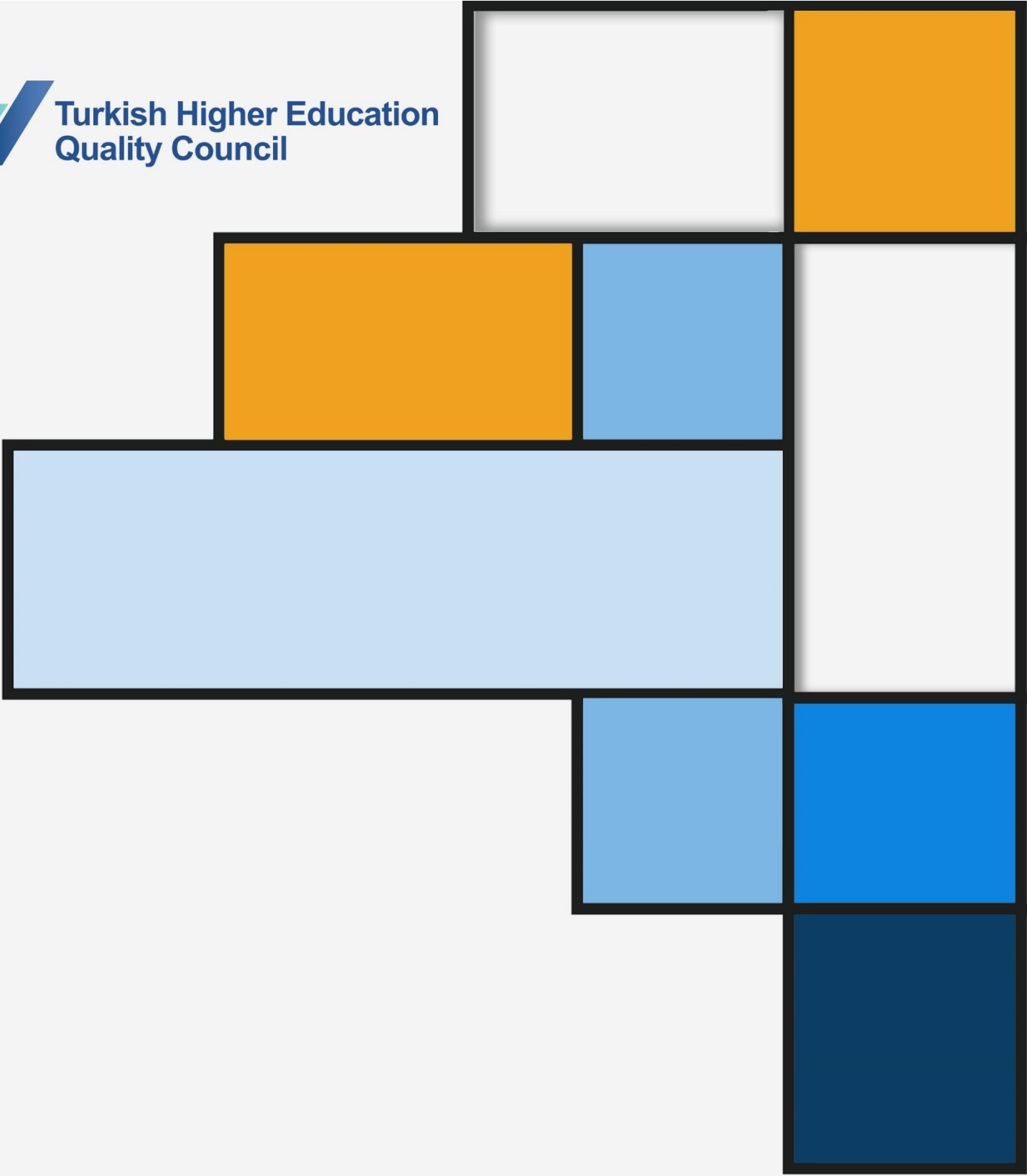




Turkish Higher Education  
Quality Council



# ANNEX 2 RUBRIC EVALUATION FORM

## ANNEX 2 - RUBRIC EVALUATION FORM

Title	Criteria	Sub-Criteria	Maturity level				
			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
			The institution does not have any plans, defined processes, implementations or mechanisms.	The institution has developed plans (defined processes); but has not put them into practice (only certain mechanisms are available or the plans to implement them are still in the developmental stage) or the existing implementations are not yet applied in all the fields and/or units.	The institution has implementations that are applied in all the fields/units and some results have been obtained from these implementations. But the results are not monitored or only monitored to a limited extent (unsystematic monitoring, absence of monitoring mechanisms in some of the implementations, disparities between monitoring activities and the internal quality assurance system).	The results of the implementations that are applied in all the fields (all the units in the institution) and stakeholder opinions are systematically monitored in compliance with the institution's internal quality assurance system and evaluated with stakeholders to take necessary measures (or to manage and improve the internal quality assurance system).	Sustainable and matured (properly applied continuous improvement and PDCA cycles) implementations are adopted and guaranteed in the entire institution in line with the institutional goals (continuity, internalization); the institution has specific and innovative implementations, some of which serve as a model for other institutions.

QUALITY ASSURANCE SYSTEM	<p><b>A.1.</b></p> <p><b>Mission and Strategic Objectives</b></p> <p>(The institution must define and publish its quality assurance policies and strategies for the implementation of the policies as a component of its strategic management.)</p>	<p><b>A.1.1.</b></p> <p><b>Mission, vision, strategic objectives and targets</b></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 a mission, vision and strategic objectives that are defined within the scope of the strategic plan. But no practice is available to implement these or the existing practices do not cover all the fields and/or units.</p>	<p>The institution has some practices implemented in the entire institution in line with the institution's strategic objectives and targets defined within the scope of the strategic plan, and certain results have been obtained from these practices. But necessary mechanisms for the monitoring of the strategic plan have not been formed and/or not been employed in the strategic plan and/or any decision-making process.</p>	<p>The practices that cover all the units and fields in line with the institution's strategic objectives and targets defined within the scope of the strategic plan are systematically monitored in compliance with the institution's internal quality assurance system. The monitoring results are evaluated with stakeholders to take necessary measures.</p>	<p>Matured and sustainable practices to realize the strategic objectives and targets as part of the strategic plan are adopted in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.</p>

