research networks	programs, joint	research networks	research networks	research networks
at national and	research units and	at national and	at national and	at national and
international	research networks	international levels	international levels	international levels
levels.	at national and	encompass all the	are periodically	in line with the
	international levels.	fields. But the	monitored and the	institutional goals
	But these plans and	results of these	monitoring results	(research policy,
	processes are not	practices are not	are evaluated with	objectives and
	put into practice or	monitored.	stakeholders to	strategy) are
	the existing		take necessary	adopted and
	practices do not		measures.	guaranteed in the
	cover all the units.			entire institution.
				The institution has
				specific and
				innovative
				implementations in
				this regard, some
				of which serve as a
				model for other
				institutions.

- Research networks the institution has joined
- ➤ Joint programs and research units of the institution
- > Studies produced in joint research activities
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

C.4. Research Performance

The institution must periodically assess and evaluate its research and development activities on the basis of relevant data and publish the results. The obtained results must be employed for the periodic review and continuous improvement of the institution's research and development performance.

C.4.1. Performance review of teaching staff

1	2	3	4	5
The institution does not have any practice for the monitoring and review of the teaching staff's research performance.	The institution has developed plans and defined processes (directives, regulations, process definitions, assessment tools, guidelines, appreciation-recognition systems, incentive mechanisms etc.) for the monitoring and review of the teaching staff's research performance. But these plans and processes are not put into practice or the existing practices do not	The institution's practices regarding the defined processes for the monitoring and review of the teaching staff's research and development performance (directives, regulations, process definitions, assessment tools, guidelines, appreciation-recognition systems, incentive mechanisms etc.) encompass all the fields. But the results of these	The institution's practices for the monitoring and review of the teaching staff's research and development performance that encompass all the fields are periodically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	Sustainable and matured practices for the monitoring and review of the teaching staff's research and development performance in line with the institutional goals (research policy, objectives and strategy) are adopted and guaranteed in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other
	systems, incentive mechanisms etc.) for the monitoring and review of the teaching staff's research performance. But these plans and processes are not put into practice or the existing	regulations, process definitions, assessment tools, guidelines, appreciation-recognition systems, incentive mechanisms etc.) encompass all the fields. But the	monitored and the monitoring results are evaluated with stakeholders to take necessary	objectives and strategy) are adopted and guaranteed in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a
	cover all the units.	practices are not monitored or employed in decision-making processes.		institutions.

- > Defined processes for the monitoring of the academic staff's research and development performance
- > Practices to appreciate-recognize and reward the academic staff's research and development performance
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

C.4.2. Review and outcome-based improvement of research performance

Maturity level

- Mechanisms formed to monitor the achievement levels of research-development objectives
- Annual self-evaluation reports and improvement works related to research-development processes
- Evidence used by the institution to monitor its research and development performance (university rankings, institutional external evaluation reports etc.)
- Evidence for stakeholder participation
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

C.4.3. Research budget performance

Maturity level

1	2	3	4	5
The institution	The institution has	The institution has	The research	Sustainable and
does not have any	developed plans	practices for the	budget	matured practices
practice for the	and defined	monitoring and	performance of all	for the monitoring
monitoring of the	processes for the	review of the	the units in the	and review of the
research budget	monitoring of the	research budget	institution is	research budget
performance.	research budget	performance But	monitored,	performance in all
	performance. But	the results of	reviewed and	the units in line
	these plans and	these practices are	employed in	with the
	processes are not	not monitored or	decision-making	institutional goals
	put into practice or	employed in	processes (budget	(research policy,
	the existing	decision-making	distribution etc.).	objectives and
	practices do not	processes.	The practices	strategy) are
	cover all the units.		related to this	adopted and
			aspect are	guaranteed in the
			periodically	entire institution.
			monitored and the	The institution has
			monitoring results	specific and
			are evaluated with	innovative
			stakeholders to	implementations in
			take necessary	this regard, some
			measures.	of which serve as a
				model for other
				institutions.

