

KURUM İÇ DEĞERLENDİRME RAPORU

ABDULLAH GÜL ÜNİVERSİTESİ

GİRİŞ

Abdullah Gül University (AGU), the first foundation-supported state university model in Turkey, was founded on July 21, 2010, in Kayseri and admitted its first students in the 2013-2014 academic year.

1.1. Abdullah Gül University Contact Details

A.1. Contact Details

Prof. İhsan SABUNCUOĞLU
Address: Abdullah Gül University, Sümer Campus, KAYSERİ
Phone: 0 352 2248800 Rector
E-mail Address: sabun@agu.edu.tr
Personal Web Page: <http://rektor.agu.edu.tr>
Institutional Web Page: <http://www.agu.edu.tr/>

The Abdullah Gül University Quality Committee

Prof. İhsan SABUNCUOĞLU	Rector, Committee Head
Prof. İrfan ALAN	Vice-Rector
Prof. Cengiz YILMAZ	Vice-Rector
Prof. Bülent YILMAZ	Counselor to Rector on Education and Chair of Department of Electrical and Electronics Engineering
Prof. Mehmet ŞAHİN	Chair, Department of Engineering Sciences
Prof. Erk HACIHASANOĞLU	Dean, Faculty of Managerial Sciences
Prof. Rasim Özgür DÖNMEZ	Dean, Faculty of Humanities and Social Sciences
Assoc. Prof. Harika SÜKLÜN	Chair, Department of Business Administration
Assoc. Prof. Burak ASILISKENDER	Chair, Department of Architecture
Prof. Alper Faruk UĞRAŞ	Acting Director, Graduate School of Educational Sciences
Prof. Alaattin ŞEN	Dean, Faculty of Life and Natural Sciences
Osman YILDIRIM	Acting Secretary-General
Belgin AKYÜZ	Department Head, Strategy Development
Hatice Zehra DOĞRU	Student Representative

Self-Evaluation Subcommittee Members

Subcommittee members were assigned the preparation of the Abdullah Gül University self-evaluation report are listed in Table 1.

Table 1: Subcommittees of the Self-Evaluation Report and Their Members

Institutional Information

Asst. Prof. Harika SÜKLÜN	Committee President, Coordinator at the Coordination Office of Prospective Students
Onur ERDOĞAN	Assistant Specialist at Financial Services

Quality Assurance System

Prof. Cengiz YILMAZ	Committee President, Vice-Rector
Prof. İbrahim AKGÜN	Chair, Department of Industrial Engineering
Prof. Mehmet ŞAHİN	Chair, Department of Engineering Sciences
Asst. Prof. Kevser KAHRAMAN	Faculty Member, Engineering
Asst. Prof. Faruk GÜVEN	Faculty Member, Managerial Sciences
Onur ERDOĞAN	Assistant Specialist of Financial Services

Education

Prof. Bülent YILMAZ	Committee President, Chair of the Department of Electrical and Electronics Engineering
Asst. Prof. Murat İNAN	Faculty Member, Humanities and Social Sciences
Assoc. Prof. Burak ASILISKENDER	Chair, Department of Architecture
Asst. Prof. Aysun ADAN	Chair, Department of Molecular Biology and Genetics
Asst. Prof. Elif BENGÜ	Faculty Member, Educational Sciences
Fikri ULUSOY	Department Head, Student Affairs

Research and Development

Prof. V. Çağrı GÜNGÖR	Committee President, Chair of the Department of Computer Engineering
Prof. Hakan USTA	Deputy Director, Graduate School of Engineering and Science

Assoc. Prof. Evren MUTLUGÜN	Vice Dean, Faculty of Engineering
Asst. Prof. Alper İŞOĞLU	Vice Dean, Faculty of Life and Natural Sciences
Satı Demet ÇALIŞKAN (Secretary)	Civil Servant
Societal Contribution	
Prof. Rasim Ö. DÖNMEZ	Faculty Of Humanities and Social Sciences
Asst. Prof. Altan ERCAN	Bioengineering
Asst. Prof. Talha ERDEM	Electrical and Electronics Engineering
Asst. Prof. F. Selen MADENOĞLU	Business Administration
Dr. Tuba ARABACI ATLAMAZ	Educational Sciences
Dr. Sinan AKYÜZ	Faculty of Architecture
Academic Zeynep Tuğçe ÇİFTÇİBAŞI GÜÇ	Youth Factory

Management System

Prof. İrfan ALAN	Committee President, Vice-Rector
Prof. Cengiz YILMAZ	Vice-Rector
Prof. Rasim Özgür DÖNMEZ	Dean, Faculty of Humanities and Social Sciences
Prof. Erk HACIHASANOĞLU	Acting Dean, Faculty of Managerial Sciences
Assoc. Prof. Eyüp DOĞAN	Chair, Department of Economy
Osman YILDIRIM	Acting Secretary-General

1.2. Historical Development of Abdullah Gül University

Abdullah Gül University (AGU), the first foundation-supported state university in Turkey, was founded on July 21, 2010, in Kayseri, and admitted its first students in the 2013-2014 academic year.

What makes AGU special is that it is planned to serve the community by renovating one of the first and biggest industrial campuses of the Republic of Turkey, the Sümerbank Textile Plant. As it is known, the Sümerbank Plant was established in Kayseri, and began manufacturing textile in 1935. As the first industrial plant of the Republic, it was an engine of modernization, industrialization, and development in line with the dynamics of the period. As a result, in 2007, opinion leaders in Kayseri with the initiative of Kayseri Metropolitan Municipality initiated the efforts to transform this historical place into a new state university. In other words, buildings located on the Sümer Campus have been renovated and re-functionalized by various architects as education, research and social spaces. Besides this city campus, a much larger Mimar Sinan Campus located at the outskirts of the city is still under construction.