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
		<b>A.1.2. Policies on quality assurance, learning and teaching, research and development, social contribution and governance system</b>	The institution does not have any defined policy.	The institution has defined policies in some of the main headings including quality assurance, learning and teaching, research and development, social contribution and governance system. However, these policies have not been employed in any planning or decision-making process.	The institution has practices implemented in all the fields in line with the defined policies, and certain results have been obtained from these practices. But necessary mechanisms to monitor their results are not available.	The relations between the institutional policies in all the fields are established, and this integrated structure guides the internal quality assurance system. The results are monitored and evaluated with stakeholders to take necessary measures.	Matured and sustainable practices in line with the institutional policies in all the fields are adopted in the entire institution and taken as a basis in decision-making processes. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
		<b>A.1.3. Institutional performance management</b>	The institution does not have any performance management practice or performance indicators defined in compliance with the strategic plan.	Some indicators and mechanisms are defined to monitor the performance in the institution. But no practice is available to monitor these indicators or the existing practices do not cover all the fields/processes (quality assurance system, learning and teaching, research and development, social contribution and governance system).	Performance indicators and key performance indicators are defined in all the fields. However, the monitoring of these indicators are not systematic or do not cover all the fields.	All performance indicators related to all the fields/processes are systematically monitored in line with the institution's internal quality assurance system. The results are evaluated with stakeholders and employed in decision-making processes, and necessary measures are taken with regard to performance management.	Matured and sustainable institutional performance management in line with the institutional goals is adopted in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
	<p><b>A.2</b></p> <p><b>Internal Quality Assurance</b></p> <p>(The institution must establish an internal quality assurance system and enable the continuous improvement of its processes by reviewing them through this system. The authorities, duties and responsibilities of the institution's quality commission must be clearly defined and quality assurance culture must be</p>	<p><b>A.2.1.</b></p> <p><b>Quality Commission</b></p>	<p>The institution does not have a quality commission responsible for maintaining quality assurance processes.</p>	<p>The duties, authorities and responsibilities and the organizational structure of the institution's quality commission are defined. However, the quality commission does not play an active role in planning and/or decision-making processes related to these duties, authorities and responsibilities.</p>	<p>The quality commission conducts its activities as part of its duties, authorities and responsibilities in an inclusive, participative and transparent manner. However, these practices are not executed as part of the integrated quality management in the institution and the results of the practices are not monitored.</p>	<p>The quality commission and the quality-oriented organizational structures formed to support the commission are systematically conducting their works in line with their duties, authorities and responsibilities and in the scope of the integrated quality management in the institution. The findings obtained from these practices are monitored and the monitoring results are evaluated to enable improvement.</p>	<p>Sustainable and integrated practices of the quality commission and other relevant organizational units that are in line with the institutional goals are adopted in the entire institution. The institution has innovative implementations in quality management, some of which serve as a model for other institutions.</p>

	disseminated in the institution.)		<b>1</b> <b>No plans/ implementations available</b>	<b>2</b> <b>Planning</b>	<b>3</b> <b>Planning and implementing</b>	<b>4</b> <b>Planning, implementing, checking and acting</b>	<b>5</b> <b>Exemplary implementation</b>
		<b>A.2.2 Internal quality assurance mechanisms</b> (PDCA cycles, calendar, structure of units)	The institution does not have any internal quality assurance system or mechanisms.	The institution has internal quality assurance mechanisms but they do not cover all the fields/processes (learning and teaching, research and development, social contribution, governance system).	The institution has internal quality assurance mechanisms (processes, PDCA cycles, authorities, duties and responsibilities, quality tools) that cover all the fields and processes; and certain results have been obtained from the applications of these mechanisms. But they are not executed as part of the integrated quality management of the institution and the results of these practices are not monitored.	The internal quality assurance mechanisms that cover all the units and processes in the institution are systematically conducted in line with the defined processes and an integrated quality management approach. The findings obtained from these practices are monitored and the monitoring results are evaluated with stakeholders to enable improvement.	Sustainable and integrated internal quality assurance practices that cover all the units and processes and in line with the institutional goals are adopted in the entire institution. The institution has innovative implementations in quality management, some of which serve as a model for other institutions.

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
		<b>A.2.3 Leadership and quality assurance culture</b>	The institution does not have an institutional culture or leadership approach that complements the quality assurance culture in the institution.	Some plans have been made to establish an institutional culture and leadership approach that complement the quality assurance culture in the institution. But these plans are not put into practice, or the existing practices do not cover all the fields and units.	The institution has an institutional culture and leadership approach that complement the quality assurance culture in the institution and cover all the units and processes. Certain results have been obtained from the activities conducted in this scope. But these practices are not executed as part of the integrated quality management of the institution and their results are not monitored.	The institution has an institutional culture that enables the permanence of high quality and a leadership approach that enables the coordination of quality efforts in line with the institutional values and expectations and embraces the quality processes. Leadership and quality assurance culture are monitored as part of the integrated quality management perspective of the institution, evaluated with stakeholders, and necessary measures are taken according to the monitoring results.	Sustainable and matured institutional quality culture and leadership approach that cover all the units and processes and in line with the institutional goals are adopted in the entire institution. The institution has innovative implementations for strengthening its quality culture and leadership approach, some of which serve as a model for other institutions.



			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
	<b>A.3. Stakeholder Participation</b>  (The institution must ensure the internal and external stakeholders' contribution and participation in the quality assurance system.)	<b>A.3.1 Participation of internal and external stakeholders in the processes of quality assurance, learning and teaching, research and development, governance and internationalizati on</b>	The institution does not have mechanisms or implementations that would enable stakeholder participation in all the processes maintained in the institution (quality assurance, learning and teaching, research and development, social contribution, governance system, internationalization)	The institution has defined its stakeholders, conducted stakeholder analyses and has a set of defined processes for stakeholder participation. But no practice related to these processes is available or the existing practices do not cover all the processes, fields and stakeholder groups.	Participation of stakeholders, who have been determined in relation to the processes maintained in the institution, in processes and decision-making mechanisms have been enabled and some application results have been obtained from this interaction. But these practices are not executed as part of the integrated quality management of the institution and their results are not monitored.	The stakeholder participation in all the processes and decision-making steps of the institution is maintained as part of the integrated quality management in the institution and the findings obtained from stakeholder participation practices are monitored and evaluated with stakeholders. Necessary measures are taken according to the monitoring results.	The stakeholder participation in all the processes and decision-making steps of the institution is enabled with matured and sustainable practices and adopted in the entire institution. The institution has innovative implementations for strengthening stakeholder participation, some of which serve as a model for other institutions.

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
	<b>A.4. Internationalization</b> (The institution must periodically review and continuously improve the activities it maintains in line with its internationalization strategy and objectives.)	<b>A.4.1 Internationalization policy</b>	The institution does not have a defined internationalization policy.	The institution has a defined internationalization policy. But no implementation related to this policy is available.	The institution has some practices in line with the internationalization policy that considers the aspects of learning and teaching, research and development and social contribution; and certain results have been obtained from them. But the results of these practices are not monitored.	The practices conducted in line with the institution's internationalization policy are monitored in a systematic manner and in compliance with the institution's internal quality assurance system. These practices are evaluated with stakeholders to take necessary measures.	The institution's specific internationalization model is adopted in the entire institution. The institution has innovative implementations with regard to its internationalization model, some of which serve as a model for other institutions.