- > Defined processes and practices related to the monitoring of research budget performance
- Budget distribution
- Changes by years
- > Evidence for stakeholder participation
- > Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

D. SOCIAL CONTRIBUTION

D.1. Social Contribution Strategy

The institution must carry out its social contribution activities in accordance with its objectives, strategy and local, regional and national development goals.

D.1.1. Social contribution policy, objectives and strategy

1	2	3	4	5
The institution	The institution has	The institution has	The practices	It is guaranteed in
does not have a	a social	some practices	related to the	the institution that
defined social	contribution policy,	regarding its	institution's social	the social
contribution policy,	objectives and	defined social	contribution policy,	contribution
objectives and	strategy that	contribution policy,	objectives and	activities of the
strategy.	express its	objectives and	strategy that are	institution can
	principles, priorities	strategy. But the	adopted by all the	create values and
	and preferences in	results of these	units in the	turn them into
	the management of	practices are not	institution are	societal benefits in
	its resources in the	evaluated.	systematically	line with the
	context of its social		monitored.	institution's social
	contribution		Necessary	contribution policy.
	activities. But any		measures that	This has been
	mechanisms or		encompass all the	adopted by
	practices to		fields and programs	stakeholders
	implement these		are taken according	through matured
	are not available.		to the monitoring	practices. The
			results.	institution has
				specific and
				innovative
				implementations in
				this regard, some
				of which serve as a
				model for other
				institutions.

- > Social contribution policy
- Social contribution strategy and objectives
- > The alignment of social contribution policy with learning-teaching and research policies
- Social contribution activities undertaken by various units of the university other than the continuing education centers
- > Evidence for stakeholder participation
- Social contribution activities carried out in accordance with local, regional and national development goals
- ➤ A list of the primary areas determined in the university's social contribution processes and documents showing how they are determined
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

D.1.2. Management and organizational structure of social contribution processes

1	2	3	4	5
The institution does not have plans for the management and organizational structure of its social contribution processes.	The institution has developed plans for the management and organizational structure (processes, definition of tasks etc.) of its social contribution processes in relation to the local, regional and national development goals and in integration with the other processes (learning and teaching, research). But these plans are not put into practice or the existing practices do not cover all the units.	Some results have been obtained in the institution by implementing the management and organizational structure of the social contribution processes in accordance with the institutional preferences in all the fields. But their results are not monitored.	The outcomes and stakeholder opinions with regard to the management of the social contribution processes in the institution are systematically monitored in compliance with the institution's internal quality assurance system and evaluated with stakeholders to take necessary measures.	The management of social contribution processes covers all the units/fields in the institution and is adopted and guaranteed in the entire institution with the help of integrative, sustainable and matured practices that are in line with the institutional goals. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

- Management and organizational structure of social contribution processes
- > Social contribution management model
- Units conducting social contribution activities
- > Evidence for stakeholder participation
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

D.2. Social Contribution Resources

The institution must have the required physical, technical and financial resources with suitable quality and quantity and enable their effective use in order to maintain its social contribution activities.

D.2.1. Resources

1	2	3	4	5
The institution does not have physical, technical and financial resources of suitable quantity and quality to maintain its social contribution activities.	The institution has developed plans to create physical, technical and financial resources of suitable quantity and quality to maintain its social contribution activities. But these plans are not put into practice or the existing practices do not cover all the units.	The institution provides physical, technical and financial resources of suitable quality and quantity by setting a balance among the units in order to maintain its social contribution activities. But the results with regard to the use of these resources are not monitored.	The physical, technical and financial resources in the institution are managed in a way to support the social contribution activities and encompass all the units. The findings obtained from these practices are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands.	The physical, technical and financial resources of suitable quantity and quality in all the units of the institution are managed in line with the institutional goals (social contribution objectives and strategy) and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

- > Research and application centers and other units that conduct social contribution activities
- The budget allocated to social contribution works and its change by years
- > Resources provided by regional institutions for social responsibility projects
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

D.3. Social Contribution Performance

The institution must periodically review and continuously improve the activities it maintains in line with its social contribution strategy and objectives.