AGU Support Foundation (AGÜV) is an important and critical stakeholder that facilitates the new university model to be realized and allows the university to offer education and conduct research at an international level. Since its establishment on July 13, 2011, AGÜV has worked to support the development of the university in a noteworthy and effective manner. (<http://www.aguv.org.tr/Aguv.aspx>)

1.2.1. Students, Faculty Members, and Administrative Staff

As of December 2019, AGU had 1749 undergraduate and 219 graduate students enrolled in the departments of five faculties (Engineering, Architecture, Life and Natural Sciences, Human and Social Sciences, and Managerial Sciences) and two institutes (Graduate School of Engineering and Science and Graduate School of Social Sciences). 62% of our students are male and 38% are female. There are 172 international students, which constitutes about 9% of the student body. Table 2 and Table 3 summarize the distribution of 2019 student intake and the distribution of the students per department, respectively. Table 4 and Table 5 display the distribution of academic and administrative staff, respectively.

Table 2: 2019 Departmental Quotas and Occupancy Rates

Program Name	ÖSYS Quota	ÖSYS Score Students Admitted	Empty Places	Occupancy Rate
Faculty of Managerial Sciences				
Business Administration (Eng.)	62	62	0	%100
Economy	52	52	0	%100
Faculty of Architecture				
Architecture (Eng.)	62	62	0	%100
Faculty of Life and Natural Sciences				
Molecular Biology and Genetics	62	62	0	%100
Bioengineering	62	62	0	%100
Faculty of Humanities and Social				

Science				
Political Science and International Relations	52	51	1	%98
Faculty of Engineering				
Electrical and Electronics Engineering (Eng.)	62	62	0	%100
Industrial Engineering (Eng.)	62	62	0	%100
Civil Engineering (Eng.)	62	51	11	%82
Mechanical Engineering (Eng.)	62	62	0	%100
Computer Engineering (Eng.)	62	62	0	%100
Total Number of Quotas for all Faculties	662	650	12	%98

Table 3: Number of Students at the end of 2019

Faculty/Grad School	Department	Male	Female	Total
GRADUATE SCHOOL OF ENGINEERING AND SCIENCE	Bioengineering (MSc)	4	11	15
	Electrical and Computer Engineering (MSc)	26	12	38
	Architecture (MArch)	6	11	17
	Industrial Engineering (MSc)	9	5	14
	Advanced Materials and Nanotechnology (MSc)	9	2	11
	Sustainable Urban Infrastructure Engineering (MSc)	9	3	12
	Bioengineering (Ph.D.)	0	6	6
	Materials Science and Mechanical Engineering (Ph.D.)	9	8	17
	Industrial Engineering (Ph.D.)	6	4	10
	Architecture (Ph.D.)	3	14	17
GRADUATE SCHOOL OF SOCIAL SCIENCES	Electrical and Computer Engineering (Ph.D.)	34	19	53
	Data Science for Business and Economics (MSc)	4	5	9
FACULTY OF ENGINEERING	Computer Engineering	163	34	197
	Electrical and Electronics Engineering	189	29	218
	Industrial Engineering	101	105	206
FACULTY OF ARCHITECTURE	Mechanical Engineering	176	23	199
	Civil Engineering	144	27	171
FACULTY OF LIFE AND NATURAL SCIENCES	Architecture	79	115	194
	Molecular Biology and Genetics	45	115	160
Faculty of Humanities and Social Sciences	Bioengineering	41	64	105
	Political Science and International Relations	23	28	51
FACULTY OF MANAGERIAL SCIENCES	Business Administration	103	93	196
	Economy	29	23	52
TOTAL STUDENT COUNT		1212	756	1968

Table 4: Number of Academic Staff Per Unit at the end of 2019

UNIT	Prof.	Assoc. Prof.	Assist. Prof.	Academic	Research Assistant	Total
Rectorate	-	-	-	11	-	11
Faculty of Engineering	9	9	29	2	48	97
Faculty of Life and Natural Sciences	1	-	9	2	8	20
Faculty of Architecture	-	2	3	3	15	23
Faculty of Computer Sciences	-	1	1	1	2	5
Faculty of Managerial Sciences	1	1	5	-	10	17
Faculty of Humanities and Social Sciences	-	-	4	2	3	9
Faculty of Educational Sciences	-	-	1	1	3	5
School of Languages	-	-	-	23	-	23
School of Physical Education and Sports	1	-	-	1	-	2
Graduate School of Engineering and Science	-	-	2	-	3	5
Graduate School of Social Sciences	-	-	-	-	-	-
Graduate School of Educational Sciences	-	-	-	-	-	-
TOTAL	12	13	54	46	92	219

Table 5: Distribution of Administrative Staff by Class of Service

Distribution of Administrative Staff by Class of Service

General Services (GIH)	Technical Services (THS)	Legal Services (AHS)	Medical Services (SHS)	Auxiliary Services (YHS)	TOTAL
101	31	2	2	9	145

1.2.2. AGU's Location and Infrastructure

AGU has two campuses in Kayseri province, namely, the Sümer Campus and the Mimar Sinan Campus. AGU currently uses the Sümer Campus in the city center. The Mimar Sinan Campus, which is about 20 km away from the city center on the Kayseri-Malatya highway, is currently under construction. Due to the changes in the number of students, academics and administrative staff in 2019, the distribution of physical spaces for administrative and academic departments have changed at the university. The data regarding physical spaces used by the administrative departments and academic departments in 2019 are given in Table 6 and Table 7, respectively.

