

# Institutional Self-Evaluation Report (ISER) Writing Guide

Version 2.1

2021

## Table of Contents

<b>GENERAL INFORMATION .....</b>	<b>3</b>
<b>Introduction .....</b>	<b>3</b>
<b>Aim .....</b>	<b>3</b>
<b>Content .....</b>	<b>3</b>
<b>Preparation and Publication of the Report.....</b>	<b>4</b>
<b>ANNEX.1 INSTITUTIONAL SELF-EVALUATION REPORT TEMPLATE .....</b>	<b>8</b>
<b>SUMMARY .....</b>	<b>8</b>
<b>INFORMATION ON THE INSTITUTION .....</b>	<b>8</b>
<b>1. Contact Information .....</b>	<b>8</b>
<b>2. Institutional History .....</b>	<b>8</b>
<b>3. Mission, Vision, Values and Objectives.....</b>	<b>8</b>
<b>CONCLUSION.....</b>	<b>8</b>
<b>THEQC .....</b>	<b>9</b>
<b>THE RUBRIC.....</b>	<b>9</b>
<b>A.The Quality Assurance System .....</b>	<b>10</b>
<b>B. Learning And Teaching .....</b>	<b>21</b>
<b>C. Research And Development .....</b>	<b>42</b>
<b>D. Service To Society.....</b>	<b>54</b>
<b>E. Governance System .....</b>	<b>58</b>
<b>ANNEX.2 PERFORMANCE INDICATORS.....</b>	<b>66</b>

## 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 establishing a framework for the Institutional External Evaluation Program / Institutional Accreditation Program / Follow-up Program 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 ISER is to help the institution recognize its strengths and areas for further improvement while contributing to the institution's improvement steps. The ISER of the institution is the foremost output of the self-evaluation works of the institution. Attaining an ISER which has a high level of maturity is possible only by running the internal quality assurance system and internal evaluation works efficiently.

The drafting process of the report provides the institution with an opportunity to preeminently benefit from the Institutional External Evaluation Program, Institutional Accreditation Program and Follow-up Program processes. The ISER should 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.

### Content

The maturity level of the higher education institution's internal quality assurance system should be examined in the ISER. Within this scope, the questions below are to be addressed, based on evidence:

- How to plan and manage the resources and competences at hand within the processes of quality assurance system, learning and teaching, research and development, service to society and governance system in accordance with the institution's values, mission and objectives;
- How to carry out, monitor and improve the practices as to the processes within the scope of the institution;
- How to provide stakeholder involvement and comprehensiveness in planning, implementing, follow-up and improvement;
- What should the institution's strengths and areas for further development be in the institution's internal quality assurance system;
- The reasons for the improvements that could not be achieved;
- How to ensure sustainability in the quality assurance system in order for the institution to maintain its competitive advantage within the scope of the rapidly changing agenda of higher education.

The ISER should be prepared on the Quality Assurance Management Information System taking into consideration the Institutional External Evaluation and Accreditation Criteria (IEEAC), the Institutional Self-Evaluation Report Writing Guide, the THEQC Rubric, the ISERs and external evaluation reports written in previous years. The information taking place in the report should be supported with various documents and evidence.

### **Preparation and Publication of the Report**

The ISERs are required to be uploaded on the Quality Assurance Management Information System (QAMIS) developed by 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](http://www.yokak.gov.tr). Besides, higher education institutions are expected to publish their ISERs on their own websites.

### **The THEQC Rubric**

- Institutional evaluation processes of THEQC are carried out with 22 criteria and 56 sub-criteria with a holistic perspective under the headings of Quality Assurance System, Learning and Teaching, Research and Development, Service to Society, and Governance System. The basic tool used in evaluation processes is the THEQC Rubric. The THEQC Rubric is a rubric-style assessment tool used in the internal evaluation works of higher education institutions and in writing institutional self-evaluation reports as well as in external evaluation processes. It has been developed to increase clarity, objectivity, comprehensibility, consistency and transparency in institutional evaluation or decision-making processes.
- The quality assurance process or mechanisms for each sub-criteria in the THEQC Rubric have been defined considering the maturity levels of planning, doing, checking and acting (PDCA) steps, and rated on a scale of 1-5. The sub-criteria, whose maturity level is determined with this rubric, reveal the level of fulfillment of the relevant criteria. The maturity levels of the sub-criteria associated with the PDCA cycle are summarized in Figure 1.



### Exemplary Implementation

5

There are internalized, systematic, sustainable and exemplary implementations.

### Planning, Implementing, Checking and Acting

4

The results of the institution-wide implementations are monitored and improved with the involvement of the related stakeholders.

### Planning and Implementing

3

There are institution-wide implementations and some results have been obtained from the implementations. However, monitoring these results has not been achieved or partly achieved.

### Planning

2

There is planning (defined processes); however, there are partial implementations or none.

### No Implementation Available

1

There is no planning, defined process or any mechanism.

Figure 1. Evaluation of Maturity Levels of Sub-criteria via the THEQC Rubric

- While writing a report by means of QAMIS, remarks should be added for each criterion under the “headings” section, and the maturity levels of sub-criteria should be referred to while writing remarks on the related criteria. An example for organizing headings, criteria and sub-criteria is presented in Table 1.

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

<b>Heading</b>	B. Learning and Teaching	A set of criteria and sub-criteria are listed under the headings.
<b>Criterion</b>	B.1 Design and Approval of Programs	The ISERs will be written on the basis of criteria.
<b>Sub Criterion</b>	B.1.5. Measurement and evaluation system	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 THEQC Rubric used for the evaluation of maturity levels of sub-criteria consists of steps rated on a scale of 1-5. Prerequisite steps should be completed to be able to proceed to the next maturity level (Figure 2).

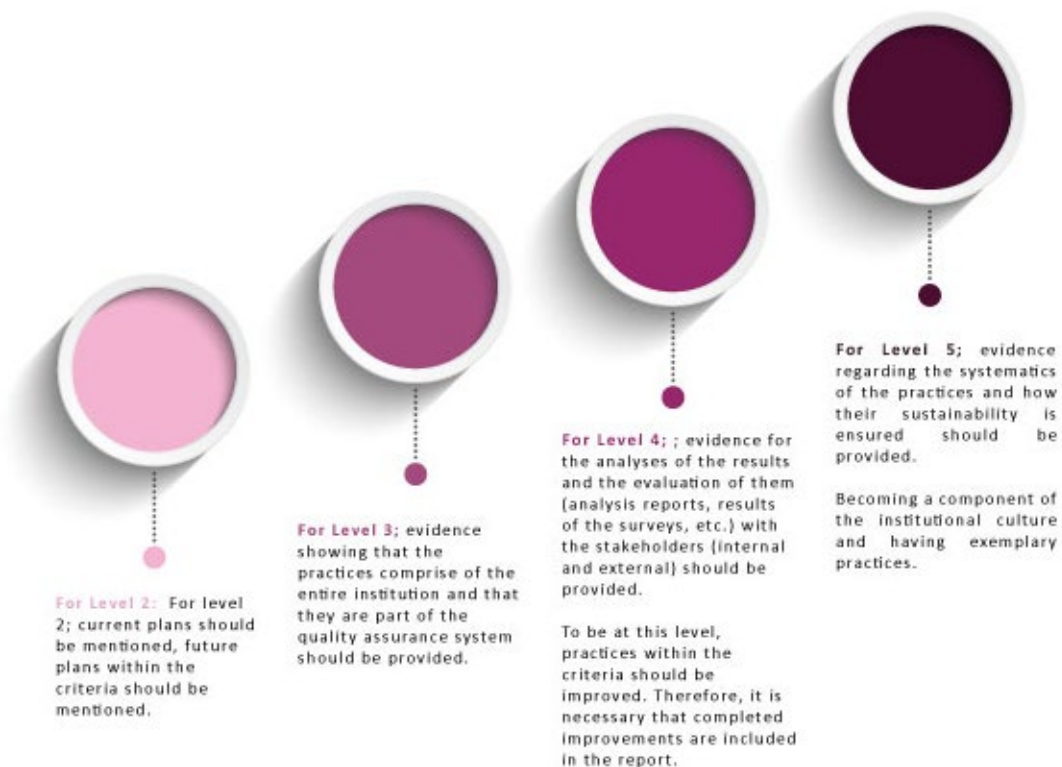


Figure 2. Scaling Steps for Maturity Level

- In order to decide on maturity level 4 in a sub-criterion;
  - Implementations should be spread throughout the entire institution,
  - Results should have been attained from the practices,
  - These results should be followed up,
  - Implementations should be improved by evaluating the results of the follow-up together with the relevant stakeholders
  - All these need to be supported by evidence.
  
- In order to decide on maturity level 5 in a sub-criterion, in addition to the points above, the following points should be evidenced;
  - Systematics and sustainability of the practices (PDCA cycle to be completed a couple of times),
  - Practices are internalized and make contribution throughout the institution,
  - The sub-criterion for being an exemplary model has been met (This should be confirmed by an independent institution or organization).
  
- In the guide, evidence that is expected regarding the level of meeting the criteria is included in the “sample evidence” section under each sub-criteria. Evidence presented should be consistent with the report content and selected maturity level; it should also be diversified to support the explanations made. In some cases, an information, record or document may be evidence of multiple criteria / sub-criteria. In this case, only the relevant parts of the information, record or document should be referred.
  
- After providing general information on the institution and its quality assurance system, learning and teaching, research and development, service to society, and governance system in the first annual report, these aspects are not required to be stated again in following reports. It is sufficient to provide statements on the changed and improved 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 Follow-up Report (IFuR), the concrete improvement outcomes in this scope, the points that could not be improved, and the underlying reasons impeding improvement.
  
- Instead of giving short answers such as “this aspect is present in our institution”, "implementation regarding this aspect is available", "the mentioned system is available in our institution," a methodology that will thoroughly illustrate how the relevant process operates and is managed in the institution should be adopted when writing the report with consideration of the aspects stated in the guide. It should 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.

## ANNEX.1 INSTITUTIONAL SELF-EVALUATION REPORT TEMPLATE

### SUMMARY

In this section, brief information about the purpose, scope and preparation process of the report should be included. The key findings of the institution's self-evaluation work should be summarized.

### INFORMATION ON THE INSTITUTION

This section should include information on the related institution's history, mission, vision, values, objectives, organizational structure and areas for further development and should be organized in a way to encompass the 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, should 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.) should be provided.

#### 3. Mission, Vision, Values and Objectives

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

The THEQC Rubric will be used for writing the headings below.

- A. THE QUALITY ASSURANCE SYSTEM
- B. EDUCATION AND TRAINING
- C. RESEARCH AND DEVELOPMENT
- D. SERVICE to SOCIETY
- E. GOVERNANCE SYSTEM

### CONCLUSION

The strengths and areas for further development in the institution are required to be summarized under the headings of **Quality Assurance System, Education and Training, Research and Development, Service to Society, 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.



**THEQC**

**THE RUBRIC**

## A. THE QUALITY ASSURANCE SYSTEM

### A.1. Mission and Strategic Objectives

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

	1	2	3	4	5
<p><b>A.1.1. The Mission, Vision, Values and Objectives</b></p> <p>Mission and vision statements are defined, recognized and shared by employees. They are specific to the institution and provide guidance in creating a sustainable future. There is a mutual understanding and settled way of approaching the strategic plan; short/medium and long term objectives, goals, sub-goals, actions, timing and prioritizing, people in charge, and financial resources available for the current period, all of which are created, taking the stakeholders' opinion (particularly strategic stakeholders) into account. While preparing the current strategic plan, the previous plan has been evaluated and used, the annual progress has been monitored, discussed in relevant boards and then necessary actions are taken.</p>	<p>The institution does not have any mission, vision or strategic objectives that are defined within the scope of the strategic plan.</p>	<p>The institution has mission, vision and strategic objectives that are defined within the scope of its institutional strategic plan.</p>	<p>The institution has practices implemented throughout the entire institution in line with its strategic objectives.</p>	<p>The practices based on the strategic objectives and goals are followed up and evaluated with stakeholders in order to take necessary precautions.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• The strategic plan and development process</li> <li>• Performance reports</li> <li>• Evidence for the involvement of internal and external stakeholders in the planning, doing, checking and acting stages of the strategic plan of the institution.</li> <li>• Evidence for the the alignment of the strategic plan and objectives with the United Nation's Sustainable Development Goals</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>					

## THE QUALITY ASSURANCE SYSTEM

### A.1. Mission and Strategic Objectives

	1	2	3	4	5
<p><b><u>A.1.2. Quality assurance, learning and teaching, research and development, service to society and governance policies</u></b></p> <p>There is a quality assurance policy that has been developed with taking stakeholders' views into account The policy is recognized and shared by the employees of the institution The policy document is simple, perceptible and realistic. It outlines the sustainable quality assurance system. The governance, structure, basic mechanisms, the relationship between units within the institution, and access to units are explained.</p> <p>Similarly, there are learning and teaching (including distance education), research and development, service to society, and governance system policies that bear the same characteristics as the quality assurance policy. Perceptible results, effects on the implementation of activities, and examples of these policy statements can be presented.</p>	<p>The institution does not have defined policies.</p>	<p>There are defined policies that have been announced in the institution.</p>	<p>The institution has policies and practices that are in alignment with these policies that are associated with each other, adopted by all units and recognized by its stakeholders.</p>	<p>These policies and related practices are followed up and evaluated together with the related stakeholders.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Policy documents (The learning and teaching policy document should also include distance education)</li> <li>• Documents showing that the policy documents were developed with the involvement of related stakeholders</li> <li>• Expressions and implementation examples that demonstrate a holistic relationship in the policy documents (mention of research in educational programs, mention of service to society and distance education in research processes)</li> <li>• Evidence for the follow-up and evaluation of the policies</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>					