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
		<b>A.4.2 Management and organizational structure of internationalization processes</b>	The institution does not have any plans for the management and organizational structure of internationalization processes.	The institution has plans for the management and organizational structure of internationalization processes. But no implementation with regard to these plans is available.	Some results have been obtained by implementing the management and organizational structure of the internationalization processes in accordance with the institutional preferences. But their results are not monitored.	The outcomes and stakeholder opinions with regard to the management of the internationalization processes in the institution are systematically monitored and evaluated with stakeholders to take necessary measures.	The management of internationalization processes covers all the units/fields in the institution and is adopted and guaranteed in the entire institution with the help of integrative, sustainable and matured practices that are in line with the institutional goals. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
		<b>A.4.3 Internationalization resources</b>	The institution does not have sufficient physical, technical and financial resources in terms of quality and quantity to maintain its internationalization activities.	The institution has plans to obtain sufficient physical, technical and financial resources in terms of quality and quantity to maintain its internationalization activities. But these plans are not put into practice, or the existing practices do not cover all the units.	The sufficient physical, technical and financial resources in terms of quality and quantity to maintain the institution's internationalization activities are provided by setting a balance among all the units. But the results with regard to the use of these resources are not monitored.	The physical, technical and financial resources in the institution are managed in a way to support the internationalization activities and cover all the units. The findings obtained from these practices are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands.	The sufficient physical, technical and financial resources in terms of quality and quantity are managed in all the units of the institution in line with the institutional goals (internationalization policy and strategy) and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
		<b>A.4.4 Monitoring and improving the internationalization performance</b>	The institution does not have any plans or defined processes to monitor and evaluate its internationalization performance.	The institution has plans and defined processes to monitor and evaluate its internationalization performance. But these plans and processes are not put into practice, or the existing practices do not cover all the units.	The practices regarding the monitoring and evaluation of the institution's internationalization performance cover all the fields and units. But their results are not monitored or employed in decision-making processes.	The internationalization performance of the institutional units that work for internationalization goals is monitored, evaluated and employed in decision-making processes. The practices related to this aspect are periodically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	Sustainable and matured practices regarding the monitoring and evaluation of the internationalization performance of the units working for internationalization goals and institutional goals (internationalization policy, objectives and strategy) are adopted and guaranteed in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
LEARNING AND TEACHING	<p><b>B.1 Design and Approval of Programs</b></p> <p>(The institution must design its programs in accordance with the objectives of the study programs and learning outcomes. The competencies of the programs must be defined on the basis of the Turkish Higher Education Qualifications Framework [NQF-HETR]. The institution must have defined processes for the design and</p>	<p><b>B.1.1. Design and approval of programs</b></p>	<p>The institution does not have defined and systematic processes regarding the design and approval of programs.</p>	<p>The institution has defined and systematic processes regarding the design and approval of programs, but they do not cover all the fields/programs.</p>	<p>The institution has conducted some implementations in line with the defined processes related to the design and approval of all the programs and certain results have been obtained from these implementations. But their results are not monitored.</p>	<p>The institution does not have defined and systematic processes regarding the design and approval of programs.</p>	<p>The institution has defined and systematic processes regarding the design and approval of programs, but they do not cover all the fields/programs.</p>

	approval of the programs.)		<b>1</b> <b>No plans/ implementations available</b>	<b>2</b> <b>Planning</b>	<b>3</b> <b>Planning and implementing</b>	<b>4</b> <b>Planning, implementing, checking and acting</b>	<b>5</b> <b>Exemplary implementation</b>
		<b>B.1.2.</b> <b>Program's objectives, outcomes and compliance with NQF-HETR</b>	The programs' objectives, outcomes and compliance with NQF-HETR are not defined in the institution.	The programs' objectives, outcomes and compliance with NQF-HETR are defined in the institution. But they are not applied in all the fields/programs.	All the programs' objectives, outcomes and compliance with NQF-HETR are defined, published and associated with the practices related to learning and teaching. But the results of these practices are not monitored.	The practices that encompass all the fields regarding the programs' objectives, outcomes and compliance with NQF-HETR are systematically monitored and evaluated with stakeholders to take necessary measures.	Sustainable and matured practices on the programs' objectives, outcomes and compliance with NQF-HETR are adopted in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
		<b>B.1.3. Alignment of course outcomes with program outcomes</b>	Course outcomes and program outcomes are not aligned in any of the programs in the institution.	Course outcomes and program outcomes are aligned in some of the programs in the institution	The course outcomes that clearly specify the cognitive level (Bloom level) of the courses and the program outcomes are aligned in all the programs and this alignment is published and reflected on the practices related to learning and teaching (course profiles and curricula etc.) But the results of these practices are not monitored.	The practices that cover all the fields related to the alignment of course outcomes and program outcomes in all the programs are systematically monitored in compliance with the institution's internal quality assurance system and the monitoring results are evaluated with stakeholders to take necessary measures.	Course outcomes and program outcomes are aligned in a clear, practical and sustainable manner and this alignment is internalized in all the programs. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.



			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
		<p><b>B.1.4.</b> <b>Structure of programs and balance in the distribution of courses</b></p> <p>(Balance between compulsory and elective courses, balance between field-specific knowledge and liberal arts courses, acquiring cultural competence, opportunities to familiarize students with different disciplines)</p>	<p>The balance in the distribution of courses is not taken into consideration in any of the programs in the institution.</p>	<p>The institution has developed plans regarding the structure of programs and distribution of courses, but they do not cover all the programs.</p>	<p>Program and course info packages of all the programs are designed in consideration of the program structure and balance in the distribution of courses (balance between field-specific and professional knowledge and liberal arts courses, cultural competence, opportunities to familiarize students with different disciplines etc.). But the results of these practices are not monitored.</p>	<p>The practices on program structure and balance in all the programs are systematically monitored and the monitoring results are evaluated with stakeholders and continuously updated by taking necessary measures.</p>	<p>Sustainable and matured practices on the program structure and balance in line with the institutional goals (learning and teaching policy) are adopted in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.</p>

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
		<b>B.1.5. Student workload based design</b>	Student workload based design is not available in any of the programs in the institution.	Some plans have been made for student workload based design in programs, but they do not cover all the programs or are not implemented in all the practices related to learning and teaching.	Student workload is defined in all programs, shared with stakeholders (through program and course info packages) and employed in all practices related to learning and teaching (student mobility, recognition of prior learning etc.). However, its results and related implementations are not monitored.	Student workload practice is applied in all programs, is systematically monitored, and the monitoring results are evaluated with stakeholders to take necessary measures.	Student workload practice is adopted in the entire institution in line with institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
		<b>B.1.6. Assessment and evaluation</b>	The institution does not have competency-based assessment and evaluation approach in any of its programs.	The institution has designed a competency-based assessment and evaluation system for its programs. But this design does not cover all the programs.	The design for a competency-based assessment and evaluation system covers all the programs in the institution and some results have been obtained from the implementation of this design. But the results of this system are not monitored.	The findings obtained from the practices related to the assessment and evaluation system designed for all programs are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	The assessment and evaluation system that is designed for all programs in a sustainable manner and in line with the institutional goals is adopted in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
	<p><b>B.2. Student Admission and Progression</b></p> <p>(The institution must set out a list of open criteria for student admissions, and consistently and permanently employ the predefined and published rules relating to the recognition and certification of degrees, diplomas and other qualifications.)</p>	<p><b>B.2.1 Student admission and recognition of prior learning</b></p> <p>(Skills and knowledge obtained from formal, informal and non-formal learning)</p>	<p>The criteria and processes for student admission and recognition of prior learning have not been defined in the institution.</p>	<p>The institution has defined and published a set of criteria and processes for student admission and recognition of prior learning, but they do not cover all the fields in the institution.</p>	<p>The defined criteria and processes for student admission and recognition of prior learning are applied in all the programs of the institution. However, the results of the related implementations are not monitored.</p>	<p>The findings obtained from the practices related to student admission and recognition of prior learning are systematically monitored and evaluated with stakeholders. Necessary measures are taken according to monitoring results.</p>	<p>The practices on student admission and recognition of prior learning are adopted in the entire institution in line with institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.</p>