Table 6: Physical Spaces Used by Administrative Units on the Sümer Campus

Offices and Other Spaces	Number of Offices for Academic Staff	Office Space of Academic Staff (m ²)	Number of Offices for Administrative Staff	Office Space of Administrative Staff (m ²)
Rectorate	13	747	4	109
Strategy Development Information			3	101

Technology Services	2	57
Administration and Finance	7	164
Library and Documentation	2	20
Student Affairs	4	146
Human Resources	4	132
Health, Culture, and Sports	4	146
Construction and Technical Affairs	11	230
Legal Counsel	1	32
General Secretariat	4	202

Table 7: Physical Spaces Used by Academic Units on the Sumer Campus

	Academic Offices m ²	Administrative Offices m ²	Classrooms m ²	Laboratories m ²	Computer Labs m ²	Library m ²	Common Area m ²	Exhibition/ Foyer Area m ²	Conference Halls m ²	TOTAL m ²
Common Areas			686	1595	132	955	4899	2146	650	11063
School of Foreign Languages	285	110	1205		132	955	4899	2146	650	10382
Faculty of Engineering	1060	81	772	818	132	955	4899	2146	650	11513
Faculty of Computer Sciences	40	20	772		132	955	4899	2146	650	9614
Faculty of Architecture	195	60	772	584	132	955	4899	2146	650	10393
Faculty of Managerial Sciences	120	30	772		132	955	4899	2146	650	9704
Graduate School of Engineering and Science	138	80	64	1313	132	955	4899	2146	650	10377
Faculty of Life and Natural Sciences	95	43	772	1313	132	955	4899	2146	650	11005
Faculty of Humanities and Social Sciences	98	25	772		132	955	4899	2146	650	9677
Graduate School of Social Sciences		20	64		132	955	4899	2146	650	8866

1.3. AGU's Vision, Mission, Values, and Strategic Aims

Vision
AGU's vision is to serve as a prestigious international

university that embodies innovation and creativity, generates knowledge, and contributes to science and society at high levels by transforming knowledge into value.

Mission

AGU's mission is to make significant contributions to science and society through scientific research and modern education.

Our university considers and expresses its mission and objectives in four areas (research, education, societal impact, management level) as shown below:

Mission of Research:

- To make significant contributions to science and various sections of society using outcomes obtained by observing a balance between pure and applied research;
- To select applied research topics from areas that will highly contribute to society while taking into account local, regional, national, and global differences;
- To develop and apply transdisciplinary research culture.

Mission of Education:

- To develop and implement learner-centered training and research processes;
- To graduate individuals who are knowledgeable, able to establish connections between theory and practice, show multifaceted thinking, and increase their knowledge;
- To adopt an education policy focusing on the development of learners' academic, social, personal, and professional skills and competences;
- To embody ethical values and social responsibility in education.

Mission of Societal Impact:

- To direct all processes and activities of the university towards contributing positively to the community;
- To ensure that the university is in close cooperation and collaboration with the society, business and industry, public institutions, and non-governmental organizations.

Mission of the Management Level

- To ensure effective participation of internal and external stakeholders in the management processes of the university;
- To create management processes that will facilitate the development of innovative projects by the academic staff and researchers;
- To improve internationalization processes.

Stated Values:

- Awareness of the prestige of academia
- Innovation
- Openness to participation and cooperation
- Entrepreneurship
- Aesthetic awareness
- Ethical responsibility
- Care for society
- Care for the environment
- Focus on the future
- Respect for the diversity and possession of a reconciliatory culture
- Liberal values

In addition to the values stated in the Strategic Document, a new set of values expected from AGU graduates were determined and shared with the internal and external stakeholders (<http://www.agu.edu.tr/agu-values>):

- Dare to Dream,
- Explore with Passion,
- Lead the Change,
- Aim for Excellence,
- Succeed Ethically,
- Prevail Together,
- Show Empathy,
- Contribute to Society,
- Become Global,
- Praise Style

Strategic Aims and Objectives for Research

AIM 1. TO REALIZE HIGH QUALITY AND ADVANCED RESEARCH STUDIES

Strategic Aim 1.1: Increase the number of activities that will increase the visibility of AGU in national and international scientific circles (conferences, symposiums, workshops, etc.) by 20% each year within the planned period.

Strategic Aim 1.2: Increase the number of qualified international master's and doctoral students as well as postdoctoral researchers at AGU by three times until the end of the planned period.

Strategic Aim 1.3: Finish the planned laboratories and infrastructure assets that will respond to researchers' urgent and priority research needs within the set period.

Strategic Aim 1.4: Organize at least one workshop and search conference each year within the planned period to identify critical areas for future research.

Strategic Aim 1.5: Increase the number of research projects carried out by researchers from different disciplines (interdisciplinary) at AGU by two times until the end of the planned period.

Strategic Aims and Objectives for Education

AIM 2. WITH A PERCEPTION OF INNOVATIVE AND HIGH-QUALITY EDUCATION, TO GRADUATE INDIVIDUALS WHO ARE EQUIPPED WITH THE KNOWLEDGE AND SKILLS REQUIRED IN TODAY'S AND FUTURE'S BUSINESS AND SOCIAL LIFE AND TO MAKE AGU PREFERABLE QUALIFIED STUDENTS

Strategic Aim 2.1: Obtain national and international accreditation in all programs until the end of the planned period.

Strategic Aim 2.2: Increase the rate of international students in graduate programs by at least 20% each year within the planned period.

Strategic Aim 2.3: Organize classrooms and courses in such a way to maximize mutual interaction and active student participation and achieve that in all classrooms in the first three years of the planned period.

Strategic Aim 2.4: Create opportunities for students to gain work experience with domestic and international internship programs and consortium grants. Increase the number of students doing internships by 10% each year within the planned period.

Strategic Aim 2.5: Support and increase the recruitment/exchange of international students, academics and administrative staff. Increase the number of reciprocal exchanges by at least 10% each year within the planned period.

Strategic Aims and Objectives at the Management Level

AIM 3. TO DEVELOP MANAGEMENT PROCESSES AND INFRASTRUCTURE IN A WAY TO INCREASE ACTIVITIES OF EDUCATION, RESEARCH AND SOCIETAL IMPACT AND THE INTERACTION BETWEEN THEM. TO ENSURE THAT AGU'S INSTITUTIONAL DEVELOPMENT IS CARRIED WITHIN A HIGH-QUALITY INSTITUTIONALISATION FRAMEWORK.

Strategic Aim 3.1: Ensure that AGU's qualified labor force (academic and administrative staff) increases according to the strategic growth targets of the university.