THE QUALITY ASSURANCE SYSTEM						
A.1. Mission and Strategic Objectives		1	2	3	4	5
<p><b><u>A.1.3. Institutional performance management</u></b></p> <p>Performance management systems in the institution are administered with a holistic approach. They assist continuous improvement based on the strategic objectives of the institution. The accuracy and reliability of the performance management are ensured with support from information and technology systems. The performance management that reflects the strategic perspective of the institution is maintained with a focus on process and involvement of stakeholders. Performance indicators that encompass all institutional main activities (general, key, distance education etc.) are defined and shared. performans göstergeleri tanımlanmış ve paylaşılmıştır. How the performance indicators are related to the internal quality assurance system is defined and recorded. There are examples of how this is reflected in decisions. The changes over the years are followed up, the results of the follow-up are recorded and there is proof that they are used as required.</p>		<p>The institution does not have performance management.</p>	<p>Performance indicators and performance management mechanisms are defined in the institution.</p>	<p>There are performance management practices throughout the entire institution.</p>	<p>The institution follows up performance indicators and performance management mechanisms' efficiency and makes improvements based on the follow-up process results.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Performance indicators and key performance indicators</li> <li>• Mechanisms used in performance management</li> <li>• The performance program report</li> <li>• Evidence for improvement of the performance management mechanisms</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>						

## THE QUALITY ASSURANCE SYSTEM

### A.2. Internal Quality Assurance

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

	1	2	3	4	5
<p><b><u>A.2.1. The Quality Commission</u></b></p> <p>The processes and practices of the Quality Commission in the institution are defined and recognized by the employees. The commission takes active part in the creation and development of the internal quality assurance system and assists in the program accreditation processes. The commission evaluates the results of the performed activities. This has an effect on decision making mechanisms.</p>	<p>The institution does not have a quality commission responsible for maintaining quality assurance processes.</p>	<p>The authority, duties and responsibilities, and the organizational structure of the institution's quality commission are defined.</p>	<p>The quality commission conducts its activities in an effective, inclusive, participatory and transparent manner with efficient decision-making mechanisms.</p>	<p>The functioning and operation of the quality commission are followed up and relevant improvements are made.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Quality Commission Working Procedures and Principles</li> <li>• The quality commission's organizational structure, distribution of members and how units are represented</li> <li>• Quality organizations and working groups on unit level</li> <li>• Evidence showing the effect of the Quality Commission on decision-making processes</li> <li>• Evidence for the involvement of internal and external stakeholders in the works of the quality commission (meetings, events, surveys and reports)</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>					

THE QUALITY ASSURANCE SYSTEM					
A.2. Internal Quality Assurance					
	1	2	3	4	5
<p><b><u>A.2.2. Internal quality assurance mechanisms ( PDCA cycles, calendar, the structure of units)</u></b></p> <p>The actions, processes and mechanisms are planned and flow charts are devised based on the calendar year regarding the PDCA cycles. Responsibilities and authorities are defined. Completed practices are evaluated. How the actions, processes, and mechanisms provided on a calendar year basis encompasses layers like the senior management, faculties, lecturers, administrative staff, and students is stated. It is specified and evidence provided on how other quality cycles that are not designed on a calendar year basis comprise of all layers, and completed practices are examined. The institution has an accessible and updated document that is similar to its quality assurance guide that contains the details of its policy.</p>	The institution does not have a defined internal quality assurance system.	The institution has defined internal quality assurance processes and mechanisms.	A transparent and holistic internal quality assurance system is established throughout the entire institution.	The internal quality assurance system mechanisms are followed up and improved together with the relevant stakeholders.	There are internalized, systematic and sustainable practices that can be used as examples of best practices.
	<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Defined process documents like the quality assurance guide</li> <li>• Evidence like work flow charts, calendars, duties, responsibilities and roles of the stakeholders</li> <li>• The Information Management System</li> <li>• Feedback methods</li> <li>• Documents related to the involvement of stakeholders</li> <li>• Annual follow-up and improvement reports</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>				

## THE QUALITY ASSURANCE SYSTEM

### A.2. Internal Quality Assurance

#### A.2.3. Leadership and quality assurance culture

The rector and the process leaders' awareness, and ownership of quality assurance and their leadership in building the quality assurance system in the institution is at an advanced level. Likewise, an understanding of leadership and knowledge of coordination is established in units. There is an efficient communication network between the academic and administrative units and the administration. Institutional sustainability works and functions, the rate of occurrence of experience accumulation and development of the quality knowledge are followed-up and examined. Feedback, follow-up, internalization opportunities and the contribution of senior management to these are continuously evaluated.

**1**

The leadership approaches of the institution do not complement the development of quality assurance knowledge.

**2**

The institution has plans to establish a leadership approach that complements the quality assurance knowledge of the institution.

**3**

The institution has leadership practices that complement the development of quality assurance knowledge throughout the entire institution.

**4**

Leadership practices and their contribution to the development of quality assurance knowledge are followed up and relevant improvements are made.

**5**

There are internalized, systematic and sustainable practices that can be used as examples of best practices.

#### **Sample Evidence**

- Plans and practices for developing quality assurance knowledge
- The methods employed to evaluate and follow up the leadership qualifications and competencies of the institution's administrators, results of the follow-up processes and related improvements
- The methods employed to evaluate and follow up the development of the quality knowledge in the institution, follow-up results and related improvements
- Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation

## THE QUALITY ASSURANCE SYSTEM

### A.3. Stakeholder Involvement

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

	1	2	3	4	5
<p><b><u>A.3.1. Involvement of internal and external stakeholders in the learning and teaching, research and development, governance and internationalization processes</u></b></p> <p>The mechanisms of involvement of internal and external stakeholders in decision-making, governance, and improvement processes are defined. The efficiency, institutionalism and continuity of involvement is examined. Practice samples in the internal quality assurance system particularly about the efficiency of student and external stakeholder involvement are available. Results are evaluated and relevant improvements are made.</p>	<p>The institution's internal quality assurance system does not have mechanisms that enable stakeholder involvement.</p>	<p>The institution has plans to involve stakeholders in the PDCA layers regarding processes about quality assurance, learning and teaching, research and development, service to society, the governance system, and internationalization.</p>	<p>There are mechanisms for the involvement of stakeholders in the PDCA layers of all processes throughout the entire institution.</p>	<p>The functioning of stakeholder involvement mechanisms is monitored and relevant improvements are made.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
	<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"><li>• Evidence of a list of internal and external stakeholders and the prioritization of them based on institutional processes</li><li>• Data collection tools and methods employed in collecting stakeholder opinion (surveys, focus group meetings, workshops, the data management system etc.)</li><li>• Documents demonstrating that the involvement of stakeholders in decision-making processes is ensured</li><li>• Evidence for follow-up and improvement of the functioning of stakeholder involvement mechanisms</li><li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li></ul>				



**A.4. Internationalization**

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

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<p><b><u>A.4.1. Internationalization policy</u></b></p> <p>Internationalization policy; - Exchange programs, - International students, Areas as the following are considered; - International academic staff International reserachers International network and organizations Alignment of curriculum to international approaches Collaborative diploma program activities gibi konuları ele alır.</p> <p>Institutional objectives and strategies, process and mechanisms, organizational structure, timing and development framework are summarized. Internationalization activities are monitored and the policy is updated.</p>	<p>The institution does not have an internationalization policy.</p>	<p>The institution has an announced internationalization policy that is in alignment with its mission and objectives.</p>	<p>The internationalization practices of the institution are established in all of its units, they are adopted, and are in line with its quality policy.</p>	<p>The Internationalization practices of the institution are monitored and internationalization policies are improved based on the follow-up results.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
	<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• The internationalization policy document</li> <li>• International protocols and collaboration practices</li> <li>• Documents related to the follow-up and evaluation of indicators of the internationalization policy.</li> <li>• Improvements related to the internationalization policy</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>				

THE QUALITY ASSURANCE SYSTEM					
A.4. Internationalization	1	2	3	4	5
<p><b><u>A.4.2. Governance and organizational structure of internationalization processes</u></b></p> <p>The governance of the internationalization processes and its organizational structure is institutionalized. It is aligned to the internationalization policy of the institution. The functioning and efficiency of the management and organizational structure are examined.</p>	The institution does not have a management and organization structure about the internationalization processes.	The institution has plans regarding the structure of the management and organization of internationalization processes.	The institution has completed its organizational structure about the management of the internationalization processes and functions in a transparent, inclusive, and participatory manner.	The management and organizational structure of the internationalization processes are monitored and improved.	There are internalized, systematic and sustainable practices that can be used as examples of best practices.
	<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• The management and organizational structure of internationalization processes</li> <li>• Evidence for the follow-up and improvement of the management and organizational structure</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>				

THE QUALITY ASSURANCE SYSTEM						
A.4. Internationalization		1	2	3	4	5
<p><b>A.4.3. Internationalization resources</b></p> <p>Resources allocated to internationalization (financial, physical, human power) are determined, shared and institutionalized, these resources are monitored and assessed qualitatively and quantitatively.</p>		<p>The institution does not have sufficient resources to maintain its internationalization activities.</p>	<p>The institution has plans for creating physical, technical and financial resources that are suitable in quality and quantity to be able to maintain its internationalization activities.</p>	<p>The internationalization resources of the institution are managed taking the balance between its units into account.</p>	<p>The distribution of internationalization resources in the institution is followed up and improved.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
		<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Documents on the management of the resources allocated for 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.) bütçelerin kullanım oranı, AB proje bütçelerinin yönetimi ve ikili protokoller kapsamında gerçekleşen kaynakların yönetimine ilişkin belgeler gibi)</li> <li>• Evidence for the follow-up and improvement of the distribution of internationalization resources</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>				

THE QUALITY ASSURANCE SYSTEM					
A.4. Internationalization	1	2	3	4	5
<p><b><u>A.4.4. The internationalization performance</u></b></p> <p>The internationalization performance is followed up. The follow-up mechanisms and processes are constant and sustainable, and there is evidence of the steps taken for improvement.</p>	<p>The institution does not have any internationalization activities.</p>	<p>The institution has plans about practices that are in line with its internationalization policy.</p>	<p>There are internationalization activities established throughout the entire institution.</p>	<p>Internationalization activities in the institution are followed up and improved.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
	<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Internationalization activities</li> <li>• Indicators employed by the institution to follow up its internationalization performance</li> <li>• Mechanisms established to assess and monitor whether the internationalization objectives are achieved</li> <li>• Annual self-evaluation reports and improvement works on the internationalization processes</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>				

## B. LEARNING AND TEACHING

### B.1. Design and Approval of Programs

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

	1	2	3	4	5
<p><b><u>B.1.1. Design and approval of programs</u></b></p> <p>The objectives and learning outcomes of the programs are formed, their compatibility with the NQF-HETR is stated and shared with the public. The mission and vision of the institution is taken into account while determining the program competencies. Course information packages are created taking the national core program (if available), the criteria (e.g. accreditation criteria, etc., if available) into account. dikkate alınarak hazırlanmıştır. The expressions of objectives clearly state the foreseen cognitive, affective and psychomotor levels. The institution has plans about how to monitor the realization of program outcomes, particularly, the evaluation methods and processes of the shared (generic) outcomes are stated in detail. There are department-based principles and rules about the structuring of learning outcomes and necessary teaching processes. The program states with which activities (competence-course-teaching method matrices) the competencies will be acquired. The competencies to be acquired based on education modes (formal, blended, distance) are defined for different fields. Physical and technological facilities (access, social distance etc.) are taken into account when designing the programs.</p>	<p>The institution does not have defined program design and approval processes.</p>	<p>The institution has defined processes related to the design and approval of programs including principles, methods, alignment with the NQF-HETR, and stakeholder involvement.</p>	<p>Programs that are designed and approved and are in alignment with the program objectives and learning outcomes, are implemented throughout the entire institution, in line with the defined processes.</p>	<p>The design and approval processes of the programs are systematically monitored and improved by evaluating them with relevant stakeholders.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
	<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"><li>▪ Defined processes that are used for program design and approval (its compliance with the education policy, manuals, guides, procedures, and principles, etc.)</li><li>▪ The governance and organizational structure of the program design and approval processes (Commissions, process managers, process flow, etc.)</li><li>▪ Evidence for the alignment of the program objectives and outcomes to the NQF-HETR</li><li>▪ Evidence for a variety of practices in department/field-specific programs in distance/blended program design.</li><li>▪ Evidence for stakeholder involvement in program design processes</li><li>▪ Evidence for follow-up and improvement of the program design and approval processes</li><li>▪ Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li></ul>				

<b>LEARNING AND TEACHING</b>					
<b>B.1. Design and Approval of Programs</b>					
<b>B.1.2. The course distribution balance of the program</b>					
<p>The principles, rules and methods about the course distribution of the program are defined. The teaching program (curriculum) takes into account the balance between compulsory and elective courses, field-specific and non-field-specific courses, and allows for cultural competence and acquaintance with other disciplines. The number of courses and the weekly course load are organized in a manner that allows students to spend time in extracurricular activities. The alignment with the goals and the efficiency of the course information packages designed by these principles are monitored and relevant improvements are made.</p>					
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Principles and methods related to course distribution are not defined	There are defined processes about course distribution that include principles and methods about layers like the balance between courses about the study field and profession and general knowledge courses, the balance between compulsory and elective courses, gaining cultural competence, and familiarizing students with different disciplines.	Course information packages are designed in line with the defined processes and announced for the entire program.	The course distribution balance in the programs is monitored and improved.	There are internalized, systematic and sustainable practices that can be used as examples of best practices.	
<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Principles and methods related to course distribution and related evidence</li> <li>• Evidence showing that the balance of course distribution is taken into account in the announced course information package</li> <li>• Decisions of the education commission, senate decisions etc.</li> <li>• Evidence for follow-up and improvement of the course distribution balance</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>					

<b>LEARNING AND TEACHING</b>					
<b>B.1. Design and Approval of Programs</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<p><b><u>B.1.3. The alignment of course objectives with program outcomes</u></b></p> <p>The learning objectives of the courses (including blended and distance education) are defined and the program outcomes and course objectives are paired. The expressions of objectives clearly state the foreseen cognitive, affective and psychomotor levels.</p> <p>There are plans about how to monitor the realization of the course learning objectives, particularly, the methods and processes of the assessment of objectives not related to the area of study (general) are clearly stated.</p>	<p>Course objectives and program outcomes are not aligned.</p>	<p>There are defined processes that include principles, methods and classifications about the design of the course objectives and their alignment to the program outcomes.</p>	<p>Course objectives are aligned with the program outcomes throughout the entire program and, the course information packages are shared.</p>	<p>The alignment of the course objectives with the program outcomes is monitored and improved.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Association of program outcomes with the course objectives</li> <li>• Evidence for the compatibility of the courses taken outside the program (face-to-face or distance) with the program outcomes</li> <li>• Evidence for follow-up and improvement regarding the alignment of the course objectives with the program outcomes.</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>					