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
		<b>B.2.2. Recognition and certification of degrees, diplomas and other qualifications</b>	The criteria and processes for the recognition and certification of degrees, diplomas and other qualifications have not been defined in the institution.	The institution has defined and published a set of criteria and processes for the recognition and certification of degrees, diplomas and other qualifications, but they do not cover all the programs in the institution.	The criteria and processes that are defined in a clear, comprehensive and consistent manner for the recognition and certification of degrees, diplomas and other qualifications are applied in all the programs in the institution. However, the results of the related implementations are not monitored.	The findings obtained from the practices related to the recognition and certification of degrees, diplomas and other qualifications are systematically monitored and evaluated with stakeholders. Necessary measures are taken according to monitoring results.	Matured practices on the recognition and certification of degrees, diplomas and other qualifications are adopted in the entire institution in line with institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
	<p><b>B.3. Student-Centered Learning, Teaching and Evaluation</b></p> <p>(The institution must make sure that the students achieve the targeted objectives and learning outcomes of the programs during their study periods and must employ practices that contain active learning strategies and methods during this process. A student-centered and competency-based approach must be adopted</p>	<p><b>B.3.1 Teaching methods and techniques</b></p> <p>(Active, interdisciplinary studies; interactive, research/learning-oriented methods)</p>	<p>The institution does not have student-centered approaches in its learning and teaching processes.</p>	<p>Some plans have been made to implement student-centered approaches in the institution's learning and teaching processes, but these plans are not put into practice or the existing practices do not cover all the fields.</p>	<p>Up-to-date, research/learning- and student-oriented teaching methods and techniques that promote interdisciplinary studies and provide active and interactive student participation are applied in the learning and teaching processes of all the programs and some results have been obtained from these practices. But their results are not monitored.</p>	<p>The findings obtained from the practices related to up-to-date, research/learning- and student-oriented teaching approach that promotes interdisciplinary studies and provides active and interactive student participation are systematically monitored and evaluated with stakeholders. Necessary measures are taken according to monitoring results.</p>	<p>Matured practices on the teaching methods and techniques are adopted in the entire institution in line with the institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.</p>

	in assessment and evaluation processes. )		<b>1</b> <b>No plans/ implementations available</b>	<b>2</b> <b>Planning</b>	<b>3</b> <b>Planning and implementing</b>	<b>4</b> <b>Planning, implementing, checking and acting</b>	<b>5</b> <b>Exemplary implementation</b>
		<b>B.3.2. Assessment and Evaluation</b>  (Introduction of alternative assessment methods and techniques that are diversified according to students' qualities and learning skills etc.)	The institution's programs do not have plans or defined processes on student-centered assessment and evaluation.	The institution's programs have some plans and defined processes for student-centered assessment and evaluation, but these plans are not put into practice or the existing practices do not cover all the programs.	Practices on student-centered assessment and evaluation are available in all the programs and some results have been obtained from these practices. But the results of this assessment and evaluation system are not monitored.	The findings obtained from the matured practices related to student-centered assessment and evaluation are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	Matured practices on the student-centered assessment and evaluation are adopted in the entire institution in line with the institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
		<p><b>B.3.3.</b> <b>Student feedback</b></p> <p>(Surveys on courses, instructors, programs, satisfaction levels; systems for requests and suggestions)</p>	<p>The institution does not have any mechanisms to receive student feedback.</p>	<p>The institution has formed a set of mechanisms to receive student feedback (about courses, instructors, degree programs, services and overall satisfaction level etc.). But no practice is available in this regard or the existing practices do not cover all the units.</p>	<p>Student feedback (about courses, instructors, degree programs, services and overall satisfaction level etc.) is systematically received (at the end of each semester or academic year). But the feedback is not employed in the decision-making processes that aim improvement.</p>	<p>The findings obtained from the practices related to receiving feedback from all student groups in all programs (valid and reliable practices that contain different instruments) are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.</p>	<p>Matured practices on receiving student feedback are adopted in the entire institution in line with the institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.</p>



			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
		<b>B.3.4. Academic consultancy</b>	The institution does not have a defined academic consultancy process.	The institution has a defined academic consultancy process. But no practice is available in this regard or the existing practices do not cover all the fields.	The institution has academic consultancy practices and some results have been obtained from these practices, but the results are not monitored.	The findings obtained from the practices related to academic consultancy are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	Matured practices on academic consultancy are adopted in the entire institution in line with the institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
	<p><b>B.4. Teaching Staff</b></p> <p>(The institution must be fair and transparent in all the processes pertaining to the recruitment, appointment, promotion and teaching assignments of the teaching staff, and provide opportunities to continuously improve their teaching skills and competencies.)</p>	<p><b>B.4.1. Recruitment, appointment and promotion criteria</b></p>	<p>The institution does not have defined criteria or processes for the recruitment, appointment and promotion 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's recruitment, appointment and promotion criteria, which are defined for all the fields and recognized by stakeholders, are implemented and employed in decision-making processes (teaching staff's recruitment, appointment, promotion, course assignments etc.). But the results of these practices are not monitored.</p>	<p>The results of the practices related to recruitment, appointment and promotion criteria are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.</p>	<p>Sustainable and matured practices on recruitment, appointment and promotion in all the fields are adopted in the entire institution in line with the institutional goals. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.</p>

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
		<b>B.4.2</b> <b>Teaching competence</b>  (Active learning, assessment and evaluation, innovative approaches, material development, skills to equip students with competencies and quality assurance system)	The institution does not have any plans to improve the teaching competence of its teaching staff.	The institution has developed plans to improve the teaching competence of its teaching staff such as innovative approaches, material development, skills to equip students with competencies, and quality assurance system. But these plans are not put into practice or the existing practices (training for trainers events) do not cover all the units.	The institution has some practices to improve the teaching competence of its teaching staff that cover all the units. But the results of these practices are not monitored.	The findings obtained from the practices aiming to improve the teaching competence of the institution's teaching staff are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	Sustainable and matured practices aiming to improve the teaching competence of the institution's teaching staff are adopted in the entire institution in line with the institutional goals. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
		<b>B.4.3 Incentives and rewards for learning and teaching activities</b>	The institution does not have any incentive or reward mechanism for its teaching staff.	The institution has developed plans to create incentive and reward mechanisms for its teaching staff. But these plans are not put into practice or the existing practices do not cover all the fields.	The incentive and reward practices for the teaching staff are maintained in consideration of the teaching staff's competencies and in a fair and transparent manner and cover all the fields. But the results of these practices are not monitored.	The findings obtained from the practices related to incentive and rewarding mechanisms for the institution's teaching staff are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	Sustainable and matured practices on incentive and rewarding mechanisms for the institution's teaching staff are adopted in all the units of the institution in line with the institutional goals. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
	<p><b>B.5. Learning Resources</b></p> <p>(The institution must have the necessary resources and infrastructure to maintain its educational activities and must guarantee that the learning opportunities are suitable and accessible for all students.)</p>	<p><b>B.5.1 Learning resources</b></p>	<p>The institution does not have learning resources of sufficient quantity and quality (classrooms, laboratories, libraries, studios, course books, human resources, learning support etc.) to maintain its learning and teaching activities.</p>	<p>The institution has developed plans to create learning resources of sufficient quantity and quality to maintain its learning and teaching activities. But these plans are not put into practice or the existing practices do not cover all the units.</p>	<p>The institution provides learning resources of sufficient quality and quantity by setting a balance among the units. But the results with regard to the use of these resources are not monitored.</p>	<p>The learning resources in all the units of the institution are managed in a way to ensure their accessibility and suitability in terms of quality and quantity. The findings obtained from these practices are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands.</p>	<p>The suitable and accessible learning resources are managed in all the units of the institution in line with the institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.</p>