Strategic Aim 3.2: Complete 75% of infrastructure and renovation work on the Sümer Campus, 80% of infrastructure work and 10% of the construction on the Mimar Sinan Campus by the end of the planned period to optimize the shared use of physical spaces, infrastructure, and environment.

Strategic Aim 3.3: Organize at least two training sessions each year during the planned period to ensure that the AGU internal stakeholders (students, academic and administrative staff) adopt and apply universal/professional/scientific/ethical/multicultural values as well as encourage and support them to take active roles at international organizations. Increase such assignments during the planned period.

Strategic Aim 3.4: Support organization of international scientific and cultural meetings at AGU and increase the number of such meetings at AGU by 20% within the planned period.

Strategic Aim 3.5: Conduct insight and foresight studies to make AGU and the higher education more competitive and more effective through organizing at least one search conference, consultation meeting, etc. in each year of the planned period.

Strategic Aims and Objectives for the Societal Impact

AIM 4. TO BE AN UNIVERSITY THAT SEEKS A POSITIVE IMPACT ON SOCIETY IN ALL ITS ACTIVITIES, SUPPORTS AND ADVANCES ENTREPRENEURSHIP IN EDUCATION AND RESEARCH ACCORDING TO THE AGU VISION OF BEING A PIONEER FOR NEW GENERATION UNIVERSITIES

Strategic Aim 4.1: Ensure that facilities such as Technopark, TTO, Incubation Centers that will support research infrastructure and processes are established according to international standards within the first three years of the planned period. Increase the number of projects, patents carried out in these offices, and companies established by the faculty members by 10% within the planned period.

Strategic Aim 4.2: Ensure that societal impact is observed in scientific studies and research carried out at AGU and explained in project documents. Ensure that societal impact is explained in at least 70% of research projects realized at AGU by the end of the planned period.

Strategic Aim 4.3: In all programs and primarily in the core curriculum, design courses that emphasize global issues, entrepreneurship, design- and project-focused thinking, societal impact. Ensure that the rate of courses with those specifications is at least 20% by the end of the planned period.

Strategic Aim 4.4: Support international project partnerships and increase the number of projects by 20% within the planned period.

Strategic Aim 4.5: Promote life-long learning activities at AGU (AGU Academy) in a widespread, accessible and sustainable way that will meet the needs of different groups of society, the business and industry, and public institutions. Increase the number of new courses by 10% every year within the planned period.

1.4. Units Providing Educational Services

Although being one of the newest universities in Turkey, AGU has various departments under its body. One of the most important features of AGU is that its medium of instruction is English. Therefore, priority is given to students' acquisition of English. To this end, English Language at the School of Foreign Languages are taught by well qualified national and international academic staff. After completing the compulsory English education, students further their studies in their departments. In other words, educational activities are carried out in seven faculties and two graduate schools at AGU, as shown in Table 2. Courses in all programs are divided into obligatory and elective courses, offering students the chance to increase their competences in the areas of their choice. Additionally, the number of applied courses has been increased so that students can apply their knowledge and gain more work experience. Moreover, thanks to technical visits, students acquire on-site knowledge and experience about successful projects in Turkey as well as abroad.

Other than educational services, AGU highly values students' other needs as well as educational needs. Thus, at the beginning of each educational year, new students go through an orientation program at the university so that they can start their academic lives smoothly. In addition to this, academic and psychological counseling and guidance opportunities are also available for students starting with their first steps into the university until they graduate.

To support the personal and professional development of students, experts of different areas, successful business people are invited as part of both extracurricular and curricular activities. The faculties and departments also arrange meetings between students and influential people of industry and business. Courses are enriched by inviting external speakers as part of a course themed "Let's Discover Our Occupations." Considering that students need more guidance on personal development during their first years at the university, the Personal and Professional Development Activities was transferred into the curriculum of the School of Foreign Languages as a non-credit "University Transition (UT)" course in the new academic year.

Several training sessions and workshops are organized to continue the professional development of teaching staff and enhance their teaching skills. These training sessions cover learner-centered approaches in course design and implementation, use of technology in classrooms, managing classroom discussions, integration of learning through community service into courses, and teaching non-native students in English. The Centre for the Enhancement of Learning and Teaching has been established to handle learning and teaching-related issues more systematically by experts and support both academics and students on educational matters. Competences of academics, and hence, the quality of education are improved through group work with academics, personal counseling, class observations, and small workshops to discuss different teaching methods.

1.5. Units Carrying out Research Activities at AGU

All of the faculties, schools, and departments listed in Table 2 are the main units where the research activities are carried out. The locomotive school for the research activity is the Graduate School of Engineering and Science. (<http://fbc.agu.edu.tr/fenbilimleri-enstitusu-about>)

AGU's Graduate School of Engineering and Science started to receive its first grad students during the 2014-2015 academic calendar year. The Graduate School currently offers 7 M.Sc. and 5 Ph.D. programs, and all of them runs with English Medium of Instruction. In 2019, 15 graduate students joined the AGU alumni. AGU follows up its graduates, their theses, their publications in scientific journals, conferences and their patents, their career developments in the academic or business world regularly.

To enhance the research infrastructure, the construction of the AGU's Central Research Facility was completed in 2018. AGU's Central Research Facility aims to be a magnet for successful researchers in our country with its equipment inventory, the acquisition of which has taken several years. The purchased equipment was in service of the researchers in different lab units inside AGU before the dedicated Central Research Facility building was completed. In 2019, all the units were moved to the Central Research Facility. To administer the Central Research Facility more effectively, senior administration has determined a new organizational infrastructure, along with regulations for its use. The activation processes of each equipment still continue at each unit.

One of the priorities of the university is to integrate research activities at AGU with education and community service. Thus, research strategies and objectives are continually determined and updated through liaison with competent figures of science and industry, and developed through contributions of internal and external stakeholders. In line with this strategic aim, AGU has been provided with human resources and infrastructures of research, facilities, and laboratories which are necessary to conduct high quality and advanced research. Various sustainable sources of income have also been planned.