LEARNING AND TEACHING					
B.1. Design and Approval of Programs	1	2	3	4	5
<p><b>B.1.4. Student workload based course design</b></p> <p>All ECTS credit points are published on the website and verified by following student workload. There are internship and applied learning opportunities and these are utilized through sufficient student workload and credits. The quality of completed practices are examined. Variations that arise from distance education are taken into consideration in the student workload based design.</p>	<p>Courses are not designed based on student workload.</p>	<p>There are defined processes* that include principles and methods that comprise dimensions like internship, professional practices, or mobility explaining how to calculate student workload.</p>	<p>Courses are designed according to student workload, and they are announced, and implemented.</p>	<p>Student workload in programs are followed up and course design is updated accordingly.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• ECTS course information packages* (Including distance and blended programs)</li> <li>• Evidence showing that student workload credits in professional practices, exchange programs, internships and projects are defined*.</li> <li>• Documents including defined processes about the transfer and recognition of workload based credits.</li> <li>• Documents and mechanisms showing that student involvement is enabled while determining student workload in programs</li> <li>• Diploma Supplement</li> <li>• Evidence showing that workload based credits are updated in accordance with feedback</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> <li>• *Should bear the key principles of the 2015 ECTS User Guide</li> </ul>					



		LEARNING AND TEACHING				
B.1. Design and Approval of Programs		1	2	3	4	5
<p><b><u>B.1.5. The measurement and evaluation system</u></b></p> <p>The institution has a holistic measurement and evaluation system. Main principles and rules of measurement and evaluation are defined. The compatibility of learning objectives, the program (curriculum), the modality of educational services (face-to-face, distance, blended, open), teaching methods with measurement and evaluation are taken into consideration. There are mechanisms for exam practices and exam security (face-to-face/online exams, exams for disadvantaged groups) The institution improves its measurement and evaluation approaches and facilities based on feedback from students and academic staff.</p>		<p>The institution does not have a measurement and evaluation system.</p>	<p>The institution has defined principles and rules about establishing a holistic measurement and evaluation system.</p>	<p>Measurement and evaluation practices are maintained based on these principles and rules throughout the entire institution.</p>	<p>Measurement and evaluation practices of the institution are monitored and improvements are made based on follow-up results in the measurement and evaluation system.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
		<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Principles and rules about the measurement and evaluation system (including distance and blended education processes)</li> <li>• The Information Management System</li> <li>• Mechanisms related to specific assessment modalities like exams for disadvantaged groups and online exams</li> <li>• Exam security mechanisms</li> <li>• Evidence showing that the measurement and evaluation process is monitored and improved</li> <li>• Coherence analyses about the assessment processes</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>				

## LEARNING AND TEACHING

### B.2. Student Admission and Progression

The institution should 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.

	1	2	3	4	5
<p><b><u>B.2.1. Student admission, recognition, and crediting of prior learning*</u></b></p> <p>The principles and rules for student admission are defined and announced. These principles and rules are consistent and the practices are transparent. Document requests like diplomas, certificates and similar documents are tracked meticulously. Prior learning (face-to-face, public, distance/blended education, knowledge and skills obtained through free learning) is recognized and credited. There is mobility support parallel to the internationalization policy; practices encouraging and facilitating students as well as practices preventing credit loss during mobility.</p>	<p>The institution does not have defined processes for student admission, recognition, and accrediting of prior learning.</p>	<p>The institution has principles, rules and related plans about student admission, recognition, and accrediting of prior learning.</p>	<p>There are practices based on plans throughout the entire institution.</p>	<p>Student admission, recognition, and accrediting of prior learning processes are monitored, improved and updates are announced.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Defined processes regarding student admission, recognition and accrediting of prior learning</li> <li>• Documents showing that student workload based credits are used in the recognition of prior learning</li> <li>• Evidence showing the practices' continuity and coherence with the defined processes,</li> <li>• Mechanisms to inform stakeholders</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul> <p>*Should bear the key principles of the 2015 ECTS User Guide</p>					

LEARNING AND TEACHING					
B.2. Student Admission and Progression	1	2	3	4	5
<p><b><u>B.2.2. The certification of qualifications and the diploma</u></b></p> <p>Approval of qualifications, conditions for graduation, and graduation decision-making processes are defined in a clear, understandable, comprehensive, and consistent manner and are shared with the public. Certification and diploma procedures are carried out, and monitored in line with this defined process and necessary precautions are taken.</p>	<p>The institution does not have defined processes for diploma approval and the certification of other competencies.</p>	<p>The institution has comprehensive, consistent and announced principles, rules, and processes about diploma approval and the certification of other competencies.</p>	<p>Practices regarding diploma approval and certification of other competencies are adopted throughout the entire institution.</p>	<p>Practices are monitored and defined processes are improved.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Defined processes and practices about diploma approval and certification of competencies for following-up the academic and career development of students</li> <li>• Criteria employed in student admissions other than centrally-placed student groups, such as the exam for international students (EFS) placements, transfers, and admissions in double major (DMP) or minor programs</li> <li>• Documents showing that student workload based credits are recognized in exchange programs without any requirement of extra work*</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul> <p>*Should bear the key principles of the 2015 ECTS User Guide</p>					

**LEARNING AND TEACHING**

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

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

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<p><b><u>B.3.1. Teaching methods and techniques</u></b></p> <p>The teaching method is focused on engaging and interactive learning. Student-centered, competence-based, process and performance-based, interdisciplinary, integral, case/practice-based approaches that prioritize learning are adopted in all educational modalities (face-to-face, distance, blended) and the nature of these modalities are taken into account. The focus is on deep learning, and the engagement, motivation and commitment of the students rather than the transfer of knowledge. The face-to-face learning processes include associate, undergraduate, and postgraduate students and are enriched with technological opportunities and approaches like flipped and project-based learning. The involvement of students into research processes is facilitated through the curriculum, methods and approaches. The implementation, follow-up and preventive measures of all these practices are systematically evaluated.</p>	<p>The institution does not have student-centered approaches in its learning and teaching processes.</p>	<p>The institution has plans about the implementation of student-centered approaches for the learning and teaching processes.</p>	<p>Student-centered teaching approaches and methods are implemented in line with defined processes in all of the programs.</p>	<p>Student-centered practices are followed up and improved with the involvement of relevant internal stakeholders.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Presence of student-centered teaching approaches in the course information packages</li> <li>• Principles and mechanisms related to teaching methods and material development for distance education</li> <li>• Defined processes and practices about engaging and interactive teaching methods.</li> <li>• Practices related to the student-centered learning-teaching approach in the training of trainers program content</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>					

LEARNING AND TEACHING						
B.3. Student-Centered Learning, Teaching and Evaluation		1	2	3	4	5
<p><b><u>B.3.2. Measurement and evaluation</u></b></p> <p>Student-centered measurement and evaluation should be based on competence and performance and the self-expression of students should be facilitated where possible. The continuity of measurement and evaluation is provided through methods like multiple exam possibilities, some formative assessment tools, assignments, projects, and portfolios; and output-based assessment is in place. Exam methods aligned with and suitable to course objectives and education modalities (face-to-face, distance, blended) are planned and implemented.</p> <p>The time and rater reliability and validity of measurement and evaluation practices are established. The announcement, implementation, follow-up of the improvements and their compatibility with goals and precautions taken are examined.</p>		<p>The programs do not have student-centered measurement and evaluation approaches.</p>	<p>There are principles, rules and plans about student-centered measurement and evaluation.</p>	<p>There are diversified student-centered measurement and evaluation practices throughout the entire programs.</p>	<p>Student-centered measurement and evaluation practices are followed-up and improved with the involvement of relevant internal stakeholders.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Example implementations in the programs</li> <li>• Exam specimens (of different measurement tools) used in the face-to-face/distance/blended courses</li> <li>• Course information package specimens that demonstrate that the measurement and evaluation practices are related to the course objectives and program competencies, and are based on student workload*</li> <li>• Evidence showing that improvements are made based on the follow-up and the involvement of stakeholders</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul> <p>*Should bear the key principles of the 2015 ECTS User Guide</p>						

	<b>LEARNING AND TEACHING</b>				
<b>B.3. Student-Centered Learning, Teaching and Assessment</b>	<u><b>1</b></u>	<u><b>2</b></u>	<u><b>3</b></u>	<u><b>4</b></u>	<u><b>5</b></u>
<p><b><u>B.3.3. Student feedback</u></b></p> <p>Student opinions (about courses, course instructors, the diploma program, the quality of services and general satisfaction level etc.) are collected systematically by various means; the results are shared and utilized efficiently. It is ensured that the methods used are reliable and valid and that data are consistent and representative. There are various channels for students' complaints and/or suggestions which are recognized by students, and the fair and efficient functioning of these channels are followed up.</p>	<p>The institution does not have any mechanisms to collect student feedback.</p>	<p>The institution has established principles and rules related to the collection of student feedback (about courses, lecturers, programs, student workload* etc.) within its teaching processes. alınmasına ilişkin ilke ve kurallar oluşturulmuştur.</p>	<p>Student feedback are collected (at the end of each semester or academic year) in all programs.</p>	<p>Practices about collecting student feedback are followed up in all programs and they are improved with student participation. Feedback results are reflected in decision-making processes.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Principles and rules about collecting student feedback.</li> <li>• Evidence for the types, methods and diversity of the defined student feedback mechanisms (including distance/blended education)</li> <li>• Practices developed based on improvements within the scope of student feedback</li> <li>• Examples showing the participation of students in decision making mechanisms</li> <li>• Evidence for the follow-up and improvement of student feedback mechanisms</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul> <p>*Should bear the key principles of the 2015 ECTS User Guide</p>					

<b>LEARNING AND TEACHING</b>					
<b>B.3. Student-Centered Learning, Teaching and Evaluation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<p><b><u>B.3.4. Academic advising</u></b></p> <p>Students have academic advisors who monitor their progress, guide them, support their career planning, and help with their academic problems; there are steps to follow and improve activities through methods like student portfolios and the realization of these are assessed. Students can access support from their advisors easily and there are various ways of communication available (face-to-face, online).</p>	<p>The institution does not have a defined academic advising process.</p>	<p>The institution has defined principles and rules of an advising process that supports students' academic progress and career development.</p>	<p>Academic advising is practiced within principles and rules in the institution.</p>	<p>Academic advising services are monitored and improved with the participation of students in the institution.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Defined processes employed in the academic student advising system</li> <li>• Mechanisms and defined processes employed in the academic and technical advising systems for students in distance education (if available)</li> <li>• Mechanisms for students' access to advisors</li> <li>• Evidence for student participation</li> <li>• Evidence concerning the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>					

## LEARNING AND TEACHING

### 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. It should provide opportunities to continuously improve the teaching skills and competencies of the teaching staff.

	1	2	3	4	5
<p><b><u>B.4.1. Recruitment, promotion, and appointment criteria</u></b></p> <p>The recruitment, promotion, and appointment criteria and processes for teaching staff are defined and open to the public. The related processes and criteria take academic merit into account and ensure equal opportunity. There is evidence that the practice is compatible with criteria. The course load and balance of the distribution of courses of teaching staff are shared transparently. Individuals are aware of what the institution expects from the teaching staff. Selection of adjunct staff and performance assessment at the end of the semester is transparent, efficient, and fair; the institution takes alignment to its learning and teaching principles and culture into account.</p>	<p>The institution does not have defined processes for the recruitment, promotion and appointment of teaching staff.</p>	<p>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.</p>	<p>The institution implements the recruitment, promotion and appointment criteria which are defined for all fields (recruitment of teaching staff, promotion, appointment, course assignment etc.); these are recognized by stakeholders and included in decision-making. kullanılmaktadır.</p>	<p>Results of the recruitment, promotion and appointment practices are monitored, evaluated and precautions are taken.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Recruitment, promotion and appointment criteria</li> <li>• Practices ensuring that academic staff are assigned in courses related to their field of expertise</li> <li>• Evidence for monitoring and improvement</li> <li>• Evidence concerning the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>					



LEARNING AND TEACHING					
B.4. Teaching Staff	1	2	3	4	5
<p><b><u>B.4.2. Teaching competence</u></b></p> <p>The institution provides systematic trainer-training activities (courses, workshops, seminars, etc.) for the teaching staff in order to assist them in learning and implementing interactive and active teaching methods, and distance teaching processes; there is a teaching-learning center structure that undertakes this task. The pedagogical and technological competencies of teaching staff are improved. The teaching competency development performance of the institution is evaluated.</p>	<p>The institution does not have any plans available to improve the teaching competence of its teaching staff.</p>	<p>The institution has plans regarding the development of competencies of teaching staff in areas like student-centered learning, distance learning, measurement and evaluation, material development and the quality assurance system.</p>	<p>There are practices aiming at developing the teaching competencies of teaching staff throughout the entire institution.</p>	<p>Findings obtained from practices aiming at developing the teaching competencies of teaching staff are followed up, evaluated with instructors, and precautions are taken together.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
	<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Evidence for plans (scope, methodology, attendance details etc.) regarding practices for the training of trainers (including distance teaching); and the implementation thereof ve uygulamalara ilişkin kanıtlar</li> <li>• Evidence for the practices related to the learning and teaching centers</li> <li>• Documents showing defined processes to follow up the teaching performance of teaching staff (appointment and promotion criteria etc.)</li> <li>• Evidence for the participation of teaching staff in the follow-up and improvement of the processes</li> <li>• Evidence for the follow-up and improvement of the development of teaching competency processes</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>				

		LEARNING AND TEACHING				
B.4. Teaching Staff		1	2	3	4	5
<p><b><u>B.4.3. Incentives and rewards for educational activities</u></b></p> <p>The institution has practices about incentives like "creative/innovative education fund"; and an "outstanding education reward" to increase competition among teaching staff. Creative educational activities are included in the appointment criteria in order to prioritize education and teaching.</p>		<p>The institution does not have any incentive or reward mechanism for its teaching staff.</p>	<p>The institution has plans for the development of competency-based, fair and transparent incentive and rewards mechanisms.</p>	<p>Incentive and rewards practices are implemented throughout the entire institution.</p>	<p>Incentives and rewards practices are followed up and improved.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
		<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Evidence for plans, practices and improvement about the appreciation-recognition and rewarding of the teaching performance of teaching staff</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>				

## LEARNING AND TEACHING

### B.5. Learning Resources

The institution should have the necessary resources and infrastructure to maintain its educational activities and should ensure that the learning opportunities are sufficient and accessible for all students.