D.3.1. Monitoring and improvement of social contribution performance

1	2	3	4	5
The institution	The institution has	The institution's	The social	Sustainable and
does not have any	developed plans	practices for the	contribution	matured practices
practice for the	and defined	monitoring and	performance of all	for the monitoring
monitoring and	processes for the	improvement of its	the units in the	and review of the
improvement of its	monitoring and	social contribution	institution is	social contribution
social contribution	improvement of its	performance	monitored,	performance in all
performance.	social contribution	encompass all the	reviewed and	the units in line
	performance. But	fields and units.	employed in	with the
	these plans and	But the results of	decision-making	institutional goals
	processes are not	these practices are	processes. The	(social contribution
	put into practice or	not monitored or	practices related to	policy, objectives
	the existing	employed in	this aspect are	and strategy) are
	practices do not	decision-making	periodically	adopted and
	cover all the units.	processes.	monitored and the	guaranteed in the
			monitoring results	entire institution.
			are evaluated with	The institution has
			stakeholders to	specific and
			take necessary	innovative
			measures.	implementations in
				this regard, some
				of which serve as a
				model for other
				institutions.

- Mechanisms formed to monitor the achievement levels of social contribution objectives
- > Annual self-evaluation reports and improvement works related to social contribution processes
- > Evidence used by the institution to monitor its social contribution performance
- > Evidence for stakeholder participation
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

E. GOVERNANCE SYSTEM

The institution is expected to explain and evaluate its governance/organizational processes and activities.

E.1. Structure of Management and Administrative Units

The institution must have an administrative structure that guarantees realizing the institution's strategic goals both qualitatively and quantitatively. The administrative board must be able to function as a constructive leadership while the administrative staff should have the required competencies.

E.1.1. Management model and administrative structure

Maturity level

1	2	3	4	5
The institution	The institution's	The institution's	The findings	The institution's
does not have a	management	management	obtained from the	management
management	model and	model and	practices related to	model and
model and	administrative	administrative	the institution's	administrative
organizational	structure that	structure that	management	structure
structure that are	guarantee the	guarantee the	model and	(institutional
in compliance with	achievement of its	achievement of its	administrative	approach,
its mission and	mission and	mission and	structure that	traditions and
enable the	strategic objectives	strategic objectives	encompass all the	preferences in the
achievement of the	have been defined	have been formed	units and fields are	framework of
strategic	with a clear	in accordance with	systematically	legislative
objectives.	explanation of all	the processes and	monitored and	regulations), which
	the processes and	encompass all the	stakeholder	guarantee
	authorities, duties	fields/units	opinions are	diversity, effective
	and responsibilities	(including the	received in this	decision-making,
	in accordance with	board of trustees in	regard. The	adaptability and
	the processes. But	foundation higher	monitoring results	stakeholder
	this model has not	education	are evaluated with	representation and
	been put into	institutions and	stakeholders to	provide suitable
	practice or the	vice rectors and	take necessary	ground for the
	existing practices	consultants in all	measures and	realization of the
	related to this	higher education	make updates	institutional goals,
	model do not cover	institutions). Some	according to the	are adopted in the
	all the units.	results have been	needs and	entire institution.
		obtained from the	demands.	The institution has
		related practices		specific and
		but these results		innovative
		are not monitored.		implementations in
				this regard, some
				of which serve as a
				model for other
				institutions.

- Management model and organizational chart
- > The institution's policy and strategic objectives regarding the management and administrative fields
- Practices/evidence showing that the institution implements its policy and strategic objectives regarding the management and administrative fields
- Working principles of the board of trustees and senate and the relations between them in foundation higher education institutions
- Evidence for stakeholder participation
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