There are eight Application and Research Centers at AGU. These centers are as follows: I. Guidance and Psychological Counselling, II. Career and Professional Development, III. Training for Gifted Children, IV. Continuing Education, V. Youth Activities, VI. Digital Publishing, VII. Life-long Learning, VIII. Middle-East Leadership and Entrepreneurship. In addition to these centers that are active in social areas at the university, centers of excellence have also been planned to encourage interdisciplinary research in global responsibility areas under Sustainability theme such as Immigration, Health and Medical Biotechnology, Smart Systems (Cities, Industry 4.0, Advanced Materials, etc.) and Societies, Innovation and Entrepreneurship, Energy, etc.

Faculty members are also supported for project partnerships with faculty members from other universities in multi-partner research. In this regard, externally supported project applications are encouraged. The AGU Office for Scientific Research Projects (BAP) collates and tracks multi-partner projects grant as another dedicated category.

Reporting to the Rectorate, the Technology Transfer Office (TTO) was established as a coordination office in 2014 to support research and development activities at the university, and improve the university industry cooperation in the region. The mission of the AGU TTO is to develop national and international project collaborations, cultivate an intellectual property culture, and produce high added value products first and foremost in the province of Kayseri, then regionally, nationally, and internationally. Accordingly, the AGU TTO is responsible for identifying technologies with high education and market potential, following patent procedures, creating cooperation between AGU researchers, academics and industrial institutions, boosting entrepreneurship, and founding start-

up companies. The office was transformed to a company entitled AGU TTO Inc. on 12.12.2018 with its membership to the Kayseri Chamber of Commerce. AGU TTO Inc. collaborates with public and private sectors for R&D, innovation and product development in order to support incorporation and entrepreneurship. AGU TTO Inc. offers mentorship for the intellectual property of information and discoveries and works in areas of entrepreneurship, licensing and industrial cooperation. Apart from these, in 2019 TTO organized 12 awareness, briefing, and training events.

In attaining synergy while increasing national and international competitive power in applied sciences and technologies, AGU TTO Inc. offers services under the Units of Educational Awareness, Project Development, University-Industry Cooperation, Intellectual Property, Entrepreneurship, and Incorporation. By the end of 2019, AGU academics made 28 international and 10 national patent applications through the TTO. AGU faculty members currently hold 27 patents in total, one national and 26 internationals.

1.6. Enhancement Endeavors

AGU, a newly established Turkish Public university which admitted its first students in 2013-14 academic year, was created as an on-going R&D project supported by the Ministry of Development to pioneer "New Generation Universities" by blending the three university missions (education, research, and societal impact) via innovative approaches.

AGU believes that adopting competency-based approaches would contribute to closing the graduates' skill gap, and meeting employers' expectations better. In light of this, AGU launched a new innovative "3-Dimensional Curriculum (3DC) Strategy" in 2018-19: The first dimension, "Personal Development Path", embraces personalized educational content for skill and competence development, which enables students to mature psychologically, socially, and culturally. The goals of this path are determined in harmony with the "Constructive Development Theory" introduced by developmental psychologist Robert Kegan, which primarily aims at enabling students to graduate from university as individuals with an "Autonomous Mind".

The second dimension, "Global-Local (Glocal) Challenges Path", includes courses addressing "Glocal" issues: Entrepreneurship and Innovation, Health and Food, Cities and Societies, Immigration, and Sustainability. These courses are taught using learner-centered and active learning principles to improve students' 21st Century skills. Courses are composed of student-produced content including papers, presentations, ideas, projects, posters, videos, as well as games in small groups, to provide solutions for complex global problems. These courses, led by multidisciplinary teaching teams, also enable faculty members to bring their disciplinary expertise into the classroom, and use active learning methods.

The third dimension, "Professional Development Path", is implemented in the form of learning units called "Capsules". The capsule system breaks down and replaces traditional course-based curricula, as it is based on core multidisciplinary projects requiring learners to receive professional training, and close the gap between theory and practice via a hands-on approach. This new approach, which is now being tested in the Electrical-Electronics Engineering Department, involves a structure triggering learning according to the needs of real-world problems, and also improves students' motivation and engagement, as they produce tangible outcomes. An integrated assessment system prioritizing the process over exams, a requirement for extracurricular and peer learning, as well as co-teaching and the synchronization of blended materials from different courses make capsule-based learning unique.

This "3D Curriculum Strategy" has resulted in the following achievements: AGU's interdisciplinary approach helped faculty members develop their skills and strengthen institutional bonds. Students' skill development has been significant and appreciated by the industry. Great direct impact on the community has been noticed, thanks to the student-led/community-oriented projects of the Glocal and Personal Development paths. The strategy has also received great student approval, with a 100% retention rate of pilot program participants, which also contributed to AGU's 1st place among state universities and 5th place in general in the National Student Satisfaction Ranking.

AGU extends and improves the quality of its research infrastructure regularly through implementing policies and guidelines for university-wide research facilities that are available to all researchers inside and outside the university. Along this line, AGU Central Research Facility (AGU-CRF) was officially established in 2019 in the new research building at the Sümer Campus having a 1224 m² closed area with a 788 m² laboratory space (merlab.agu.edu.tr). In AGU-CRF, there are ten thematic research labs under the main divisions of Engineering and Life-Natural Sciences. The research service in these thematic labs is professionally opened to the use of researchers at all levels under the supervision of 16 directors and 8 expert researchers. These thematic labs, NanoImaging and Analysis, Mass Spectrometry, Optoelectronic Devices, Spectroscopic Analysis, Chromatographic Analysis, Laser Systems, Mechanic Characterization, Cell Biology, Biomolecule Synthesis and Characterization, and Confocal Imaging, offer services of characterization and analysis for 20 different advanced research instruments. In 2019, research facilities at AGU-CRF have been heavily used by researchers at all levels (undergraduate and graduate students, faculty, and outside collaborators). Thus, AGU has started an initiative to list a detailed inventory of all the research equipment at AGU and to implement strong policies for all AGU researchers to share and benefit from this common infrastructure. For this purpose, an equipment inventory list (<http://files.agu.edu.tr/lab/>) has been established and distributed to all academics.