	1	2	3	4	5
<p><b><u>B.5.1. The learning environment and resources</u></b></p> <p>Classrooms, laboratories, libraries, studios, coursebooks, online books/documents/videos, etc. resources are suitable in quality and quantity, accessible and are recognized by and available for students. The utilization of the learning environment and resources are followed up and improved.</p> <p>The institution has a learning management system that can fully fulfill educational needs, is user-friendly, ergonomic, and has synchronous, and asynchronous learning, enriched content development, and also measurement and evaluation, and in-service training opportunities.</p> <p>The learning environment and resources foster student-student, student-teaching staff, student-material interaction.</p>	<p>The institution does not have sufficient resources to maintain its educational and teaching activities.</p>	<p>The institution has plans to establish learning resources that are in suitable quality and quantity (classrooms, laboratories, studios, a learning management system, printed/e-resources, human resources, etc.) in order to maintain its educational and teaching activities.</p> <p>oluşturulmasına yönelik planları vardır.</p>	<p>The management of learning resources in the entire institution is performed by taking into consideration field-specific conditions, accessibility, and the balance between units.</p>	<p>The usage and development of learning resources are followed up and improved.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
	<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Learning resources and their state of sufficiency, plans and practices about their improvement</li> <li>• Evidence for accessibility of learning resources (including distance education)</li> <li>• Examples about the learning management system practices</li> <li>• Student feedback tools about the learning resources provided to students (Surveys etc.)</li> <li>• Evidence showing that the learning resources are continuously improved</li> <li>• Evidence concerning the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>				

LEARNING AND TEACHING					
B.5. Learning Resources	1	2	3	4	5
<p><b><u>B.5.2. Social, cultural and sportive activities</u></b></p> <p>There is support about sites, budget, and guidance for student clubs and their social, cultural, or sportive activities.</p> <p>Furthermore, there is an established administrative organization that manages and runs the social, cultural, and sportive activities. The completed practices are examined.</p>	<p>The institution does not have social, cultural and sportive activities of sufficient quality and quantity.</p>	<p>The institution has plans to create opportunities for social, cultural and sportive activities.</p>	<p>The social, cultural, and sportive activities are accessible throughout the entire institution and they are utilized based on equal opportunity.</p>	<p>The social, cultural and sportive activity mechanisms are monitored, diversified and improved based on needs and requests.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
	<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Evidence for the planning and practice of social, cultural, and sportive activities</li> <li>• List of the annual sportive, cultural and social activities organized for the students with information like the type of activity, subject, number of participants, etc. (bilgilerle)</li> <li>• Evidence for the accessibility of activities and that equal opportunity is taken into consideration</li> <li>• Tools, follow-up reports, evidence for diversification and improvement showing the follow-up of social, cultural, and sportive activities</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>				

<b>LEARNING AND TEACHING</b>					
<b>B.5. Learning Resources</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<p><b><u>B.5.3. Facilities and infrastructure</u></b></p> <p>Facilities and the infrastructure (dining, accommodation, technology-equipped study areas, health, transportation, IT services, infrastructure of distance education) are suitable in quantity and quality, accessible and recognized and utilized by students. The utilization of facilities and the infrastructure is examined.</p>	<p>The institution does not have facilities and infrastructure of sufficient quality and quantity.</p>	<p>There are plans in the institution to establish and use facilities and infrastructure (dining, accommodation, technology-equipped study areas, health, transportation, IT services, infrastructure of distance education) of sufficient quality and quantity. kurulmasına ve kullanımına ilişkin planlamalar bulunmaktadır.</p>	<p>The social, cultural, and sportive facilities and infrastructure are accessible throughout the entire institution and they are utilized based on equal opportunity.</p>	<p>The usage of facilities and infrastructure is monitored and improved depending on needs.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Principles and rules about usage of the facilities and infrastructure</li> <li>• Practices related to accessibility and usage</li> <li>• The state of improvement of facilities and infrastructure in relation to institutional growth (e.g. the relationship between the increase in the number of units and the increase in physical spaces)</li> <li>• The status of infrastructure, facilities, hardware and software; in case there are distance education programs and practices in the institution</li> <li>• Evidence for the follow-up, diversification and improvement of the facilities and infrastructure services</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>					

LEARNING AND TEACHING					
B.5. Learning Resources	1	2	3	4	5
<p><b><u>B.5.4. Accessible university</u></b></p> <p>Planned and practiced accessible university elements are stated and completed activities are evaluated. The distance education infrastructure ensures that disadvantaged students have access to education opportunities.</p>	<p>The institution does not have any arrangements for accessible university practices.</p>	<p>The institution has plans for quality, accessible and fair accessible university practices.</p>	<p>Accessible university practices are maintained throughout the entire institution.</p>	<p>Accessible university practices are followed up and improved by also collecting opinions of disadvantaged groups.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
	<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Plans and practices related to services that will be provided to students with special needs (their representation in boards, accessible university practices, practices in distance education processes, etc. if available)</li> <li>• Documents showing that the feedback are employed in improvement mechanisms</li> <li>• Evidence for the follow-up and improvement of accessible university practices</li> <li>• Accessible university rewards</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>				

LEARNING AND TEACHING					
B.5. Learning Resources	1	2	3	4	5
<p><b><u>B.5.5. Psychological counseling and career services</u></b></p> <p>There are psychological counseling and career center services, these are accessible (face-to-face and online) and students are informed about them. The sufficiency of the services are followed up.</p>	<p>The institution does not have any regular psychological counseling and career service practices.</p>	<p>The institution has plans for psychological counseling and career services that are of suitable quality and quantity (accessible, diversified, announced).</p>	<p>Psychological counseling and career service practices operate within plans throughout the entire institution.</p>	<p>The practices of psychological counseling and career services are followed up and improved by also taking student opinions into account.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
	<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Plans and practices regarding guidance, psychological counseling and career services</li> <li>• Career center practices</li> <li>• Results obtained from student feedback tools (surveys etc.) about services provided to students sonuçları</li> <li>• Evidence for follow-up and improvement</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>				

**LEARNING AND TEACHING**

**B.6. Follow-up and Updating of Programs**

The institution should follow up and update its programs periodically to ensure that the educational and training goals are reached and that they cater for the needs of the students and the public. The graduates should be followed up regularly.

	1	2	3	4	5
<p><b><u>B.6.1. The follow-up and updating of program outcomes</u></b></p> <p>The follow-up of program goals and learning outcomes are performed as planned for each program and course (face-to-face, distance, blended, open). The functioning and results of this process are evaluated with the stakeholders. The statistical indicators about learning and teaching (courses offered each year, student numbers, grades, results of feedback, course diversity, lab applications, the balance of undergraduate/postgraduate programs, drop out numbers and reasons, etc.) are followed up periodically and systematically and are discussed, evaluated and compared in order to continue the development towards quality education. There is a plan, incentive and practice for program accreditation; the accreditation strategy of the institution is stated and its implications are discussed. The benefits of accreditation and its contribution to the internal quality assurance system are evaluated.</p>	<p>The institution does not have any mechanisms for the follow-up and updating of program outcomes.</p>	<p>Periods, principles, rules and indicators of the follow-up and updating of program outcomes are established.</p>	<p>Mechanisms about the follow-up and updating of the program outcomes are implemented in all programs.</p>	<p>The program outcomes are followed up with these mechanisms and updated by also including the opinion of relevant stakeholders.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Periods (annual and at the end of the program), principles, rules, indicators, plans and practices about the follow-up and updating of the programs.</li> <li>• Examples of mechanisms the institution has established to update the programs in line with the institution’s mission, vision and objectives</li> <li>• Annual self-evaluation reports of programs (assessment with a focus on program outcomes)</li> <li>• Systems monitoring whether the program outcomes are achieved (the Information Management System)</li> <li>• Improvements made on the basis of yearly and duration based self-evaluation of programs</li> <li>• Practices ensuring that all stakeholders are informed on the latest improvements and changes</li> <li>• Feedback on whether the program has reached its goals or not</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>					



		LEARNING AND TEACHING				
B.6. Follow-up and Updating of Programs		1	2	3	4	5
<p><b><u>B.6.2. The Alumni Tracking System</u></b></p> <p>Alumni employment information like job placement, graduate education, income rate, and employer/alumni satisfaction is systematically and comprehensively collected, assessed and used in the institutional development strategies.</p>		<p>The institution does not have an alumni tracking system.</p>	<p>The institution has plans for an alumni tracking system in order to assess whether the programs have reached their goals and objectives or not.</p>	<p>There are alumni tracking system practices throughout the programs in the entire institution.</p>	<p>The alumni tracking system practices are monitored and improvements on the programs are made depending on requirements.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
		<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Features of the alumni tracking system</li> <li>• Satisfaction level about the competencies of the graduates and the level of attainment of program goals and objectives</li> <li>• Improvement work in the programs as part of the alumni tracking system</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>				

## C. RESEARCH AND DEVELOPMENT

### C.1. Research Strategy

The institution should conduct research and development activities that are in line with the academic priorities defined in the framework of its strategic plan, and that are able to create value for the benefit of society.

	1	2	3	4	5
<p><b><u>C.1.1. The research policy, objectives and strategy of the institution</u></b></p> <p>The research policies, objectives, strategies, and prioritized research areas of the institution are determined with the stakeholders. These are in alignment with the mission of the institution and guide research decisions and activities. The policy includes; the research approach of the institution, its priorities, its relationship with its educational function, the research performance expected from teaching staff, what kind of management it adopts in research and development, research and support units and development goals, institutional research choices, its prominent research foci, centers of excellence, and the research emphasis that the institution wants to declare particularly. The policy statement is a written text that is recognized and adopted by the staff in the institution, it is shared with the stakeholders and staff trust its continuity.</p>	<p>The institution does not have a defined research policy, strategy and objectives.</p>	<p>The institution has a research policy, strategy and objectives that express its point of view to research, research principles, priorities and choices about managing its resources.</p>	<p>There are practices in line with the defined research policy, strategy and objectives throughout the entire institution.</p>	<p>The institution monitors practices related to the research policy, strategy and objectives and takes precautions based on the results of the follow-up process.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• The research policy, strategy and objectives</li> <li>• Research performance indicators</li> <li>• Evidence for activities performed in line with the research strategy</li> <li>• Evidence for the follow-up and improvement of the research policy, strategy and objectives</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>					

RESEARCH AND DEVELOPMENT					
C.1. Research Strategy	1	2	3	4	5
<p><b><u>C.1.2. Management of the research and development processes and its organizational structure</u></b></p> <p>Adopted approaches about research methods, how the motivation and guidance function is designed, how clearly the short and long term goals are defined, the research management team and their job descriptions are established; practices are developed in line with these institutional preferences. The efficiency and success of the research management are followed up and improved.</p>	<p>The institution does not have plans for the management and organizational structure of its research and development processes.</p>	<p>The institution has plans that take matters like guidance and motivation into account regarding the management and organizational structure of its research and development processes.</p>	<p>The management and organization of the research and development processes are practiced in line with the institutional preferences throughout the entire institution.</p>	<p>The institution follows up the results and takes precautions about the efficiency of the structure of the management and organization of its research and development processes.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
	<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Management of the research and development processes and its organizational structure</li> <li>• The research governance model and practices</li> <li>• Evidence showing that the efficiency of the research management and organizational structure is followed up and improved</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>				

RESEARCH AND DEVELOPMENT					
C.1. Research Strategy					
	1	2	3	4	5
<p><b><u>C.1.3. Relation of research to local/regional/national development goals</u></b></p> <p>The institution evaluates the relation of research to local/regional/national development goals, its socio-economical and cultural contribution; the level of national and international competition, awareness of stakeholders, and its continuity and level of ownership. The effect of research outcomes on local/regional/national development goals is evaluated and related improvements are made.</p>	<p>The institution does not consider the local, regional or national development goals and changes in its research activities.</p>	<p>The institution considers the local, regional and national development goals and changes in planning its research.</p>	<p>Research is carried out considering the local, regional and national development goals and changes throughout the entire institution.</p>	<p>Research results are monitored and follow-up results are improved considering the local, regional and national development goals and changes.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
	<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• The relationship of the institution's research plans to the local, regional and national development goals</li> <li>• Research examples related to the local, regional and national development goals</li> <li>• Evidence for the follow-up and improvements of the related research outcomes</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>				

**RESEARCH AND DEVELOPMENT****C.2. Research Resources**

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

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b><u>C.2.1. Research Resources</u></b>  The physical, technical and financial research resources of the institution are in line with and sufficient for its mission, goals and strategies. The variety and sufficiency of the resources are followed up and improved.	The institution does not have sufficient resources to maintain its research and development activities.	The institution has plans for creating physical, technical and financial resources that are suitable in quality and quantity to be able to maintain its research and development activities.	The institution manages its research and development resources taking its research strategy and the balance between its units into account.	The institution follows up and improves the variety and sufficiency of its research resources.	There are internalized, systematic and sustainable practices that can be used as examples of best practices.
<b>Sample Evidence</b> <ul style="list-style-type: none"><li>• The research and development budget and its distribution</li><li>• Strategic partnerships made in the scope of research activities (public or private)</li><li>• Evidence showing that the research and development resources are managed in line with the research strategy.</li><li>• Evidence for the follow-up and improvements of the variety and sufficiency of the research resources</li><li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li></ul>					