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
		<b>B.5.2. Social, cultural and sportive activities</b>	The institution does not have social, cultural and sportive activities of sufficient quality and quantity.	The institution has developed plans to organize social, cultural and sportive activities of sufficient quality and quantity (providing space, funds and guidance support etc.). But these plans are not put into practice or the existing practices do not cover all the units.	The institution organizes social, cultural and sportive activities of sufficient quality and quantity in all the units of the institution by setting a balance among the units. But the results of these practices and activities are not monitored.	The social, cultural and sportive activities of sufficient quality and quantity in all the units of the institution are managed on an institutional level (supports are provided for their execution, administrative organization is available etc.). The findings obtained from these practices are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands.	The social, cultural and sportive activities of sufficient quality and quantity in all the units of the institution are managed in line with the institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
		<b>B.5.3 Facilities and infrastructure</b>  (Cafeterias, dormitories, study halls equipped with technologies, health centers etc.)	The institution does not have facilities and infrastructure of sufficient quality and quantity (cafeterias, dormitories, study halls equipped with technologies; health, transportation and IT services).	The institution has developed plans to create facilities and infrastructure of sufficient quality and quantity. But these plans are not put into practice or the existing practices do not cover all the units; the balance among the units is not considered.	The institution has established facilities and infrastructure of sufficient quality and quantity by setting a balance among the units. But the results with regard to the use of these facilities and infrastructure are not monitored.	The physical resources and spaces in the institution are managed in an integrative manner in order to provide facilities and infrastructure of sufficient quality and quantity in all the units of the institution. The results obtained with regard to the use of all the facilities and infrastructure are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands.	The suitable and accessible facilities and infrastructure are managed in all the units of the institution in line with the institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
		<b>B.5.4. Accessible university</b>	The institution does not have any plans for accessible university practices.	The institution has developed plans for accessible university practices. But these plans are not put into practice or the existing practices do not cover all the units.	The accessible university practices in the institution cover all the units, but the results of these practices are not monitored.	The findings obtained from the accessible university practices that cover all the units in the institution are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	The accessible university practices that cover all the units in the institution are managed in line with the institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.



			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
		<b>B.5.5. Guidance, psychological counseling and career services</b>	The institution does not have any plans to provide guidance, psychological counseling or career services of sufficient quality and quantity.	The institution has developed plans to provide guidance, psychological counseling and career services of sufficient quality and quantity. But these plans are not put into practice or the existing practices do not cover all the fields.	The institution provides guidance, psychological counseling and career services of sufficient quality and quantity in all the units of the institution. But the results of these practices are not monitored.	The guidance, psychological counseling and career services of sufficient quality and quantity that are provided in all the units of the institution are managed in an integrative manner (presence of a center that coordinates these services, and an administrative organization managing this center etc.) The results obtained with regard to these services are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands.	The guidance, psychological counseling and career services of sufficient quality and quantity that are provided in all the units of the institution are managed in line with the institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
	<p><b>B.6.</b></p> <p><b>Monitoring and Review of Programs</b></p> <p>(The institution must monitor its graduates on a regular basis to ensure that the programs ultimately reach their educational objectives and answer the needs of students and society. The programs must be reviewed and updated periodically.)</p>	<p><b>B.6.1.</b></p> <p><b>Monitoring and review of program outcomes</b></p> <p>*This also covers foreign language education programs in preparatory schools.</p>	<p>The institution does not have any mechanisms for the monitoring and review of program outcomes.</p>	<p>The institution has developed some mechanisms regarding the monitoring and review of program outcomes (process and performance indicators). But no practice is currently available, or the existing practices do not cover all the programs.</p>	<p>The institution has introduced some practices for the monitoring of program outcomes in all programs and certain results have been obtained from them. But the results have not been evaluated or employed in decision-making and updating processes.</p>	<p>All program outcomes in the institution are systematically monitored (annually and periodically at the end of the program period) in line with the institutional goals (learning and teaching policy and objectives). The monitoring results are evaluated and updated with stakeholders.</p>	<p>Monitoring all program outcomes in a sustainable manner and in line with institutional goals is guaranteed in the institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.</p>

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
		<b>B.6.2. Alumni tracking system</b>	The institution does not have an alumni tracking system.	The institution has developed plans to establish an alumni tracking system. But these plans are not put into practice or the existing practices do not cover all the programs.	The institution has practices related to alumni tracking system that cover all the programs and certain results have been obtained from them. But the results have not been evaluated or employed in decision-making processes.	Graduates in all the programs of the institution are systematically monitored in line with the institutional goals (learning and teaching policy and objectives), and necessary measures that cover all the units and programs are taken according to the monitoring results.	The institution has guaranteed the monitoring of graduates in all the programs in line with the institutional goals and graduates have become a component of the institution's quality assurance system. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
RESEARCH AND DEVELOPMENT	<p><b>C.1. Research Strategy</b></p> <p>(The institution must conduct research and development activities that are in line with the academic priorities defined in the framework of its strategic plan, able to create values and turn them into social benefits.)</p>	<p><b>C.1.1 The institution's research policy, objectives and strategy</b></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 define its research approach, principles adopted in research activities, priorities in research and preferences in managing research resources. But no implementation or mechanism is available to put them into practice.</p>	<p>The institution has some practices carried out in line with its defined research policy, strategy and objectives. But the results of these practices are not evaluated.</p>	<p>The practices related to the research policy, strategy and objectives, which are adopted in all the units of the institution, are systematically monitored and necessary measures that cover all the fields and programs are taken according to the monitoring results.</p>	<p>It is guaranteed in the institution that the research activities of the institution can create values and turn them into societal benefits in line with the institution's research policy. This has been adopted by stakeholders through matured practices. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.</p>

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
		<b>C.1.2 Management and organizational structure of research- development processes</b>	The institution does not have plans for the management and organizational structure of its research-development processes.	The institution has developed plans for the management and organizational structure of its research-development processes. (the position in the non-interventional/interventional spectrum, the way of designing the motivation and guidance function, how short- and long-term goals are clearly defined, research management team and the definition of their tasks). But these plans are not put into practice or the existing practices do not cover all the fields.	Some results have been obtained by implementing the management and organizational structure of the research and development processes in accordance with the institutional preferences in all the fields. But their results are not monitored.	The outcomes and stakeholder opinions with regard to the management of the research and development processes in the institution are systematically monitored and evaluated with stakeholders to take necessary measures.	The management of research and development processes covers all the units/fields in the institution and is adopted and guaranteed in the entire institution with the help of integrative, sustainable and matured practices that are in line with the institutional goals (research policy, objectives and strategy). The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
		<b>C.1.3 Relation of research activities to local/regional/national development goals</b>	The institution does not consider the local, regional or national development goals and changes in the planning, execution and management of its research activities.	The institution considers the local, regional and national development goals and changes in the planning, execution and management of its research activities. But these practices do not cover all the fields or are not reflected on the institution's research policy, objectives and strategy.	The institution considers the local, regional and national development goals and changes in the planning, execution and management of its research activities in all relevant fields. But the results of these practices are not monitored.	The research outputs in the institution are systematically monitored in accordance with the institution's internal quality assurance system and the local, regional and national development goals. The monitoring results are evaluated with stakeholders to take necessary measures.	The evaluation of the research activities' competition level (national/international) and socio-economic and cultural contributions to local, regional and national development goals is adopted and guaranteed in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
	<p><b>C.2. Research Resources</b></p> <p>(The institution must provide the required physical infrastructure and financial resources for research and development activities and enable their effective use. Research policies of the institution must encourage cooperation between internal and external stakeholders and use of non-institutional funds.)</p>	<p><b>C.2.1 Physical, technical and financial research resources</b></p>	<p>The institution does not have physical, technical and financial resources of sufficient quantity and quality to maintain its research and development activities.</p>	<p>The institution has developed plans to create physical, technical and financial resources of sufficient quantity and quality to maintain its research and development activities. But these plans are not put into practice or the existing practices do not cover all the units.</p>	<p>The institution provides physical, technical and financial resources of sufficient quality and quantity by setting a balance among the units in order to maintain its research and development activities. But the results with regard to the use of these resources are not monitored.</p>	<p>The research resources in the institution are managed in a way to support the primary research areas and encompass all the units/fields. The findings obtained from these practices are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands.</p>	<p>The physical, technical and financial resources of sufficient quantity and quality in all the units of the institution are managed in line with the institutional goals (research policy, objectives and strategy) and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.</p>