E.1.2. Process management

Maturity level

1	2	3	4	5
The institution	The institution has	All the processes in	The results	The institution's
does not have	defined processes	the institution are	regarding the	process
defined processes	for its practices	defined in a way to	processes that are	management
for its practices	regarding learning	encompass all the	managed in a way	model that is in
regarding learning	and teaching,	units and fields and	to encompass all	compliance with
and teaching,	research-	all the practices are	the units and fields	the strategic
research-	development,	implemented in	in the institution	objectives and
development,	social contribution	line with the	are systematically	encompasses all
social contribution	and governance	processes. But the	monitored with	the fields is
and governance	system. But the	process	performance	adopted and
system.	existing practices in	performance	indicators and	guaranteed in the
	this regard are not	results are not	stakeholder	entire institution
	compatible with	monitored or	opinions are	through
	the processes or do	employed in	received in this	sustainable and
	not cover all the	decision-making	regard. The	matured practices.
	units.	processes.	monitoring results	The institution has
			are evaluated with	specific and
			stakeholders to	innovative
			take necessary	implementations in
			measures and	this regard, some
			make updates	of which serve as a
			according to the	model for other
			needs and	institutions.
			demands.	

- > Manual on process management
- Process management model and practices, related systems, management mechanisms
- Relation between processes and management model
- Process performance indicators, monitoring system and examples of the review of results
- > List of process improvements
- > Process review reports
- > Evidence for stakeholder participation
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

E.2. Resource Management

The institution must have a management system guaranteeing that the human resources, financial resources and all the estates and assets are used efficiently and productively.

E.2.1. Human resources management

Maturity level

2	3	4	5
The institution has	The institution has	The results	The institution's
a defined policy	some practices for	regarding the	human resources
and processes for	the management of	processes for the	management
the management of	human resources in	management of	model that is in
human resources.	accordance with its	human resources	compliance with
But no	human resources	that encompass all	the strategic
implementation or	policy and strategic	the units in the	objectives and
mechanism is	objectives and	institution are	encompasses all
available to put	certain results have	systematically	the fields is
them into practice.	been obtained	monitored and	adopted and
	from them. But the	stakeholder	guaranteed in the
	results of these	opinions are	entire institution
	practices are not	received in this	through
	monitored or	regard. The	sustainable and
	employed in	monitoring results	matured practices.
	decision-making	are evaluated with	The institution has
	processes.	stakeholders to	specific and innovative
		take necessary	implementations in
		measures.	this regard, some
			of which serve as a
			model for other
			institutions.
i t t	The institution has a defined policy and processes for the management of numan resources. But no mplementation or mechanism is available to put	The institution has some practices for the management of human resources in accordance with its human resources policy and strategic objectives and certain results have been obtained from them. But the results of these practices are not monitored or employed in decision-making	The institution has a defined policy and processes for the management of human resources. But no mplementation or mechanism is available to put them into practice. The institution has some practices for the management of human resources in accordance with its human resources that encompass all the units in the institution are systematically monitored and stakeholder opinions are received in this regard. The monitoring results are evaluated with stakeholders to take necessary

- Human resources policy and objectives and related practices
- Evidence showing that the administrative staff has the necessary competencies in recruitment processes
- In-service training practices for the improvement of the current qualifications of the administrative staff and their adaptation to the expected tasks
- > Defined processes employed in evaluating the performance of the administrative staff
- > Reward mechanisms and application examples for the administrative staff
- Employee (academic and administrative) satisfaction surveys, application systematics, survey results and improvement examples
- > Evidence for stakeholder participation
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

E.2.2. Management of financial resources

Maturity level

1	2	3	4	5
The institution	The institution has	The institution has	The results	The institution's
does not have	defined processes	some practices for	regarding the	management of
defined processes	for the	the management of	practices for the	financial resources
for the	management of	financial resources	management of	that is in
management of	financial resources.	in accordance with	financial resources	compliance with
financial resources.	But these	its strategic	that encompass all	the strategic
	processes are not	objectives and	the fields in the	objectives and
	put into practice, or	defined processes	institution are	encompasses all
	the existing	and certain results	systematically	the fields is
	practices do not	have been	monitored and	adopted and
	cover all the fields.	obtained from	stakeholder	guaranteed in the
		them. But the	opinions are	entire institution
		results of these	received in this	through
		practices are not	regard. The	sustainable and
		monitored or	monitoring results	matured practices.
		employed in	are evaluated with	The institution has
		decision-making	stakeholders to	specific and
		processes.	take necessary	innovative
			measures.	implementations in
				this regard, some
				of which serve as a
				model for other
				institutions.