RESEARCH AND DEVELOPMENT					
C.2. Research Resources					
	1	2	3	4	5
<p><b><u>C.2.2. Intra-university resources (Scientific Research Projects Units- SRP)</u></b></p> <p>There are easily accessible core intra-university funds for novice researchers. Research potential is developed through projects, conference participation, travel, expert invitation funds, personal funds, rewards for fostering motivation and competitive promotion criteria. The yearly changes, the efficiency and sufficiency, areas for further improvement and the level of meeting expectations of intra-university resources are examined.</p>	<p>The institution does not have intra-university resources for its research and development activities.</p>	<p>The institution has plans for creating intra-university resources (like the SRP directive) that are suitable in quality and quantity to be able to maintain its research and development activities.</p>	<p>The institution maintains its research and development activities taking intra-university resources, research strategy and the balance of units into account.</p>	<p>The institution monitors and improves the usage and distribution of intra-university resources.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Defined processes regarding internal resources and their utilization (The SRP Directive, Internal Resource Usage Directive, etc.)</li> <li>• Distribution of internal resources among the units</li> <li>• Examples of research where internal resources are used</li> <li>• Evidence for the follow-up and improvement of the distribution and usage of internal resources</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>					

RESEARCH AND DEVELOPMENT					
C.2. Research Resources	1	2	3	4	5
<p><b><u>C.2.3. Access to resources outside the university (Support units, methods)</u></b></p> <p>Access to resources outside the university that are compatible with the mission and goals are supported. Support units and methods that work for this purpose are defined and recognized by researchers. The completed practices are examined.</p>	<p>The institution does not have access to resources outside the university for its research and development activities.</p>	<p>The institution has plans for creating methods and support units for use of resources outside the university.</p>	<p>The institution has methods and units to support the use of resources outside the university in order to maintain its research and development activities in line with its research strategy.</p>	<p>The institution monitors and improves the use of resources for research and development outside the university.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
	<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Methods and units formed to support use of external resources</li> <li>• Evidence for the work of support units</li> <li>• Evidence showing the distribution of external resources</li> <li>• Changes in the external resources by years</li> <li>• Evidence for the follow-up and improvement of the use of external resources</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>				

RESEARCH AND DEVELOPMENT					
C.2. Research Resources	1	2	3	4	5
<p><b><u>C.2.4. Doctoral programs and postdoctoral opportunities</u></b></p> <p>The development trends of the application processes, registered students, and alumni numbers of doctorate programs are monitored. There are postdoctoral opportunities in the institution and the inbreeding policy is clear.</p>	<p>The institution does not have doctoral or postdoctoral programs.</p>	<p>The institution has plans for doctorate programs and postdoctoral opportunities that are in line with the research policy, goals, and strategies of the institution.</p>	<p>The institution has doctorate programs and postdoctoral opportunities that support and are in line with the research policy, goals, and strategies of the institution.</p>	<p>The institution monitors and improves doctorate programs and postdoctoral opportunities regularly.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
	<p>Sample Evidence</p> <ul style="list-style-type: none"> <li>• Evidence for doctoral programs and postdoctoral opportunities</li> <li>• The numbers and distribution across units of the students/researchers who benefit from these programs and opportunities</li> <li>• Evidence for the follow-up and improvement of the doctoral programs and postdoctoral opportunities</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>				



RESEARCH AND DEVELOPMENT					
C.3. Research Competence					
The institution should provide opportunities to sustain and develop the research competencies of the teaching staff.					
	1	2	3	4	5
<p><b><u>C.3.1. The improvement of research competencies of teaching staff</u></b></p> <p>The rate of researchers with a doctoral degree, the distribution of institutions where the doctoral degrees are earned from, clustering/expertise accumulation, analyses of compatibility with research goals, and alignment to goals are evaluated. The institution has systematic activities like trainings, workshops, project markets, etc. to develop the research and development competencies of the academic staff. gibi sistematik faaliyetler gerçekleştirilmektedir.</p>	<p>The institution does not have mechanisms towards developing research and development competencies of the teaching staff.</p>	<p>The institution has plans for developing the research competencies of its teaching staff.</p>	<p>There are practices for developing the research competencies of the teaching staff throughout the entire institution.</p>	<p>The practices for developing research competencies of the teaching staff in the institution are monitored and results are evaluated with the teaching staff to take precautions.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
	<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Plans and practices (supportive training, international opportunities, project collaboration works, etc.) aiming at developing the research competencies of the teaching staff</li> <li>• Teaching staff feedback</li> <li>• Evidence for the follow-up and improvement of the research competencies of teaching staff</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>				

RESEARCH AND DEVELOPMENT					
C.3. Research Competence					
	1	2	3	4	5
<p><b><u>C.3.2. National and international joint programs and joint research units</u></b></p> <p>There are efficient mechanisms that encourage inter-institutional cooperation, interdisciplinary initiatives, and joint initiatives that create synergy. Multiple research activities like joint research or postgraduate programs, involvement in research networks, presence of joint research units, and national and international cooperation are defined, supported and evaluated systematically to make improvements that are aligned with the goals of the institution.</p>	<p>The institution does not have any mechanisms for establishing joint programs or joint research units on national and international level.</p>	<p>The institution has plans and mechanisms for multiple research activities like national and international joint programs and joint research units, participation in research networks and establishing collaboration.</p>	<p>There are national and international joint programs and joint research activities running throughout the entire institution.</p>	<p>The institution follows up its national and international joint programs and joint research activities and makes improvements based on assessment with relevant stakeholders.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
	<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Mechanisms for establishing joint programs or joint research units on national and international level</li> <li>• Research networks that the institution is part of, joint programs and research units of the institution, studies based on joint research</li> <li>• Stakeholder feedback</li> <li>• Evidence for the follow-up and improvement of joint programs and joint research activities</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>				

## RESEARCH AND DEVELOPMENT

### C.4. Research Performance

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

	1	2	3	4	5
<p><b><u>C.4.1. Performance evaluation of the teaching staff</u></b></p> <p>Each teaching staff member (researcher) is expected to share their research performance; there are defined processes that regulate this and these processes are recognized by relevant stakeholders. Research performance is followed up and evaluated on a yearly basis and used in line with institutional policies. Outcomes, group averages, and scattering is shared transparently. The systematic and permanent practice of performance appraisal is ensured.</p>	<p>The institution does not have mechanisms for monitoring and assessing the research performance of the teaching staff.</p>	<p>The institution has principles, rules and indicators for the monitoring and evaluation of the research performance of its teaching staff.</p>	<p>Established mechanisms for follow-up and assessment of the research and development performance of teaching staff are used throughout the entire institution.</p>	<p>The research and development performance of the teaching staff is monitored and improvements are made by assessing them with the teaching staff.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
	<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"><li>• Defined and valid processes related to the follow-up of the research and development performance of academic staff (Regulations, directives, process definitions, measurement tools, guide, manual, an appreciation- recognition system, incentive mechanisms, etc.)</li><li>• Analysis reports of the research performance of teaching staff</li><li>• Feedback from teaching staff</li><li>• Evidence for follow-up and improvement records on research and development performance</li><li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li></ul>				

RESEARCH AND DEVELOPMENT					
C.4. Research Performance					
	1	2	3	4	5
<p><b><u>C.4.2. The follow-up and improvement of research performance</u></b></p> <p>The institutional research activities are monitored, assessed, and compared against goals, and the reasons for deviations are evaluated yearly. The level of internal and external awareness about the focus points of the university; international visibility, analysis of claimed expertise areas, compatibility with goals are systematically analyzed. Incentive and appreciation mechanisms are based on performance. Competition with competitors and benchmarking are monitored. The systematic and permanent practice of performance appraisal is ensured.</p>	<p>The institution does not have mechanisms for monitoring and assessing research performance.</p>	<p>The institution has principles, rules and indicators for the follow-up and assessment of its research performance.</p>	<p>Mechanisms established for monitoring and assessment of the research performance are used throughout the entire institution.</p>	<p>The institution monitors its research performance and makes improvements with input from relevant stakeholders.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
	<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Defined processes to monitor current research performance</li> <li>• Mechanisms established to monitor whether the research goals have been achieved</li> <li>• Stakeholder feedback</li> <li>• Evidence for the follow-up and improvement of research performance</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>				

RESEARCH AND DEVELOPMENT					
C.4. Research Performance					
	1	2	3	4	5
<p><b><u>C.4.3. Assessment of research budget performance</u></b></p> <p>The yearly changes of the research budget, its share in the total budget, and the changes in the components of state funds/national competition funds/ international competition funds are monitored. The alignment of these volumes with the mission and the goals of the institution, and success/failures are evaluated.</p>	<p>The institution does not have mechanisms for following-up and assessing research budget performance.</p>	<p>The institution has principles, rules, methods and indicators for assessing the research budget performance.</p>	<p>The institution uses mechanisms for assessing the research budget performance.</p>	<p>The institution monitors and improves the research budget performance.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
	<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Defined processes and practices related to the assessment of the research budget performance</li> <li>• Budget distribution and its changes in years</li> <li>• Evidence for the follow-up and improvement of budget distribution</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>				

**D. SERVICE TO SOCIETY**

**D.1. The Service to Society Strategy**

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

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<p><b><u>D.1.1. The policy, goal and strategy of service to society</u></b></p> <p>The service to society policy of the institution expresses its approach holistically; in the areas below:                      -social responsibility (free services; contribution to social and cultural life, the contribution of the university to city life, introduction and popularization of science for the public),                      -information and technology transfer (contracted research, consultancy, services, and projects for the industry; contracted research, consultancy, services, and projects for state agencies; participation in policy development, sharing of expertise),                      -entrepreneurship, innovative companies                      intellectual property, patent, trademark                      facility management (rental income, laboratory services, etc.),                      -training within the lifelong learning framework, courses, certificates, diplomas,                      -the above mentioned areas, and other institutional areas are handled in a document that summarises their place in the institution, their goals, strategies, mechanisms, organizational structure, yearly budget or shared rates, trends in years and their developmental framework.                      There are mechanisms for the follow-up of indicators and comparison of those against goals (improvement mechanisms).                      The goals and strategies are determined in line with the policy.</p>	<p>The institution does not have a defined service to society policy, objectives and strategy.</p>	<p>The institution has a service to society policy, objectives and strategy that expresses its principles, priorities and preferences in the management of its resources in the context of its service to society activities.</p>	<p>There are practices in line with the service to society policy, strategy and objectives throughout the entire institution.</p>	<p>The institution follows up its service to society policy, strategy and objectives and makes improvements with input from the relevant stakeholders.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• The policy, strategy and objectives of service to society</li> <li>• A list of the priority areas determined in the university’s service to society processes and documents showing how they are determined</li> <li>• Example practices in line with the service to society strategy</li> <li>• Evidence for the involvement of stakeholders</li> <li>• Evidence for the follow-up and improvement of the service to society policy, strategy and objectives</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>					

						<b>SERVICE TO SOCIETY</b>					
<b>D.1. The Service to Society Strategy</b>						<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<p><b><u>D.1.2. The management and organizational structure of internationalization processes</u></b></p> <p>The service to society policy, the management of the service to society processes, and its organizational structure are institutionalized. The management and organizational structure of the service to society processes are in alignment with the service to society policy of the institution, and job descriptions are determined. The functioning of the structure is monitored and relevant improvements are made.</p>						<p>The institution does not have plans for the management and organizational structure of its service to society processes.</p>	<p>The institution has plans for the management and organizational structure of its service to society processes.</p>	<p>The management and organization of the service to society processes are implemented in line with the institutional preferences.</p>	<p>The institution follows up the results and takes precautions about the efficiency of the structure of the management and organization of its service to society processes.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>	
						<p>Sample Evidence</p> <ul style="list-style-type: none"> <li>• Management and organizational structure of service to society processes</li> <li>• The service to society governance model</li> <li>• Units conducting service to society activities and example practices</li> <li>• Evidence for the follow-up and improvement regarding the efficiency of management and organizational structure of service to society processes</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>					

**SERVICE TO SOCIETY**

**D.2. The Service to Society Resources**

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

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<p><b><u>D.2.1. Resources</u></b></p> <p>Resources allocated for service to society activities (financial, physical, human power) are determined, shared, and institutionalized; they are monitored and assessed.</p>	<p>The institution does not have sufficient resources to maintain its service to society activities.</p>	<p>The institution has plans for creating physical, technical and financial resources that are suitable in quality and quantity to be able to maintain its service to society activities.</p>	<p>The institution manages its service to society resources by taking the service to society strategy and the balance between units into account.</p>	<p>The institution monitors and improves the variety and sufficiency of its service to society resources.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Research and application centers and other units that conduct service to society activities</li> <li>• The budget allocated to service to society works and its yearly changes</li> <li>• Evidence showing that the service to society resources are managed in line with the service to society strategy</li> <li>• Evidence for the follow-up and improvements of the variety and sufficiency of the service to society resources</li> <li>• Evidence concerning the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>					



**SERVICE TO SOCIETY**

**D.3. Service to Society Performance**

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

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<p><b>D.3.1. The follow-up and improvement of service to society performance</b></p> <p>The stage of realization and performance of service to society are monitored, the follow-up mechanisms and processes are established, and are sustainable. There is evidence for steps taken for improvement.</p>	<p>The institution does not have any mechanisms for the follow up and improvement of its service to society performance.</p>	<p>The institution has principles, rules and indicators for the follow up and evaluation of its service to society performance.</p>	<p>Mechanisms established for follow up and evaluation of the service to society performance are used throughout the entire institution.</p>	<p>The institution monitors its service to society performance and makes improvements with input from relevant stakeholders.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Defined processes to monitor current service to society performance</li> <li>• Mechanisms established to monitor whether the service to society goals are achieved</li> <li>• Stakeholder feedback</li> <li>• Evidence for the follow up and improvement of service to society performance</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>					

## E. GOVERNANCE SYSTEM

### E.1. Structure of Governance and Administrative Units

The institution should have a governance and administrative structure that ensures the accomplishment of strategic goals qualitatively and quantitatively. The governing body should be able to undertake constructive leadership, the administrative staff should have the required competence.