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
		<b>C.2.2.</b> <b>Intra-university resources</b>  (Scientific research projects)	<p>The institution does not have intra-university resources for its research and development activities.</p>	<p>The institution has developed plans/defined processes (such as directives on scientific research projects) to create intra-university resources in order to maintain its research and development activities. But these plans are not put into practice or the existing practices do not cover all the units.</p>	<p>The institution provides intra-university resources of sufficient quality and quantity by setting a balance among the units in order to maintain its research and development activities. But the results with regard to the use of these resources are not monitored.</p>	<p>The intra-university resources in the institution are managed in an accessible manner and in a way to support the primary research areas. The findings obtained from these practices are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands.</p>	<p>The intra-university resources that encompass all the units of the institution are managed in line with the institutional goals (research policy, objectives and strategy) and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.</p>



			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
		<b>C.2.3.</b> <b>Use of extra- university resources</b>  (Support units and methods)	<p>The institution does not use extra-university resources for its research and development activities.</p>	<p>The institution has developed plans to create support units and methods for the use of extra-university resources. But these plans are not put into practice or the existing practices do not cover all the units.</p>	<p>The institution has created support units and methods for the use of extra-university resources in order to maintain its research and development activities in line with the institutional goals, and the practices related to this encompass all the fields. But the results with regard to the practices and the use of these resources are not monitored.</p>	<p>The findings obtained from the practices that support the use of extra-university resources in order to maintain the institution's research and development activities in line with the institutional goals are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.</p>	<p>Sustainable and matured practices for the use of extra-university resources in order to maintain the institution's research and development activities in line with the institutional goals (research policy, objectives and strategy) are adopted and guaranteed in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions</p>

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
		<b>C.2.4.</b> <b>Doctoral programs</b> (graduate numbers, trends) and post-doctoral opportunities	The institution does not have doctoral or post-doctoral programs that are in compliance with the institution's research policy, objectives and strategy.	The institution has developed plans and defined processes regarding doctoral and post-doctoral programs that are in compliance with the institution's research policy, objectives and strategy. But these plans and processes are not put into practice or the existing practices do not cover all the units.	The institution has doctoral and post-doctoral programs that are in compliance with the institution's research policy, objectives and strategy. But the results of these practices are not monitored.	The outcomes of the doctoral and post-doctoral programs in the institution that are in compliance with the institution's research policy, objectives and strategy are periodically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	Integrated and matured practices regarding the doctoral and post-doctoral programs in order to maintain the institution's research and development activities in line with the institutional goals (research policy, objectives and strategy) are adopted and guaranteed in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
	<b>C.3. Research Competencies</b>  (The institution must provide opportunities to sustain and improve the research competencies of the teaching staff.)	<b>C.3.1. Research competencies of teaching staff and improvement of research competencies</b>	<p>The institution does not have a mechanism for the evaluation and improvement of the teaching staff's research competencies (specialties, background, numbers and distribution).</p>	<p>The institution has developed plans and defined processes for the evaluation and improvement of the teaching staff's research competencies. But these plans and processes are not put into practice or the existing practices do not cover all the units.</p>	<p>The institution's practices for the evaluation and improvement of the teaching staff's research competencies encompass all the fields. But the results of these practices are not monitored.</p>	<p>The institution's practices for the evaluation and improvement of the teaching staff's research competencies are periodically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.</p>	<p>Sustainable and matured practices for the evaluation and improvement of the teaching staff's research competencies in line with the institutional goals (research policy, objectives and strategy) are adopted and guaranteed in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.</p>

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
		<b>C.3.2. Joint programs and joint research units to improve research competencies of teaching staff</b>	The institution does not have multiple research activities such as establishing cooperation or participating in intra- or inter-institutional joint programs, joint research units and research networks at national and international levels.	The institution has developed plans and defined processes to have multiple research activities such as establishing cooperation or participating in intra- or inter-institutional joint programs, joint research units and research networks at national and international levels. But these plans and processes are not put into practice or the existing practices do not cover all the units.	The institution's practices regarding multiple research activities such as establishing cooperation or participating in intra- or inter-institutional joint programs, joint research units and research networks at national and international levels encompass all the fields. But the results of these practices are not monitored.	The institution's practices regarding multiple research activities such as establishing cooperation or participating in intra- or inter-institutional joint programs, joint research units and research networks at national and international levels are periodically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	Sustainable and matured practices for the multiple research activities such as establishing cooperation or participating in intra- or inter-institutional joint programs, joint research units and research networks at national and international levels in line with the institutional goals (research policy, objectives and strategy) are adopted and guaranteed in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
	<p><b>C.4. Research Performance</b></p> <p>(The institution must periodically assess and evaluate its research and development activities on the basis of relevant data and publish the results. The obtained results must be employed for the periodic review and continuous improvement of the institution's research and</p>	<p><b>C.4.1. Performance review of teaching staff</b></p>	<p>The institution does not have any practice for the monitoring and review of the teaching staff's research performance.</p>	<p>The institution has developed plans and defined processes (directives, regulations, process definitions, assessment tools, guidelines, appreciation-recognition systems, incentive mechanisms etc.) for the monitoring and review of the teaching staff's research performance. But these plans and processes are not put into practice or the existing practices do not cover all the units.</p>	<p>The institution's practices regarding the defined processes for the monitoring and review of the teaching staff's research and development performance (directives, regulations, process definitions, assessment tools, guidelines, appreciation-recognition systems, incentive mechanisms etc.) encompass all the fields. But the results of these practices are not monitored or employed in decision-making processes.</p>	<p>The institution's practices for the monitoring and review of the teaching staff's research and development performance that encompass all the fields are periodically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.</p>	<p>Sustainable and matured practices for the monitoring and review of the teaching staff's research and development performance in line with the institutional goals (research policy, objectives and strategy) are adopted and guaranteed in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.</p>

	development performance.)		<b>1</b> <b>No plans/ implementations available</b>	<b>2</b> <b>Planning</b>	<b>3</b> <b>Planning and implementing</b>	<b>4</b> <b>Planning, implementing, checking and acting</b>	<b>5</b> <b>Exemplary implementation</b>
		<b>C.4.2.</b> <b>Review and outcome-based improvement of research performance</b>	The institution does not have any practice for the monitoring and review of the research performance.	The institution has developed plans and defined processes for the monitoring and review of the research performance. But these plans and processes are not put into practice or the existing practices do not cover all the units.	The institution's practices for the monitoring and review of the research performance encompass all the fields and units (including the research centers). But the results of these practices are not monitored or employed in decision-making processes.	The research performance of all the units in the institution is monitored, reviewed and employed in decision-making processes (performance-based incentive-appreciation mechanisms etc.). The practices related to this aspect are periodically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	Sustainable and matured practices for the monitoring and review of the research performance in all the units in line with the institutional goals (research policy, objectives and strategy) are adopted and guaranteed in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
		<b>C.4.3. Research budget performance</b>	The institution does not have any practice for the monitoring of the research budget performance.	The institution has developed plans and defined processes for the monitoring of the research budget performance. But these plans and processes are not put into practice or the existing practices do not cover all the units.	The institution has practices for the monitoring and review of the research budget performance But the results of these practices are not monitored or employed in decision-making processes.	The research budget performance of all the units in the institution is monitored, reviewed and employed in decision-making processes (budget distribution etc.). The practices related to this aspect are periodically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	Sustainable and matured practices for the monitoring and review of the research budget performance in all the units in line with the institutional goals (research policy, objectives and strategy) are adopted and guaranteed in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
SOCIAL CONTRIBUTION	<b>D.1. Social Contribution Strategy</b>	<b>D.1.1. Social contribution policy, objectives and strategy</b>	The institution does not have a defined social contribution policy, objectives and strategy.	The institution has a social contribution policy, objectives and strategy that express its principles, priorities and preferences in the management of its resources in the context of its social contribution activities. But any mechanisms or practices to implement these are not available.	The institution has some practices regarding its defined social contribution policy, objectives and strategy. But the results of these practices are not evaluated.	The practices related to the institution's social contribution policy, objectives and strategy that are adopted by all the units in the institution are systematically monitored. Necessary measures that encompass all the fields and programs are taken according to the monitoring results.	It is guaranteed in the institution that the social contribution activities of the institution can create values and turn them into societal benefits in line with the institution's social contribution policy. This has been adopted by stakeholders through matured practices. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
	(The institution must carry out its social contribution activities in accordance with its objectives, strategy and local, regional and national development goals.)						