Additionally, School of Managerial Sciences established a new experimental Economy and Business Lab, consist of many computers with sophisticated software to use in the field of economy and business (<http://www.agu.edu.tr/news/4404/Experimental%20Economics%20Laboratory%20Established%20at%20AGU>).

Turkey's one of the first Model Factories, supported by The Republic of Turkey Ministry of Science, Industry, and Technology, and the United Nations Development Program (UNDP), started to be built in AGU's Sümer Campus, Kayseri, in 2019. In this initiative, AGU is one of the key local partners along with the Kayseri Chamber of Industry and Kayseri Chamber of Commerce. This Model Factory aims that enterprises, including mainly SMEs, increase their productivity with lean manufacturing technologies and competitiveness with digital transformation, benefit from applied learning techniques, and employees acquire permanent capabilities combining theory and practice. Also, the Model Factory in Kayseri will include a model of basic production systems of factories, and deliver applied training and consultancy services for many sectors on the batch or continuous production lines.

To maintain its current success, AGU puts great emphasis on quality in all aspects. Successful academicians, graduate and undergraduate students, and administrative staff are the main driving factors for enhancing quality throughout the university. For that purpose, AGU prioritizes hiring highly qualified academicians and administrative staff, and recruiting successful graduate and undergraduate students. AGU has revised and aims to continue to revise its appointment and promotion criteria for academicians, and the scholarships and privileges for students for improvement so that prospective successful students list AGU in their preferences, and concerned authorities do not increase AGU's student quota at undergraduate programs.

A. KALİTE GÜVENCESİ SİSTEMİ

1. Mısyon ve Stratejik Amaçlar

Universities generally carry out three basic functions which are education, research, and societal contribution. AGU, a new generation university, has been designed as a university model that aims to integrate the functions of education and research and to create synergy between the two functions with a view to contributing to the society and finding solutions to global problems. AGU's mission, vision, and objectives have been set in accordance with the stated university model as a result of more than 30 search conferences and workshops realized with the participation of a large number of internal and external stakeholders. Design efforts at the university level were repeated with a similar logic at the level of faculties and departments. The vision and mission of the programs, and program and learning outcomes were determined and published on the departments' web pages.

In the development of AGU's mission, topics of education, research, and societal contribution were discussed separately. Under the heading of societal impact, two points emerged and were highlighted as below: "all the processes and activities of the university will ultimately contribute to various sections of the society" and "the university will work closely with the society, business and industry, public institutions, and non-governmental organizations". "Social responsibility and societal contribution" are also clearly stated under the headings of education and research. With reference to the fact that solutions to social problems are not possible from the perspective of a single discipline, the "development and implementation of the trans-disciplinary research culture" has been added under the research heading. Likewise, in AGU's vision, emphasis on the contribution to the society and science was made explicit, and it was stated that this goal would be realized with an innovative approach.

AGU prepared the 2018-2022 Strategic Plan foregrounding high quality in all its functions, processes and activity areas (culture, personnel, students, objectives, and processes), and focusing on the highest quality values.

In order to ensure that preparations for the 2018-2022 AGU Strategic Plan were carried out in accordance with the Strategic Planning Guide published in 2017, and task forces were formed including faculties and departments. Meetings were held with internal and external stakeholders, and stakeholders' views were taken into account, analyzed, and submitted to the Strategic Planning Committee, which developed the 2018-2022 AGU Strategic Plan in light of this feedback ([Annex_2.1_2018-2022_Strategic_Plan](#)). All these processes were coordinated by the Quality Committee established within AGU under the presidency of the AGU Rector.

In the AGU Strategic Plan, four aims and five strategic objectives for each aim have been set. A total of 49 performance indicators have been identified for the strategic objectives.

The strategic objectives are based on research, education, societal contribution, and management. In this context, units are responsible for monitoring progress

with the objectives and ensuring that corrective measures are taken. Separate support units have been determined for each objective. The stated units consist of academic and administrative personnel related to education, research, societal contribution, and management.

In order to monitor the progress with the objectives in the stated areas, performance indicators have also been determined covering different progress levels (unit, group, individual). Performance indicators are detailed in the 2018-2022 Strategic Plan (pages 77-81).

The University Management and the Monitoring and Evaluation Committee are responsible for monitoring and evaluating the performance indicators and taking necessary corrective measures. For this purpose, data related to performance indicators are regularly collected and evaluated, and the results are reported in each unit's activity reports. As part of the process, the responsible units submit outcomes of their activities carried out within the specified period as a report to the Office of Strategy Development ([Annex 2.2_Samples_of_Unit_Activity_Reports](#)). The Strategy Development Unit consolidates the activity reports of various units and reports back to the Monitoring and Evaluation Committee and the Rector every six months. The Monitoring and Evaluation Committee examines and evaluates the information and reports to determine the extent to which the aims, objectives, and performance indicators identified in the Strategic Plan have been reached, and prepare recommendations on the measures. Senior management takes the necessary decisions regarding the measures.

Monitoring and evaluation of activities concerning the Strategic Plan are also reported annually, and shared with the public as the Annual Administrative Activity Report (<http://strateji.agu.edu.tr/raporlar>) ([Annex 2.3_AGU_Annual_Administrative_Activity_Report_2018](#))

Aiming at "quality with shared wisdom", the institution has begun to work on quality issues and established a Quality Committee and the subcommittees of Quality Assurance System, Education, Research and Development, and Management System. The duties, authorities and responsibilities of the Quality Committee have been determined, and operating procedures and principles have been defined in the Abdullah Gül University Quality Assurance Directive prepared within the scope of the Council of Higher Education of Turkey (CoHE) Quality Assurance Regulation ([Annex 2.4_Quality_Assurance_Directive](#)). The institutional policies under the headings of research, education, societal contribution, and managerial structure have been determined and announced to internal and external stakeholders by several methods and tools (e.g. university web site, social media platforms, AGU News Bulletin, meetings, workshops, etc.).