	1	2	3	4	5
<p><b><u>E.1.1. The governance model and administrative structure</u></b></p> <p>The governance model and administrative structure (institutional approach within the legal framework, traditions, preferences); decision-making mechanisms, control and balance of elements, independent operation ability of the boards, the representation of stakeholders, the comparison of the foreseen governance model and its realization, the institutionality and continuity of the model; are recognized, established and adopted. The actions, authority and responsibilities, and communication with the institution's academic community of board of trustees in foundation higher education institutions, and vice-rectors and consultants in all higher education institutions (senior governing body); the alignment of the managerial style of the superior governing body with the targeted institutional identity is recognized, established and adopted. There are processes regarding an organizational chart and affiliation/reporting relationships; job descriptions, and workflow, and these reflect the current state of the institution; also these are published and it is ensured that they are recognized by the stakeholders.</p>	<p>The institution does not have a governance model and organizational structure that are in alignment with its mission and are supporting the achievement of the strategic objectives.</p>	<p>The institution's governance model and administrative structure that ensure the achievement of its mission and strategic objectives are defined with its whole processes; and authorities, duties, and responsibilities that are in line with these processes are determined.</p>	<p>The governance model and organizational structure of the institution functions in a manner that includes the entirety of units and areas.</p>	<p>The practices related to the management and organizational structure of the institution are monitored and improved.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
	<p>Sample Evidence</p> <ul style="list-style-type: none"> <li>• The governance model and organizational chart</li> <li>• Practices/evidence showing that the institution implements its policy and strategic objectives regarding the governance and administrative areas</li> <li>• Evidence for the follow up and improvement regarding the governance and organizational structure</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>				

GOVERNANCE SYSTEM					
E.1. Structure of Governance and Administrative Units	1	2	3	4	5
<p><b><u>E.1.2. Process Management</u></b></p> <p>All processes and sub-processes of activities (including distance education) are defined. The accountable parties for processes, workflow, management and ownership are documented and adopted by the institution. There is evidence of a successful process management. The continuous process improvement cycle is established.</p>	<p>The institution does not have defined processes for its practices regarding learning and teaching, research and development, service to society and governance system.</p>	<p>The institution has defined processes for its practices regarding learning and teaching research and development, service to society and governance system.</p>	<p>Defined processes are managed throughout the entire institution.</p>	<p>The institution follows up its process management mechanisms and makes improvements with input from relevant stakeholders.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• The Manual of Process Management</li> <li>• The process management model and practices, related systems, governance mechanisms (including distance education)</li> <li>• Evidence for the involvement of stakeholders</li> <li>• Evidence for the follow up and improvement of process management mechanisms</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>					

**GOVERNANCE SYSTEM**

**E.2. Resource Management**

The institution should have a governance system ensuring that the human resources, financial resources and all the estates and assets are used efficiently and productively.

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<p><b>E.2.1. Human resources management</b></p> <p>There are rules and processes regarding academic and administrative staff. These are recognized in the institution. Practices are transparent. Education and merit are the priority criteria and the main goal is to improve competencies. Methods and mechanisms to identify and monitor the satisfaction/complaints/suggestions of employees (academic- administrative) are established, practiced and the results are evaluated.</p>	<p>The institution does not have a defined process for the management of human resources.</p>	<p>The institution has defined practices for the management of human resources in accordance with its strategic goals.</p>	<p>The human resources management practices are maintained in line with the defined processes throughout the entire institution.</p>	<p>The institution monitors its human resources management practices and makes improvements with input from relevant stakeholders.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• The human resources policy and goals, and practices related to these (competencies, recruitment, in-service training, incentives and rewards, etc.)</li> <li>• Employee (academic and administrative) satisfaction surveys, implementation systematics, and survey results</li> <li>• Evidence for the follow up and improvement of the human resources management practices</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>					

GOVERNANCE SYSTEM					
E.2. Resource Management	1	2	3	4	5
<p><b>E.2.2. Management of financial resources</b></p> <p>Basic income and expense items are defined and followed up over years.</p> <p>The Total Current Budget (income) = State education contribution (all income that comes directly from the central budget and does not include the research and development category) + student income (all income that is obtained from students: Formal and evening education, non-thesis master's degree, summer school, services/fees, dining and accommodation fees, etc.) + research income (acquired from the central budget of the state + national allocation - non-competitive projects) + national competitor research funding + international research funding [private account, circulating capital, acquisition from the foundation, and other accounted amounts] + service to society income (medicine, dentistry, etc.) health service income of faculties [circulating capital, or other accounted amounts] + engineering, architecture, etc. faculty income for knowledge and technology transfer/projects/practices [circulating capital, or other accounted amounts] + adult education/life long learning income + rental income + laboratory/experiment/measurement, etc. income [private account, circulating capital, acquisition from the foundation, and other accounted amounts] + donations (non-state resources that are transferred to the university with or without conditions) are monitored in detail and associated with the institutional profile.</p>	<p>The institution does not have a defined process for the management of financial resources.</p>	<p>The institution has defined processes for the management of financial resources that are in alignment with its strategic objectives.</p>	<p>The financial resources management practices are maintained in line with the defined processes throughout the entire institution.</p>	<p>The institution monitors and improves its financial resources management processes.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Defined processes and practices related to the management of financial resources (Distribution and efficient use of resources, variety of resources)</li> <li>• Alignment of the planning, usage and follow up practices of financial resources to the strategic plan of the institution</li> <li>• Evidence for the follow up and improvement of the financial resources management practices</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>					

**GOVERNANCE SYSTEM**

**E.3. Information Management System**

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

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<p><b><u>E.3.1. The integrated information management system</u></b></p> <p>Data on important activities and processes of the institution are collected, analysed, reported and used for strategic management. The Information Management System used by academic and administrative departments is integrated and feeds quality management processes.</p>	<p>The institution does not have any information management system.</p>	<p>The institution has information management systems to support the acquisition, storage, usage, processing and evaluation of information.</p>	<p>The institution maintains an integrated information management system that supports the basic processes (learning and teaching, research and development, service to society, quality assurance).</p>	<p>The institution monitors and improves the integrated information management system.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• Information management system and its functions</li> <li>• Defined processes for obtaining, saving, updating, processing, evaluating and sharing information.</li> <li>• Evidence for the follow up and improvement of Information Management System</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>					

GOVERNANCE SYSTEM					
E.3. Information Management System	1	2	3	4	5
<p><b><u>E.3.2. Information security and reliability</u></b></p> <p>The security, confidentiality and reliability of the Information Management System are provided. The mechanisms are monitored and improved. Considering that all instructional interactions have been digitized in the distance education process, security and confidentiality measures have been taken regarding the access to content such as student information, course registrations, exams and discussion platform records.</p>	<p>The institution does not have any practices to provide information security and reliability.</p>	<p>The institution has defined processes to provide information security and reliability.</p>	<p>The institution has integrated practices providing information security and reliability.</p>	<p>The practices providing information security and reliability in the institution are monitored and improved.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
<p>Sample Evidence</p> <ul style="list-style-type: none"> <li>• Processes and practices ensuring information security and reliability</li> <li>• Commissions established and works for the protection of personal data</li> <li>• Follow up and improvement evidences regarding practices for ensuring information security and reliability</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>					

**GOVERNANCE SYSTEM**

**E.4. Support Services**

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

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<p><b><u>E.4.1. Suitability, quality and continuity of goods and services</u></b></p> <p>The procurement process, suitability and quality criteria of the services procured from outside the institution are defined and applied. Performance and satisfaction controls are carried out and related improvements are made.</p>	<p>The institution does not have defined processes to evaluate the suitability, quality and continuity of outsourced goods and support services.</p>	<p>The institution has defined processes to ensure the suitability, quality and continuity of outsourced support services and goods.</p>	<p>Mechanisms that ensure the appropriateness, quality and continuity of outsourced support services and goods are operated throughout the entire institution.</p>	<p>Mechanisms that ensure the suitability, quality and continuity of services and goods are monitored in the institution and are improved by the feedback of relevant stakeholders.</p>	<p>There are internalized, systematic, sustainable and exemplary practices.</p>
<p><b>Sample Evidence</b></p> <ul style="list-style-type: none"> <li>• List of outsourced goods and services and their suppliers</li> <li>• Defined processes to evaluate suppliers' performance</li> <li>• Supplier performance evaluation method and examples of using performance results</li> <li>• Examples of meetings held with suppliers, mechanisms for their participation in processes</li> <li>• Stakeholder feedback</li> <li>• Follow up and improvement evidence showing suitability, quality and continuity mechanisms of services and goods</li> <li>• Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</li> </ul>					



**GOVERNANCE SYSTEM**

**E.5. Public Disclosure and Accountability**

The institution should 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 should have a set of approaches that can enable assessing and evaluating the productivity of the administrative and managerial staff and ensure their accountability.

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<p><b><u>E.5.1. Public Disclosure and Accountability</u></b></p> <p>Informing the public is adopted as a principle, the ways and how to use them are designed, announced in an accessible manner, and all information steps are taken systematically. The website of the institution provides accurate, up-to-date, relevant and easily accessible information; a mechanism to ensure it is available. There are findings that the concepts of institutional autonomy and accountability complement each other. Internal and external accountability methods are designed and implemented. It is systematic, carried out within the framework of the announced calendar, and those in charge of this operation are clearly defined. Its effectiveness is evaluated with the received feedback. The relations of the institution with external stakeholders, associated local administrations, other universities, public institutions, non-governmental organizations, industrial organizations and local people in its region are assessed.</p>	<p>There are no mechanisms in the institution to inform the public and establish accountability.</p>	<p>There are defined processes in the institution to inform the public in line with the principles of transparency and accountability.</p>	<p>The institution operates public disclosure and accountability mechanisms in line with its defined processes.</p>	<p>Public disclosure and accountability mechanisms of the institution are monitored and improved based on stakeholder views.</p>	<p>There are internalized, systematic and sustainable practices that can be used as examples of best practices.</p>
	<p>Sample Evidence</p> <p>Sample practices related to informing the public and accountability</p> <p>Satisfaction and feedback of internal and external stakeholders regarding public disclosure and accountability</p> <p>Evidence for follow up and improvement of public disclosure and accountability mechanisms</p> <p>Evidence for the specific approaches and practices developed by the institution in line with the institutional needs along with standard practices and legislation</p> <p>The principles, rules and methods adopted in relation to public disclosure and accountability</p>				

## ANNEX.2 PERFORMANCE INDICATORS

This document has been prepared in order to explain the questions in the "Indicators" module in the "Quality Assurance Management Information System" on the official website of the Higher Education Quality Council, [www.yokak.gov.tr](http://www.yokak.gov.tr), and to enter data for the relevant indicators correctly.

Indicators marked with \* represent "THEQC Key Performance Indicators".

### Data Sources

Data published on Higher Education Council Information System (YÖKSİS) => [istatistik.yok.gov.tr](http://istatistik.yok.gov.tr)  
 Institution => Data filled out by the institution itself  
 Student Selection and Placement Center (ÖSYM) => Data taken from ÖSYM  
 THEQC => Refers to data from different sources (calculated by URAP, THE, WOS or the board)

Except as stated below; the data obtained from CoHE, Student Selection and Placement Center and other institutions are taken collectively for 5 years from the sources mentioned above by THEQC.

**1. Under the heading of "Information on the Institution"** the followings were filled by the institutions before 2019, and were taken from the Higher Education Council Information System (YÖKSİS) for 2019 indicators.; 1- Number of Faculties, 2- Number of Institutes, 3- Number of Schools, 4- Number of Vocational Schools, 5- Number of Research and Application Centers, 6- Number of Associate Degree Programs, 7- Number of Undergraduate Degree Programs, 8- Number of Master's Degree Programs, 9- Number of Doctoral Programs, 10- Number of Proficiency in Arts Programs. Among these data classified as Active, Passive and Semi-Passive, only ACTIVE ones were taken.

**2. Under the heading of Quality Assurance System**, the following addresses were used;

- 5- SCIMAGO => <https://www.scimagoir.com/> ,
- 6- Round University Ranking (RUR) => <https://roundranking.com/> ,
- 7- URAP World Ranking => <https://www.urapcenter.org/Rankings> ,
- 8- URAP Turkey Ranking => <http://tr.urapcenter.org/> ,
- 9- Webometrics => <http://www.webometrics.info/> ,
- 10- Times Higher Education (THE) => <https://www.timeshighereducation.com/> ,
- 11- QS => <https://www.topuniversities.com/> ,
- 12- USNEWS => <https://www.usnews.com/> ,
- 13- NTU => <http://nturanking.lis.ntu.edu.tw/> ,
- 14- ARWU => <http://www.shanghairanking.com/> .

3. Since the followings were entered by the institutions including 2019 and will be taken from CoHE in the coming years they are written **under the heading of "Data obtained from YÖKSİS"** ; 7- Number of Interdisciplinary Master's Degree Programs with Thesis, 8- Number of Interdisciplinary Non-Thesis Master's Degree Programs,

9- Number of Interdisciplinary Doctoral Programs.

**4. Under the heading of Research and Development** the followings were taken from WOS - InCites by our board; 1- Number of Annual Publications in SCI, SSCI AND A&HCI Indexed Journals, 3- Number of Citations, 4- Citation Score, 5- Q1 Number of Publications, 6- Q1 Publication Rate. As stated in the explanations, "Article" and "Review" filters were applied while collecting the data.

The followings were taken from the Scopus database by our board; 7- Total Number of Publications (Documents), 9- Area-Weighted Citation Index, 10- Number of Internationally Co-authored Publications 11- Total Number of Publications in International Cooperation, 12- Number of Publications Made with University-Industry Cooperation, 13- The Ratio of the Number of Publications Made in Cooperation with the University and Industry to the Total Number of Publications, 14- The Number of Publications Cited in the First 10%, 15- The Ratio of the Number of Cited Publications in the First 10% to the Total Number of Publications, 16- The Number of Publications in Journals in the Top 10%, 17- The Ratio of the Number of Publications in Journals in the Top 10% to the Total Number of Publications.