			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
		<b>D.1.2. Management and organizational structure of social contribution processes</b>	The institution does not have plans for the management and organizational structure of its social contribution processes.	The institution has developed plans for the management and organizational structure (processes, definition of tasks etc.) of its social contribution processes in relation to the local, regional and national development goals and in integration with the other processes (learning and teaching, research). But these plans are not put into practice or the existing practices do not cover all the units.	Some results have been obtained in the institution by implementing the management and organizational structure of the social contribution processes in accordance with the institutional preferences in all the fields. But their results are not monitored.	The outcomes and stakeholder opinions with regard to the management of the social contribution processes in the institution are systematically monitored in compliance with the institution's internal quality assurance system and evaluated with stakeholders to take necessary measures.	The management of social contribution processes covers all the units/fields in the institution and is adopted and guaranteed in the entire institution with the help of integrative, sustainable and matured practices that are in line with the institutional goals. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
	<b>D.2. Social Contribution Resources</b>  (The institution must have the required physical, technical and financial resources with suitable quality and quantity and enable their effective use in order to maintain its social contribution activities.)	<b>D.2.1. Resources</b>	The institution does not have physical, technical and financial resources of suitable quantity and quality to maintain its social contribution activities.	The institution has developed plans to create physical, technical and financial resources of suitable quantity and quality to maintain its social contribution activities. But these plans are not put into practice or the existing practices do not cover all the units.	The institution provides physical, technical and financial resources of suitable quality and quantity by setting a balance among the units in order to maintain its social contribution activities. But the results with regard to the use of these resources are not monitored.	The physical, technical and financial resources in the institution are managed in a way to support the social contribution activities and encompass all the units. The findings obtained from these practices are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands.	The physical, technical and financial resources of suitable quantity and quality in all the units of the institution are managed in line with the institutional goals (social contribution objectives and strategy) and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
	<p><b>D.3. Social Contribution Performance</b></p> <p>(The institution must periodically review and continuously improve the activities it maintains in line with its social contribution strategy and objectives.)</p>	<p><b>D.3.1. Monitoring and improvement of social contribution performance</b></p>	<p>The institution does not have any practice for the monitoring and improvement of its social contribution performance.</p>	<p>The institution has developed plans and defined processes for the monitoring and improvement of its social contribution performance. But these plans and processes are not put into practice or the existing practices do not cover all the units.</p>	<p>The institution's practices for the monitoring and improvement of its social contribution performance encompass all the fields and units. But the results of these practices are not monitored or employed in decision-making processes.</p>	<p>The social contribution performance of all the units in the institution is monitored, reviewed and employed in decision-making processes. The practices related to this aspect are periodically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.</p>	<p>Sustainable and matured practices for the monitoring and review of the social contribution performance in all the units in line with the institutional goals (social contribution policy, objectives and strategy) are adopted and guaranteed in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.</p>

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
GOVERNANCE SYSTEM	<b>E.1. Structure of Management and Administrative Units</b>	<b>E.1.1. Management model and administrative structure</b>	The institution does not have a management model and organizational structure that are in compliance with its mission and enable the achievement of the strategic objectives.	The institution's management model and administrative structure that guarantee the achievement of its mission and strategic objectives have been defined with a clear explanation of all the processes and authorities, duties and responsibilities in accordance with the processes. But this model has not been put into practice or the existing practices related to this model do not cover all the units.	The institution's management model and administrative structure that guarantee the achievement of its mission and strategic objectives have been formed in accordance with the processes and encompass all the fields/units (including the board of trustees in foundation higher education institutions and vice rectors and consultants in all higher education institutions). Some results have been obtained from the related practices but these results are not monitored.	The findings obtained from the practices related to the institution's management model and administrative structure that encompass all the units and fields are systematically monitored and stakeholder opinions are received in this regard. The monitoring results are evaluated with stakeholders to take necessary measures and make updates according to the needs and demands.	The institution's management model and administrative structure (institutional approach, traditions and preferences in the framework of legislative regulations), which guarantee diversity, effective decision-making, adaptability and stakeholder representation and provide suitable ground for the realization of the institutional goals, are adopted in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
	(The institution must have an administrative structure that guarantees realizing the institution's strategic goals both qualitatively and quantitatively. The administrative board must be able to function as a constructive leadership while the administrative staff should have						

	the required competencies.)		<b>1</b> <b>No plans/ implementations available</b>	<b>2</b> <b>Planning</b>	<b>3</b> <b>Planning and implementing</b>	<b>4</b> <b>Planning, implementing, checking and acting</b>	<b>5</b> <b>Exemplary implementation</b>
		<b>E.1.2. Process management</b>	The institution does not have defined processes for its practices regarding learning and teaching, research-development, social contribution and governance system.	The institution has defined processes for its practices regarding learning and teaching, research-development, social contribution and governance system. But the existing practices in this regard are not compatible with the processes or do not cover all the units.	All the processes in the institution are defined in a way to encompass all the units and fields and all the practices are implemented in line with the processes. But the process performance results are not monitored or employed in decision-making processes.	The results regarding the processes that are managed in a way to encompass all the units and fields in the institution are systematically monitored with performance indicators and stakeholder opinions are received in this regard. The monitoring results are evaluated with stakeholders to take necessary measures and make updates according to the needs and demands.	The institution's process management model that is in compliance with the strategic objectives and encompasses all the fields is adopted and guaranteed in the entire institution through sustainable and matured practices. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
	<p><b>E.2. Resource Management</b></p> <p>(The institution must have a management system guaranteeing that the human resources, financial resources and all the estates and assets are used efficiently and productively.)</p>	<p><b>E.2.1. Management of human resources</b></p>	<p>The institution does not have a defined policy or process for the management of human resources.</p>	<p>The institution has a defined policy and processes for the management of human resources. But no implementation or mechanism is available to put them into practice.</p>	<p>The institution has some practices for the management of human resources in accordance with its human resources policy and strategic objectives and certain results have been obtained from them. But the results of these practices are not monitored or employed in decision-making processes.</p>	<p>The results regarding the processes for the management of human resources that encompass all the units in the institution are systematically monitored and stakeholder opinions are received in this regard. The monitoring results are evaluated with stakeholders to take necessary measures.</p>	<p>The institution's human resources management model that is in compliance with the strategic objectives and encompasses all the fields is adopted and guaranteed in the entire institution through sustainable and matured practices. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.</p>