- > Defined processes and practices related to the management of financial resources
- The distribution of financial resources (separately on the basis of income and expenses) and its compliance to the institution's strategy
- Evidence showing that financial resources are used efficiently
- Diversity in financial resources
- Alignment of financial resources' planning, using and monitoring practices with the institution's strategic plan
- > Evidence for stakeholder participation
- > Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

E.3. Information Management System

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

E.3.1. Integrated information management system

Maturity level

1	2	3	4	5
The institution	The institution has	The institution has	The results	A sustainable and
does not have any	information	an integrated	regarding the use	matured integrated
information	management	information	of the integrated	information
management	systems to support	management	information	management
system to support	the acquisition,	system that covers	management	system that is in
the acquisition,	storage and usage	all the fields and	system that	line with the
storage and usage	of information. But	supports all the	supports all the	institutional goals is
of information.	these systems are	processes (learning	processes are	adopted and
	not integrated to	and teaching,	systematically	guaranteed in the
	each other or do	research and	monitored and	entire institution.
	not cover all the	development,	stakeholder	The institution has
	fields.	social contribution,	opinions are	specific and
		quality assurance)	received in this	innovative
		and some practices	regard. The	implementations in
		are available for	monitoring results	this regard, some
		the use of this	are evaluated with	of which serve as a
		system. But the	stakeholders to	model for other
		information system	take necessary	institutions.
		is not employed in	measures and	
		decision-making	make updates	
		processes and the	according to the	
		results regarding	needs and	
		the use of the	demands.	
		system are not		
		monitored.		

- > Information management policy and institutional information management model
- ➤ Information management system and its functions
- > Defined processes for obtaining, recording, updating and sharing of information
- > Practices for monitoring the analysis results of the information management system and their use in improvement works
- > Evidence for stakeholder participation
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

E 3.2. Information security and reliability

Maturity level

1	2	3	4	5
The institution	The institution has	The institution has	The practices to	The security and
does not have any	defined processes	integrated	provide	reliability of the
practice to provide	and plans to	practices to	information	institutional
information	provide	provide	security and	information is
security and	information	information	reliability in the	adopted and
reliability.	security and	security and	institution are	guaranteed in the
	reliability. But	reliability and	systematically	entire institution
	these processes	some results have	monitored and the	with sustainable
	and plans are not	been obtained	monitoring results	and matured
	put into practice or	from these	are evaluated with	practices. The
	the existing	practices. But the	stakeholders to	institution has
	practices do not	results of these	take necessary	specific and
	cover all the fields.	practices are not	measures.	innovative
		monitored or used		implementations in
		in decision-making		this regard, some
		mechanisms.		of which serve as a
				model for other
				institutions.

- Processes and practices to provide information security and reliability
- Commission established for the protection of personal data
- Defined copyright and ethics mechanisms regarding the software and course contents used in distance education
- Defined processes and practices to ensure the security of students, instructors and course information in distance education
- > Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

E.4. Support Services

The institution must guarantee the suitability, quality and continuity of the outsourced support services.

E 4.1. Suitability, quality and continuity of goods and services

Maturity level

1	2	3	4	5
The institution	The institution has	The institution has	The institution	The institution
does not have any	defined processes	practices for the	maintains close	manages a supply
defined criteria or	and mechanisms	planning, evaluation	cooperation with	chain to guarantee
processes to	(procurement	and improvement of	suppliers to	the quality levels of
evaluate the	process, suitability	the quality levels of	guarantee the	the outsourced
suitability and	and quality criteria	all the outsourced	quality of all the	goods and services
quality of the	etc.) to guarantee	goods and support	outsourced goods	in line with the
outsourced goods	the suitability,	services in	and services. The	institutional goals.
and support	quality and	accordance with the	performance and	The institution has
services.	continuity of the	internal quality	satisfaction levels	specific and
	outsourced goods	assurance system.	of suppliers are	innovative
	and support	But the results of	systematically	implementations in
	services. But these	these practices are	monitored and	this regard, some
	processes are not	not monitored or	evaluated with	of which serve as a
	put into practice or	employed in	stakeholders to	model for other
	the existing	decision-making	take necessary	institutions.
	practices do not	processes.	measures.	
	cover all the fields.			