Due to the general reporting structure of our Council, the time interval given in the indicator statement is "as of December 31st ..." Even though written as (Calendar Year), since these data are kept as "Learning and Teaching Period" in YÖKSİS, which is the source of the data, the time interval was taken as the related "Academic Year" in order to reach the common data.

## Important Notices on Data Entries

The points to be considered while entering the indicator through the Quality Assurance Management Information System are listed below.

### **Important Notice 1**

During Data Entry;

- Use **comma (,)** for decimal separator
- Do not use **period (.)** for numbers with 4 digits and above.

**Example Indicator**

Total Amount of Education + Research Areas (m2)

Actual Data	How Data is Entered	Data Generated in the System	Result
97552	97.552	97,552	✗
97552	97552	97552	✓
97552,53	97552.53	97552,53	✓
97552,53	97552,53	97552,53	✓
1754698	1.754.698	0	✗
1754698	1754698	1754698	✓
87,98	87,98	87,98	✓

**Important Notice 2**

Some indicators take place as ... rate.

If it is not stated (as %) in the sentence, rate the numerator and denominator of the value in the related indicator.

If it is stated in the sentence (as %), write it as a percentage after proportioning the value in the related indicator.



**Example Indicator**

Academic Staff Satisfaction Rate (as %)

Actual Data	How Entered	Data Generated in the System	Result
95,58	95,58	95,58	✓
0,567	0,567	0,567	✗
Attention: As in this example, if your satisfaction rate is 56/100, that is 56%, but if you calculated it as 0.56 while formulating it, please convert the figure you calculated as a percentage (%). In this case, the number to be entered will be $0.567 * 100 = 56.7$ .			
56.7	56,7	56,7	✓

The Ratio of the Number of Associate + Bachelor's + Master's + Doctoral Programs to the Total Number of Programs of which Program Information Package is complete and can be viewed on the website of the institution

*Turkish Higher Education Quality Council - Institutional Self Evaluation Report (ISER) Writing Guide (Version 2.1 - 27/01/2021)*

Actual Data	How Data is Entered	Data Generated in the System	Result
0,57	0,57	0,57	
0,57	57	57	

### **Important Notice 3**

No indicator value can be less than 0 (zero). Enter minimum 0 (zero) data for the relevant indicator values or leave it blank. If you do not have a measurement related to the indicator, you can leave the indicator blank or enter "0". There is no difference between not entering data and entering 0 during data entry, and the indicator values in both cases will be displayed as blank during report retrieval.

### **Important Notice 4**

Upload the indicators by changing the names of the files. If you upload a file with the same name, it will overwrite the previously uploaded file.

### **Important Notice 5**

When uploading evidence on the indicators, instead of uploading the whole report for the related indicator, add the required section/s of the related report.

### **Important Notice 6**

Make sure that the data uploaded on the evidence is uploaded in accordance with the "Personal Data Protection Law" and other legislative provisions.

### **Important Notice 7**

While calculating the data regarding the indicators, the calendar year will generally be taken as a basis. The data should cover the dates from 1 January to 31 December. (It will be given in detail in the table below.)

### **Important Notice 8**

Regarding the financial values under the heading of Governance System; Foundation Universities can enter their data for the last audit period in order to be compatible with CoHE audits as required by their own systems. State universities should enter the relevant Financial Year information.

The THEQC Performance Indicators	From	Explanation
1. Information on the Institution		
1- Number of Faculties	YÖKSİS	Refers to the number of Active Faculties as of December 31st.
2- Number of Institutes	YÖKSİS	Refers to the number of Active Institutes as of December 31st.
3- Number of Schools	YÖKSİS	Refers to the number of Active Schools as of December 31st.
4- Number of Vocational Schools	YÖKSİS	Refers to the number of Active Vocational Schools as of December 31st.
5- Number of Research and Application Centers	YÖKSİS	Refers to the number of Active Research and Application Centers as of December 31st.
6- Number of Associate Degree Programs	YÖKSİS	Refers to the number of Active Associate Degree Programs as of December 31st.
7- Number of Undergraduate Degree Programs	YÖKSİS	Refers to the number of Active Undergraduate Degree Programs as of December 31st.
8- Number of Master's Degree Programs	YÖKSİS	Refers to the number of Active Master's Degree Programs as of December 31st.
9- Number of Doctoral Programs	YÖKSİS	Refers to the number of Active Doctoral Programs as of December 31st.
10- Number of Proficiency in Arts Programs	YÖKSİS	Refers to the number of Active Proficiency in Arts Programs as of December 31st.
11- Total Amount of Education + Research Areas (m2)	INSTITUTION	Refers to the total of Education + Research areas (m2) as of December 31st. Education and Research fields differ on an institutional basis, and data entry will be provided on the classification to be created by the institutions themselves.
12- Number of Associate Degree Program Students	YÖKSİS	Refers to the number of Associate Degree Program students as of December 31st. Data entry will be made regardless of student nationality.
13- Number of Undergraduate Degree Program Students	YÖKSİS	Refers to the number of Undergraduate Degree Program active students as of December 31st. Data entry will be made regardless of student nationality.

14- Number of Associate Degree Students Enrolled in Open Education Programs	YÖKSİS	Refers to the number of active students in Associate Degree Programs of institutions providing education at Open Education level as of December 31st. Data entry will be made regardless of student nationality.
15- Number of Undergraduate Degree Students Enrolled in Open Education Programs	YÖKSİS	Refers to the number of active students in Undergraduate Degree Programs of institutions providing education as Open Education as of December 31st. Data entry will be made regardless of student nationality.
*16- Number of International Students	INSTITUTION	Refers to the number of international students as of December 31st. This indicator will not affect the indicator value of "Total Number of Students" in order to avoid duplicate enrollment.
17- Number of Students Enrolled in Master's Degree Programs with Thesis	YÖKSİS	Refers to the number of active students enrolled in Master's Degree Programs with Thesis as of December 31st. Data entry will be made regardless of student nationality.
18- Number of Students Enrolled in Non-Thesis Master's Degree Programs	YÖKSİS	Refers to the number of active students enrolled in Non-Thesis Master's Degree Programs as of December 31st. Data entry will be made regardless of student nationality.
*19- Total Number of Master's Degree Program Students	CALCULATION (1.17+1.18)	
*20- Number of Doctoral Students	YÖKSİS	Refers to the number of active Doctoral Students as of December 31st. Data entry will be made regardless of student nationality.
*21- Total Number of Students	CALCULATION (1.12+1.13+1.19+1.20)	
22- Number of Associate Degree Graduates	YÖKSİS	Refers to the number of students who graduated from Associate Degree Programs in the related year between January 01 - December 31.
23- Number of Undergraduate Degree Graduates	YÖKSİS	Refers to the number of students who graduated from Undergraduate Degree Programs in the related year between January 01 - December 31.
24- Number of Master's Degree Graduates	YÖKSİS	Refers to the number of students who graduated from the Master's Degree Programs in the related year between January 1st and December 31st.
25- Number of Doctoral Graduates	YÖKSİS	Refers to the number of students who have graduated from Doctoral Programs in the related year between January 01 - December 31.
26- Total Number of Graduates	CALCULATION (1.22+1.23+1.24+1.25)	
*27- Number of Students who Left the University (Excluding Graduates)	INSTITUTION	Refers to the number of students who dropped out of school, cancelled their enrollment or are dismissed for any reason, excluding those who

		graduated in the related year, between January 1 and December 31.
28- Number of International Teaching Staff	INSTITUTION	Refers to the number of International Teaching Staff as of December 31st.
*29- Number of Faculty Members	YÖKSİS	Refers to the number of Faculty Members regardless of nationality as of December 31st.
*30- Number of Teaching Staff	YÖKSİS	Refers to the number of Teaching Staff regardless of nationality as of December 31st.
31- Number of Administrative Staff	INSTITUTION	Refers to the number of Administrative Staff as of December 31st. The number of personnel tenured while working under contract will also be included in the related indicator.
*32- (Total Amount of Education + Research Areas) / (Total Number of Students) Ratio	CALCULATION (1.11/1.21)	
<b>2. Quality Assurance System</b>		
*1- Percentage of Achieved Goals Regarding Learning and Teaching Activities Included in the Strategic Plan of the Institution (as %)	INSTITUTION	<p>The percentage of realization for the indicator in the related year between January 01 - December 31 will be entered.</p> <p>The related indicator is asked as%</p> <p>-&gt; Enter the display value of 4.15 out of 5 as <math>4.15 \times 20 = 83</math>.</p> <p>-&gt; If the Achieved Percentage is 64 out of 100, enter the related data as 64, not 0.64.</p> <p>-&gt; If the Achieved Percentage is greater than 100, you can enter the relevant value.</p> <p>-&gt; If the Achieved Percentage is less than 0, enter 0.</p>
*2- Percentage of Achieved Goals Regarding Research Activities Included in the Strategic Plan of the Institution (as %)	INSTITUTION	
*3- Percentage of Achieved Goals Regarding Administrative Activities Included in the Strategic Plan of the Institution (as %)	INSTITUTION	
*4- Percentage of Achieved Goals Regarding Service to Society Activities Included in the Strategic Plan of the Institution (as %)	INSTITUTION	
*5- SCIMAGO	THEQC	
*6- Round University Ranking (RUR)	THEQC	
*7- URAP World Ranking	THEQC	



*8- URAP Turkey Ranking	THEQC	
*9- Webometrics	THEQC	
*10- Times Higher Education (THE)	THEQC	
*11- QS	THEQC	
*12- USNEWS	THEQC	
*13- NTU	THEQC	
*14- ARWU	THEQC	
15- Number of Activities Organized by Your Institution to Spread the Culture of Quality (Meeting, Workshop etc.) Sayısı	INSTITUTION	Refers to the number of meetings held in the relevant year between January 01 - December 31 regarding the indicator. These activities should be of institutional nature. The meetings that can be called “unit quality commissions” held by the units within themselves are not addressed.
*16- Number of Review and Evaluation Meetings Held by the Institution with its Internal Stakeholders within the Scope of Quality Processes	INSTITUTION	
* 17- Number of Review and Evaluation Meetings Held by the Institution with its External Stakeholders within the Scope of Quality Processes	INSTITUTION	
* 18- Academic Staff Satisfaction Rate (as %)	INSTITUTION	Information regarding the Satisfaction Surveys specified in the indicator, which is made to cover the dates January 1 - December 31 of the related year, will be entered.
* 19- Administrative Staff Satisfaction Rate (as %)	INSTITUTION	The related indicator is asked as %
* 20- Student General Satisfaction Rate (as %)	INSTITUTION	-> Enter the indicator value of 4.15 out of 5 as $4.15 \times 20 = 83$ . -> Min. 0 max. Enter the value of 100. -> For example, if you are conducting an evaluation survey for 2018 in January 2019, include the result information in this indicator calculation. -> For example, if you have conducted 2 Academic Staff satisfaction surveys covering the related year, write the arithmetic average of the relevant satisfaction rates. (If the result of the first is 87 and the result of

		the second is 92, the value you need to write => 89.5)
* 21- Number of Incoming Students via Student Exchange Program	YÖKSİS	Refers to the Number of Incoming or Outgoing Students with the Student Exchange Programs in the related year for the indicator between January 1st and December 31st.
* 22- Number of Outgoing Students via Student Exchange Programs	YÖKSİS	
* 23- Number of Incoming Teaching Staff via Teaching Staff Exchange Programs	INSTITUTION	Refers to the Number of Incoming or Outgoing Teaching Staff with the Teaching Staff Exchange Programs in the related year for the indicator between January 01 - December 31.
* 24- Number of Outgoing Teaching Staff via Teaching Staff Exchange Programs	INSTITUTION	
<b>3. Learning and Teaching</b>		
*1- The ratio of the Number of Associate + Undergraduate + Master's + Doctoral Programs to the Total Number of Programs, whose Program Information Package can be viewed on the Institution's Website	INSTITUTION	The ratio of the number of active programs whose information package has been completed (Bologna Process has been completed, ECTS has been defined, Course contents have been entered etc.), which can be shared with the public (published on the website of the institution) as of December 31, to the total number of active programs, is requested. -> This number should be between 0 and 1.
* 2- Students' Satisfaction Rate with the Program They are Enrolled in (as %)	INSTITUTION	Information regarding the Satisfaction Surveys specified in the indicator, which is made to cover the dates January 1 - December 31 of the related year, will be entered. The related indicator is asked as %, <ul style="list-style-type: none"> <li>-&gt; Enter the indicator value of 4.15 out of 5 as <math>4.15 \times 20 = 83</math>.</li> <li>-&gt; Min. 0 max. enter the value of 100.</li> <li>-&gt; For example, if you are conducting an evaluation survey for 2018 in January 2019, include the result information in this indicator calculation.</li> <li>-&gt; For example, if you have conducted 2 satisfaction surveys covering the related year, write the arithmetic average of the relevant satisfaction rates. (If the result of the first is 87 and the result of the second is 92, the value you need to write =&gt; 89.5)</li> </ul>
3- Number of Undergraduate Students with Double Major	INSTITUTION	Refers to the number of Undergraduate Students who have Double Major as of December 31st.
4- Number of Undergraduate Students with a Minor	INSTITUTION	Refers to the number of Undergraduate Students who have a Minor as of December 31st.