The institutional quality policies of AGU in different areas are summarized below:

Management Policies:

- Ensuring the participation of internal and external stakeholders in management processes;
- Ensuring institutionalization in management processes and increasing the quality;
- Ensuring sustainability and continuity in management processes;
- Internationalization in every area;
- Improving management processes in a way to support activities of education, research, and societal contribution, and increase interaction among them with a multiplying effect.

Education Policies:

- Continuously updating and improving the quality of undergraduate and graduate programs, and carrying out necessary quality improvement activities in this scope;
- Offering programs compatible with international standards;
- Developing processes and services that will support education;
- Developing collaborations for effective learning and providing different learning environments;
- Implementing a learner-centered educational approach and supporting learning by doing,
- Integrating education, research, and societal contribution and enabling students to acquire this shared experience and culture so that they can grow as leaders and world citizens.

Research Policies:

- Creating human resources, infrastructure, financial resources, and support mechanisms necessary for conducting qualified and advanced research;
- Enabling researchers to carry out work which will solve global problems;
- Establishing centers of excellence in selected research areas;
- Carrying out research with an interdisciplinary focus and with national and international partners.

As a pioneer of new generation universities, AGU aims to become a world-renowned accredited university. To achieve this goal, AGU is aware that it needs to attain high quality and enhance its international profile. In this regard, an internationalization and quality master plan has been created including all the work to be carried out by 2023 along with the design efforts ([Annex 2.5_Quality_Master_Plan](#)). Objectives to be reached in time and action plans together with responsible personnel have been defined under the headings of education, research, societal integration, and management.

Quality activities at AGU are based on the Turkish Higher Education Qualifications Framework, the Bologna Process and European Standards (ENQA-European Norms for Quality Assurance). Integration with the Turkish Higher Education Qualifications Framework and Bologna Process is already underway. Currently, ECTS credits are used throughout the university. Certain progress has been made concerning diploma supplements and ECTS labels.

As a future target, AGU aims to have its programs accredited by Turkish and/or international accreditation commissions. All existing programs have been designed with reference to accreditation requirements to be able to apply to the relevant commissions when the application conditions are met. Applications to the following associations or boards have been planned: for the accreditation of the Managerial Sciences Faculty, to AACSB (The Association for Advance Collegiate Schools of Business) or EQUIS (European Quality Improvement System); for the accreditation of the Engineering Faculty, to MÜDEK (Association for Evaluation and Accreditation of Engineering Programs) and/or ABET (Accreditation Board of Engineering and Technology); for the accreditation of the Architecture Faculty, to MİAK (Architectural Accrediting Board) and RIBA (Royal Institute of British Architects) or NAAB (National Accrediting Architectural Board).

AGU became a candidate to be among the 20 universities that will undergo an institutional accreditation process in the context of an initiative of the CoHE Quality Board.

To realize the stated targets, a management structure has been established at AGU to strengthen cooperation and coordination among relevant academic and administrative offices. Committees formed within this scope convene at certain intervals and carry out their work ([Annex 2.6_AGU_Committees](#)). Thanks to this approach, harmonization and cooperation between the academic and administrative offices are ensured, and direct information flow is realized. In order to support the AGU's quality assurance system externally, representatives from the Kayseri Chamber of Industry and the Kayseri Chamber of Commerce also participate in the committees where and whenever relevant. The institution is also trying to have some representatives from the Kayseri Chamber of Architects participate.

In addition to the committees mentioned above, the Academic Performance Evaluation team, appointed by the Rector to ensure the highest level of quality assurance at AGU, continued its assessments in 2019. The team evaluates the comprehensive annual activity report prepared by faculty members on the criteria of education, research, and contribution to the university, society, and their respective fields.

The Academic Data Management System (AVESIS), which was established in order to enable the offices and personnel to follow their own performances and to analyze their status at the university/faculty/department level, was also at users' disposal in 2019 as well (<https://avesis.agu.edu.tr/>).

Stakeholders' opinions also play an important role in AGU's quality assessment and improvement processes. Focus group sessions with students, student surveys, and course and instructor evaluation surveys were conducted in 2019 as usual. In the following years, such activities will include the alumni. Accordingly, the results obtained are evaluated, and necessary measures are taken and improvements are realized.

AGU aims to be ranked high in university rankings calculated according to various indices. Although AGU cannot apply to all international rankings due to the requirements of the ranking institutions, it makes necessary preparations and will apply as soon as it meets the requirements. The Rating and University Index

Committee that has been established to plan and coordinate the ranking processes at AGU continues its activities. Its efforts resulted in success in 2019. AGU was ranked among the best universities (101-200) in the latest Times Higher Education University Impact Rankings worldwide. AGU achieved significant success in three categories: (1) Sustainable Cities and Communities with a rank of 4, (2) Climate Action with a rank of 32, and (3) Reduced Inequalities with a rank of 58. AGU joined the QS Emerging Europe and Central Asia (EECA) rankings for the first time, and was ranked 183rd in the region. URAP (University Rankings by Academic Performance) ranked AGU 2nd among all universities established after 2000 in Turkey, and 4th among all universities with fewer than 6000 students based on various criteria such as the number of articles and citations, scientific documents, PhD graduates, and students per faculty (<http://intoffice.agu.edu.tr/agu-in-the-rankings>).

In order to confirm that the quality management system, which will be established throughout the university, complies with the international standards, the administrative offices initiated efforts to obtain the ISO 9001 Quality Management System Certificate. Since 2015, AGU has been an institutional member of KALDER (Turkish Quality Association). Preparation of the academic offices for the evaluation process of the European University Association (EUA) is planned to be over in 2021. For 2023, the European Excellence Award is targeted.

The research and development activities of the institution are carried out by the Research Support Committee (ADEK), AGU TTO, Institutes, Centers, Scientific Research Projects Coordination Unit (BAP), and other relevant offices and committees. The institution supports faculty members' multi-partner projects and activities which contribute to the society. In this context, both multi-partner projects and AGU Scientific Research Projects (BAP) as well as activities contributing to the society are considered as important parameters in the annual academic activity evaluations and assignment/promotion processes.