- Institutional policies for the management of relations with suppliers
- List of outsourced goods and services and their suppliers
- Defined processes to evaluate suppliers' performance
- > Supplier performance evaluation method and examples of using performance results
- Examples of meetings held with suppliers, mechanisms for their participation in processes, evaluation and cooperation practices involving suppliers
- > Results of the surveys conducted to assess suppliers' satisfaction
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

E.5. Public Information and Accountability

The institution must publish information on all its activities, including its study programs and research and development activities, in a transparent, accurate, updated and easily accessible way. The institution must have a set of approaches that can enable assessing and evaluating the productivity of the administrative and managerial staff and ensure their accountability.

E.5.1. Public information

Maturity level

1	2	3	4	5
The institution	The institution has	Some results have	The findings	The institution's
does not have	designated its	been obtained	regarding the	public information
defined principles	public information	from the practices	institution's public	activities are
and mechanisms	methods and	of public	information	guaranteed and
for informing the	processes and	information that	activities are	adopted in the
public on its	defined a policy to	cover all the fields	monitored and	entire institution
activities.	adopt informing	in line with the	stakeholder	with sustainable
	the public on its	principles and	opinions are	and matured
	activities as a	processes	received in this	practices in line
	principle. But this	designated to	regard. The	with the
	policy and the	inform the public.	monitoring results	institutional goals
	processes are not	But the results of	are evaluated with	and values. The
	put into practice or	these practices are	stakeholders to	institution has
	the existing	not monitored or	take necessary	specific and
	practices do not	employed in	measures.	innovative
	cover all the fields.	decision-making		implementations in
		processes.		this regard, some
				of which serve as a
				model for other
				institutions.

- Institutional policies and principles for public information
- Information shared with public and the sharing platforms
- > Evidence for stakeholder participation
- > Satisfaction and feedback of internal and external stakeholders on public information mechanisms
- Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

E.5.2. Accountability methods

Maturity level

1	2	3	4	5
The institution	The institution has	Some results have	The findings	The institution's
does not have	adopted	been obtained	obtained from the	accountability
accountability	accountability as a	from the practices	institution's	principles are
methods or	principle and	related to the	accountability	guaranteed and
mechanisms.	designated its	institution's	activities are	adopted in the
	accountability	accountability	monitored and	entire institution
	methods and	principles and	stakeholder	with sustainable
	processes. But	processes. But the	opinions are	and matured
	these principles	results of these	received in this	practices in line
	and processes are	practices are not	regard. The	with the
	not put into	monitored or	monitoring results	institutional goals
	practice or the	employed in	are evaluated with	and values. The
	existing practices	decision-making	stakeholders to	institution has
	do not cover all the	processes.	take necessary	specific and
	fields.		measures.	innovative
				implementations in
				this regard, some
				of which serve as a
				model for other
				institutions.

- Institutional policies and principles for accountability
- Mechanisms guaranteeing accountability and application examples
- > Evidence for stakeholder participation
- > Satisfaction and feedback of internal and external stakeholders on accountability methods
- > Evidence with regard to the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

CONCLUSION

The strengths and areas for further development in the institution are required to be summarized under the headings of Quality Assurance System, Learning and Teaching, Research and Development, Social Contribution and Governance System. If the institution has gone through an external evaluation process before and an institutional feedback report has already been presented to the institution, the measures taken to resolve the areas for further development stated in the report, the improvements achieved as a result of the activities conducted and the descriptions of the points that could not be further improved must be provided along with a detailed evaluation of the institution's current situation.