*5- Rate of Undergraduate Students with a Double Major	CALCULATION (3.3/1.13)	
*6- Rate of Undergraduate Students with a Minor	CALCULATION (3.4/1.13)	
*7- Number of Interdisciplinary Master's Programs with Thesis	YÖKSİS	Refers to the number of Active Interdisciplinary Master's Programs with Thesis as of December 31st.
*8- Number of Interdisciplinary Non-Thesis Master's Degree Programs	YÖKSİS	Refers to the number of Active Interdisciplinary Non-Thesis Master's Degree Programs as of December 31st.
*9- Number of Interdisciplinary Doctoral Programs	YÖKSİS	Refers to the number of Active Interdisciplinary Doctoral Programs as of December 31st.
*10- Number of Teaching Staff Receiving Training Under the Training of Trainers Program	INSTITUTION	Refers to the number of Teaching Staff who received training within the scope of the relevant indicator between January 01 - December 31. The entered number cannot exceed the "Total Number of Teaching Staff". Enter the number of events organized by your institution for the training of trainers between January 1 and December 31, either at your institution or at another institution or jointly with another institution (It refers to activities for which you are principally responsible or jointly responsible. Events organized by another institution to which your institution participated only as an attendee do not count.) yönelik düzenlenen etkinlik sayısını giriniz.
*11- The Average of the Number of Course Hours per Week for Teaching Staff for Two Semesters	INSTITUTION	The weekly average of the courses per tenured teaching staff is asked between January 1st and December 31st. An example, for the 2019 year (report) data entry; If a total of 80,000 hours of theoretical + practical lessons were given in 2018-2019 Spring and 2019-2020 fall semesters, the training was given for 27 weeks as 13 weeks in the Spring semester and 14 weeks in the Fall semester, it means that an average of $80000/27=2962$ hours of training was given in 1 week. If the total number of permanent teaching staff is 210, the required result is $2962/210=14.10$ .
*12- Number of Available (Printed) Resources in the Institution Library	INSTITUTION	Refers to the printed resources in the library of the institution (the total number of resources your institution has in categories Textbook, Source Book, Reference Book, Printed Periodic Publication, etc.) as of December 31st. kategorilerde kurumunuzun sahip olduğu toplam kaynak sayısını ifade etmektedir.

*13- Number of E-Resources	INSTITUTION	Refers to the number of videos, magazines, books and e-resources etc. purchased and subscribed to by your institution as of December 31st. e-kaynakların sayısını ifade etmektedir.
*14- Number of Undergraduate Programs Indicated as Accredited in the YKS Higher Education Programs and Quotas Guide	THEQC	Refers to the number of Undergraduate Programs accredited in the last term YKS guide as of December 31st.
*15- Number of Peer Evaluated Programs (Among Non-Accredited Programs)	INSTITUTION	Refers to the Number of Peer Evaluation Programs Among Non-Accredited Programs between January 01 - December 31. With the exception of accredited programs, enter the number of programs that are evaluated by evaluation teams that can be formed within the institution (evaluators may also be invited from outside the institution) or evaluation teams formed from different institution personnel upon invitation or an independent organization outside the institution.
*16- Number of Programs with Self-Evaluation	INSTITUTION	Refers to the Number of Self-Evaluated Programs between January 01 - December 31.
*17- Satisfaction Rate of the Business World Regarding the Qualifications of Graduates (as %)	INSTITUTION	Information regarding the Satisfaction Surveys specified in the indicator that covers the dates January 1 - December 31 of the relevant year, will be entered. The related indicator is asked as% -> Enter the indicator value of 4.15 out of 5 as $4.15 \times 20 = 83$ . -> Min. 0 max. Enter the value of 100. -> For example, if you are conducting an evaluation survey for 2018 in January 2019, include the result information in this indicator calculation. -> For example, if you have conducted 2 satisfaction surveys covering the related year, write the arithmetic average of the relevant satisfaction rates. (If the result of the first is 87 and the result of the second is 92, the value you need to write => 89.5)
*18- (Number of Graduates Placed in TUS Exam) / (Number of Graduates Entering TUS Exam) Ratio	ÖSYM	
*19- (Number of Graduates Placed in DUS Exam) / (Number of Graduates Entering DUS Exam) Ratio	ÖSYM	
*20- (Number of Graduates Placed in EUS Exam) / (Number of Graduates Entering EUS Exam) Ratio	ÖSYM	

*21- Number of Employed Graduates	INSTITUTION	The Alumni information system, association, portal, etc. as of December 31. yapılar aracılığı ile aldığınız işe yerleşmiş mezun sayısını ifade etmektedir. Data will be entered cumulatively.  For example: According to the information you have obtained through portal / association etc., if you have 2300 in 2018 and 2400 in 2019, enter 2300 in 2018 and 4700 in 2019. aracılığı ile edindiğiniz bilgiye göre 2018 yılında 2300, 2019 yılında ise 2400 mezununuz işe yerleşmiş ise 2018 yılına 2300, 2019 yılına ise 4700 sayısını giriniz.
*22- (Number of Available (Printed) Resources in the Library of the Institution) / (Total Number of Students) Ratio	CALCULATION (3.12/1.21)	
*23- (E-Resource) / (Total Number of Students) Ratio	CALCULATION (3.13/1.21)	
*24- (Total Number of Students in Undergraduate and Graduate Programs) / (Total Number of Teaching Staff) Ratio	CALCULATION ((1.13+1.19+1.20+1.30))	
*25- (Total Number of Students in Undergraduate and Graduate Programs) / (Total Number of Faculty Members) Ratio	CALCULATION ((1.13 + 1.19 + 1.20)/1.29))	
26- (Number of Students in Associate Degree Programs) / (Number of Teaching Staff) Ratio	CALCULATION ((1.12 + 1.14)/1.30))	
* 27- (Total Number of Students) / (Number of Teaching Staff) Ratio	CALCULATION (1.21 / 1.30)	
*28- (Number of International Students) / (Total Number of Students) Ratio	CALCULATION (1.16 / 1.21)	
*29- (Number of Doctoral Students) / (Total Number of Students) Ratio	CALCULATION (1.20 / 1.21)	
*30- (Number of International Teaching Staff) / (Total Number of Teaching Staff) Ratio	CALCULATION (1.28 / 1.30)	
*31- (Number of Administrative Staff) / (Total Number of Students) Ratio	CALCULATION (1.31 / 1.21)	
*32- (Number of Administrative Staff) / (Number of Teaching Staff) Ratio	CALCULATION (1.31 / 1.30)	

4- Research and Development		
*1- Annual Number of Publications in SCI, SSCI AND A & HCI Indexed Journals (WOS)	THEQC	Refers to the number of publications in the related indexed journals between 01 January - 31 December (taken from WOS - InCites and "Article" and "Review" filters were applied while collecting the data).
*2- Annual Number of Publications in SCI, SSCI AND A & HCI Indexed Journals per Faculty Member	CALCULATION (4.1 / 1.29)	
* 3- Number of Citations (WOS)	THEQC	Refers to the arithmetic average of the number of citations made to the related indexed journals in the last 3 years. ( WOS - InCites'den alınmıştır.)  For example: Number of Citations in 2020: (2020 Number of Citations + 2019 Number of Citations + 2018 Number of Citations)/3
* 4- Citation Score (WOS)	THEQC	Refers to the citation score calculated by dividing the arithmetic average of the number of citations made to the related indexed journals in the last 3 years by the number of faculty members.  For example: Citation Score in 2020: ((2020 Number of Citations + 2019 Number of Citations + 2018 Number of Citations)/3) / (Number of Faculty Members for 2020)
* 5- Number of Q1 Publications (WOS)		Refers to the number of Q1 publications in the related indexed journals between 01 January - 31 December (taken from WOS - InCites and "Article" and "Review" filters were applied while collecting the data).
*6- Q1 Publications (WOS) Ratio	THEQC	Refers to the ratio of Q1 publications in the related indexed journals between 01 January - 31 December (taken from WOS - InCites and "Article" and "Review" filters were applied while collecting the data).
*7- Total Number of Publications (Documents) (Scopus)	THEQC	Refers to all publications (articles, reviews, letters, books, book chapters, conferences, etc.) between 01 January - 31 December. sayısını ifade etmektedir. (Scopus veri kaynağından alınmıştır.)
*8- Ratio of Total Number of Publications (Documents) to Number of Faculty Members	CALCULATION (4.7 / 1.29)	

*9- Field-Weighted Citation Index (Scopus)	THEQC	Expressed as the ratio of the average number of citations received to the institution's publications in a specific field between January 1 and December 31, to the average number of citations received to an article in the same field in the world (taken from Scopus data source. and self-attribution is included). )
*10- Number of Publications Created with International Cooperation (Scopus)	THEQC	Refers to the number of publications (in international indexes) created with international cooperation between January 01 - December 31. (Taken from Scopus data source).
*11- The Ratio of the Number of Publications Created with International Cooperation to the Total Number of Publications (Scopus)	THEQC	Refers to the ratio of the number of publications (journal indexed by international indexes) to the total number of publications created with international cooperation between January 1 and December 31. (Taken from Scopus data source).
* 12- Number of Publications Created with University-Industry Cooperation (Scopus)	THEQC	Refers to the number of publications (in journals indexed by international indexes) created in cooperation with the University-Industry between January 01 - December 31. (Taken from Scopus data source).
*13- The Ratio of the Number of Publications Created in Cooperation with the University and the Total Number of Publications (Scopus)	THEQC	Refers to the ratio of the number of publications (in journals indexed by international indexes) created in cooperation with the University-Industry between January 1 and December 31, to the total number of publications. (Taken from Scopus data source).
*14- Number of Publications Cited in the Top 10% (Scopus)	THEQC	Refers to the number of publications cited in the top 10% (in international indexes) between January 01 - December 31 (taken from Scopus data source).
*15- The Ratio of the Number of Publications Cited in the Top 10% to the Total Number of Publications (Scopus)	THEQC	Refers to the ratio of the number of publications cited in the top 10% (in international indexes) to the total number of publications between January 01 - December 31 (taken from Scopus data source).
*16- Number of Publications in Journals Placed in the Top 10% (Scopus)	THEQC	Refers to the number of publications in journals in the top 10% (included in international indexes) between January 01 - December 31 (taken from Scopus data source.)
*17- The Ratio of the Number of Publications in the Journals in the Top 10% to the Total Number of Publications (Scopus)	THEQC	It refers to the ratio of the number of publications in the journals in the top 10% (included in international indexes) to the total number of publications between January 01 - December 31 (taken from Scopus data source.)
*18- Number of Completed Externally Supported Projects	THEQC	Refers to the number of externally funded projects (supported by national or international organizations outside the institution) completed between January 1 and December 31. proje sayılarını ifade etmektedir.)

*19- Number of Completed Externally Supported Projects per Faculty Member	CALCULATION (4.18 / 1.29)	
*20- Total Budget of Completed Externally Supported Projects	INSTITUTION	18. Refers to the total budget of Completed Externally Supported Projects specified in Article 18.
*21- Number of concluded Patents, Utility Models or Designs	INSTITUTION	Refers to a Patent, Utility Model or Design that is concluded between January 01 - December 31, regardless of whether it is at national or international level. Number of patents, utility models or designs applied for by students, teaching staff or employees employed at the university and whose applications were approved in the related year Personal applications not addressed to the university but made by students, researchers or teaching staff are included in the evaluation.
*22- Number of Active Faculty Member Technology Companies	INSTITUTION	Represents the number of Faculty Member Technology Companies in Operation as of December 31st.  If there is a techno park belonging to your institution, the number of technology companies belonging to the faculty members of the companies within the related structures (regardless of whether they work at your or another university) are requested. var ise ilgili yapılar içerisindeki firmalardan öğretim üyelerine (sizde ya da başka bir üniversitede çalışması fark etmeksizin) ait olan teknoloji Şirket sayısı sorulmaktadır.
*23- Number of TÜBA and TÜBİTAK Awarded Faculty Members (Excluding TÜBA Translation Award)	INSTITUTION	Refers to the number of faculty members who received TÜBA and TÜBİTAK Awards between January 01 - December 31 (Excluding TÜBA Translation Award).
*24- International Awards	INSTITUTION	Refers to the International Awards Received as Institution, on behalf of the Institution, or Officially in Affiliation to the Institution between January 01 - December 31.
*25- Number of Students at Master's Degree Programs with Thesis per Faculty Member	CALCULATION (1.17 / 1.29)	
*26- Number of Doctoral Students per Faculty Member	CALCULATION (1.20 / 1.29)	
<b>5- Service to Society</b>		
*1- Number of Service to Society Projects Carried out by the Institution	INSTITUTION	Refers to the number of Service to Society Projects Carried Out by the Institution itself, with or without a Budget, as of December 31.



*2- Annual Training Hours of Continuous Education Center (CEC), Lifelong Learning Center etc. Yıllık Eğitim Saati	INSTITUTION	Refers to the annual training hours given by SEM, Lifelong Learning Center and similar structures in the related year as of December 31, yapılarca verilen yıllık eğitim saati ifade edilmektedir.
*3- Number of People Receiving Annual Training from SEM, Lifelong Learning Center, etc. Yıllık Eğitim Alan Kişi Sayısı	INSTITUTION	2. The number of people receiving trainings provided by the centers specified in Article 2.
6- Governance System		
1- Central Budget	INSTITUTION	It will be filled in by the State Universities and it is required to enter the initial grant amount allocated to the institution within the framework of the related financial year central budget law. Foundation Universities will not fill in any data.
2- Student Incomes	INSTITUTION	State Universities will enter the income and expense information in the indicators over the last education term data for the relevant year, as stated in Important Notice 8, and the Foundation Universities will enter the income and expense etc. information in the indicators for the relevant financial year between January 1st and December 31st. bilgileri gireceklerdir. Some indicators are data that can be taken directly within the accounting system (such as Personnel income/expenses, Student income/expenses) and some indicators are data that can be accessed as a result of more detailed investigation due to institutional policies and the classification they make. For example, for an institution; the activities of the Continuing Education Center are considered as Service to the Society and the income and expenses are calculated accordingly, while the public pools, cafeterias and hotels for another institution can be considered as service to society, it is up to the institution to make a classification and enter data related to this classification.
3- Research Incomes	INSTITUTION	
4- Service to Society Incomes	INSTITUTION	
5- Donations	INSTITUTION	
6- Staff Expenses	INSTITUTION	
7- Education Expenses	INSTITUTION	
8- Research Expenses	INSTITUTION	
9- Service to Society Expenses	INSTITUTION	
10- Administration Expenses	INSTITUTION	
11- Investment Expenses	INSTITUTION	



Turkish Higher Education  
Quality Council



Yükseköğretim Kalite Kurulu Başkanlığı  
Üniversiteler Mah. 1600 Cad. No:10 06800  
Bilkent Ankara / TURKEY



[yokak.gov.tr](http://yokak.gov.tr)



[@theqc\\_int](https://twitter.com/theqc_int)