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
		<b>E.2.2. Management of financial resources</b>	The institution does not have defined processes for the management of financial resources.	The institution has defined processes for the management of financial resources. But these processes are not put into practice, or the existing practices do not cover all the fields.	The institution has some practices for the management of financial resources in accordance with its strategic objectives and defined processes and certain results have been obtained from them. But the results of these practices are not monitored or employed in decision-making processes.	The results regarding the practices for the management of financial resources that encompass all the fields in the institution are systematically monitored and stakeholder opinions are received in this regard. The monitoring results are evaluated with stakeholders to take necessary measures.	The institution's management of financial resources that is in compliance with the strategic objectives and encompasses all the fields is adopted and guaranteed in the entire institution through sustainable and matured practices. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
	<b>E.3. Information Management System</b>	<b>E.3.1. Integrated information management system</b>	The institution does not have any information management system to support the acquisition, storage and usage of information.	The institution has information management systems to support the acquisition, storage and usage of information. But these systems are not integrated to each other or do not cover all the fields.	The institution has an integrated information management system that covers all the fields and supports all the processes (learning and teaching, research and development, social contribution, quality assurance) and some practices are available for the use of this system. But the information system is not employed in decision-making processes and the results regarding the use of the system are not monitored.	The results regarding the use of the integrated information management system that supports all the processes are systematically monitored and stakeholder opinions are received in this regard. The monitoring results are evaluated with stakeholders to take necessary measures and make updates according to the needs and demands.	A sustainable and matured integrated information management system that is in line with the institutional goals is adopted and guaranteed in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
	(The institution must have an integrated information management system that can be employed to periodically collect, store and analyze the required data and information in order to guarantee the effective management of the administrative and operational activities and enhance						

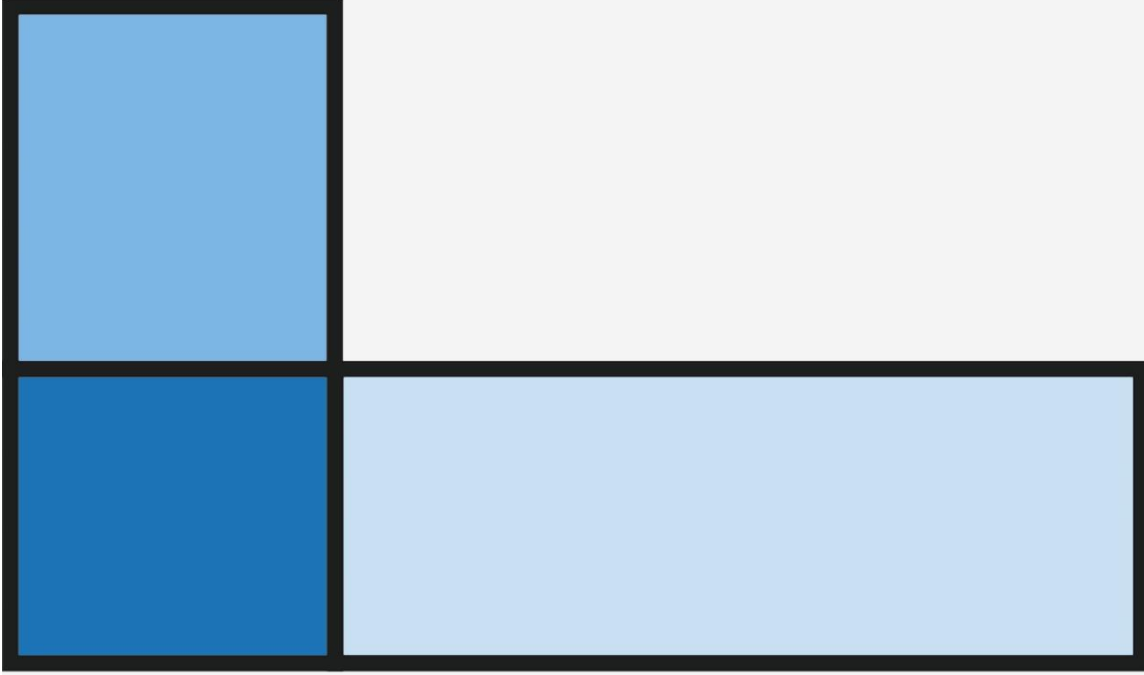


	institutional processes.)		<b>1</b> <b>No plans/ implementations available</b>	<b>2</b> <b>Planning</b>	<b>3</b> <b>Planning and implementing</b>	<b>4</b> <b>Planning, implementing, checking and acting</b>	<b>5</b> <b>Exemplary implementation</b>
		<b>E. 3.2.</b> <b>Information security and reliability</b>	The institution does not have any practice to provide information security and reliability.	The institution has defined processes and plans to provide information security and reliability. But these processes and plans are not put into practice or the existing practices do not cover all the fields.	The institution has integrated practices to provide information security and reliability and some results have been obtained from these practices. But the results of these practices are not monitored or used in decision-making mechanisms.	The practices to provide information security and reliability in the institution are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	The security and reliability of the institutional information is adopted and guaranteed in the entire institution with sustainable and matured practices. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
	<b>E.4. Support Services</b>  (The institution must guarantee the suitability, quality and continuity of the outsourced support services.)	<b>E. 4.1. Suitability, quality and continuity of goods and services</b>	<p>The institution does not have any defined criteria or processes to evaluate the suitability and quality of the outsourced goods and support services.</p>	<p>The institution has defined processes and mechanisms (procurement process, suitability and quality criteria etc.) to guarantee the suitability, quality and continuity of the outsourced goods and support services. But these processes are not put into practice or the existing practices do not cover all the fields.</p>	<p>The institution has practices for the planning, evaluation and improvement of the quality levels of all the outsourced goods and support services in accordance with the internal quality assurance system. But the results of these practices are not monitored or employed in decision-making processes.</p>	<p>The institution maintains close cooperation with suppliers to guarantee the quality of all the outsourced goods and services. The performance and satisfaction levels of suppliers are systematically monitored and evaluated with stakeholders to take necessary measures.</p>	<p>The institution manages a supply chain to guarantee the quality levels of the outsourced goods and services in line with the institutional goals. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.</p>

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
	<b>E.5. Public Information and Accountability</b>	<b>E.5.1. Public information</b>	The institution does not have defined principles and mechanisms for informing the public on its activities.	The institution has designated its public information methods and processes and defined a policy to adopt informing the public on its activities as a principle. But this policy and the processes are not put into practice or the existing practices do not cover all the fields.	Some results have been obtained from the practices of public information that cover all the fields in line with the principles and processes designated to inform the public. But the results of these practices are not monitored or employed in decision-making processes.	The findings regarding the institution's public information activities are monitored and stakeholder opinions are received in this regard. The monitoring results are evaluated with stakeholders to take necessary measures.	The institution's public information activities are guaranteed and adopted in the entire institution with sustainable and matured practices in line with the institutional goals and values. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
	(The institution must publish information on all its activities, including its study programs and research and development activities, in a transparent, accurate, updated and easily accessible way. The institution must have a set of approaches that can enable assessing and evaluating the productivity of the administrative and managerial staff and ensure their accountability.)						

			1 No plans/ implementations available	2 Planning	3 Planning and implementing	4 Planning, implementing, checking and acting	5 Exemplary implementation
		<b>E.5.2. Accountability methods</b>	The institution does not have accountability methods or mechanisms.	The institution has adopted accountability as a principle and designated its accountability methods and processes. But these principles and processes are not put into practice or the existing practices do not cover all the fields.	Some results have been obtained from the practices related to the institution's accountability principles and processes. But the results of these practices are not monitored or employed in decision-making processes.	The findings obtained from the institution's accountability activities are monitored and stakeholder opinions are received in this regard. The monitoring results are evaluated with stakeholders to take necessary measures.	The institution's accountability principles are guaranteed and adopted in the entire institution with sustainable and matured practices in line with the institutional goals and values. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.



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