Several information systems (AVESIS: Academic Data Management System, BAPSIS: BAP Process Management System (<https://apsis.agu.edu.tr/Default2.aspx>), UIS: University Information System-UIS (<https://uis.agu.edu.tr/buis/Login.aspx>), Schoology, and Canvas) are in place so that the academic and administrative personnel and offices can follow their own performance as well as the processes. These systems enable transparency and accountability throughout the processes.

AGU aims to establish a certain quality culture over time. Within this scope, training, meetings, and panels have been organized to raise the quality awareness of all personnel and to foster a culture of quality. Activities within this scope have also been included in the report of the Press and Public Relations ([Annex 2.7 Activity Report Press](#)). In the future, it is aimed to increase the number of such activities and improve them.

In order to ensure the institutionalization of processes, principles and job descriptions have been standardized. Execution of activities in the way they were written and completion of the quality cycle (plan-do-check-act) in all activities were deemed essential.

Misyon, vizyon, stratejik amaç ve hedefler

Olgunluk Düzeyi: Stratejik plan kapsamında stratejik amaç ve hedefleri gerçekleştirmek üzere yapılan olgunlaşmış, sürdürülebilir uygulamalar kurumun tamamında benimsenmiştir; kurumun bu hususta kendine özgü ve yenilikçi birçok uygulaması bulunmakta ve bu uygulamaların bir kısmı diğer kurumlar tarafından örnek alınmaktadır.

Kanıtlar

- [Annex 2.3 AGU Administrative Activity Report 2018.pdf](#)
- [Annex 2.2 Sample Unit Report - Mühendislik Fakültesi 1. Altı Aylık Performans Göstergesi Gerçekleşme Raporu.pdf](#)
- [Annex 2.2 Sample Unit Report Mimarlık Fakültesi 2019 Yılı Faaliyet Raporu.docx](#)
- [Annex 2.2 Sample Unit Report - Fen Bilimleri Enstitüsü 2019 Yılı Faaliyet Raporu.docx](#)
- [Annex 2.1 2018-2022 AGU Stratejik Planı.pdf](#)

Kalite güvencesi, eğitim öğretim, araştırma geliştirme, toplumsal katkı ve yönetim sistemi politikaları

Olgunluk Düzeyi: Tüm alanlardaki kurumsal politikaların birbirleri ile olan ilişkileri kurulmuş ve politikalarındaki bu bütüncül yapı iç kalite güvence sistemini yönlendirmektedir; sonuçlar izlenmekte ve paydaşlarla birlikte değerlendirilerek önlemler alınmaktadır.

Kanıtlar

- [Annex 2.4 Quality Assurance Directive.pdf](#)
- [Annex 2.5 Quality Master Plan.pdf](#)

Kurumsal performans yönetimi

Olgunluk Düzeyi: Tüm alanlarla/süreçlerle ilişkili tüm performans göstergeleri sistematik ve kurumun iç kalite güvencesi sistemi ile uyumlu olarak izlenmekte ve elde edilen sonuçlar paydaşlarla birlikte değerlendirilerek karar almalarında kullanılmakta ve performans yönetimine ilişkin önlemler alınmaktadır.

Kanıtlar

- [Annex 2.6 Committees.pdf](#)
- [Annex 2.7 Activity Report Press.docx](#)

2. İç Kalite Güvencesi

The authorities, duties, and responsibilities of the Quality Committee are clearly defined in the Quality Assurance Directive of Abdullah Gül University ([Annex 2.4 Quality Assurance Directive](#)).

1. Does the institution have defined quality management processes (a system, approach, mechanism, etc.) that are periodically performed with a focus on continuous improvement?

In accordance with the principles set by the senior management, actions to be taken by each unit within the Quality Management processes are planned by unit heads and members. The action plan to be implemented is put into effect after approval of the senior management. In accordance with wishes and/or complaints received during the process, decisions taken are reviewed again, and if necessary, changes are made with the decision of the senior management. The change is reported to the person who has conveyed the wish/complaint. The system is checked periodically for its healthy operation. Although AGU has a system of measurement, monitoring, evaluation, and improvement, there is not a written and well-defined "Continuous Improvement Cycle" yet.

2. Does the institution have quality-focused committees or advisory groups along with the quality committee?

There are many committees established at the university to reach quality in every field. The full list of the committees working to ensure quality is available at (http://www.agu.edu.tr/komisyonlar_yeni).

The Education Committee works continuously to fulfill the requirements of the Bologna Process and the National Qualifications Framework for Higher Education in Turkey. Currently, ECTS credit system is used throughout the university. In 2019, AGU aimed to obtain the ECTS labels and diploma supplements. AGU entered its relevant academic data to apply for world university rankings (Times Higher Education, QS, etc.) as in 2018. In order to achieve the above targets, a management structure has been established at AGU which will strengthen cooperation and coordination among relevant academic and administrative units. Committees formed within this scope come together at certain intervals and carry out their activities ([Annex_2.6_AGU_Committees](#)). Thanks to this approach, harmonization and cooperation between the academic and administrative offices are ensured, and at the same time, direct information flow is realized. In order to provide external contributions to the AGU's quality assurance system, there are also innovative processes including the participation of representatives from the Kayseri Chamber of Commerce to the appropriate committees. In this regard, some representatives of the Kayseri Chamber of Commerce were elected as committee members for the Research Support Committee, Education Committee, and Strategic Planning Committee at AGU in 2018 ([Annex_2.6_AGU_Committees](#)).

3. How are the unit(s) in charge of quality management in the institution are associated to the quality committee?

Abdullah Gül University is a developing but small-scale university with a small number of academic and administrative staff. For this reason, all the units responsible for the Quality Management have taken part in the Quality Committee.

4. How does the institution enable the participation/representation of all the institutional units in its quality management endeavors?

At AGU, the decision mechanism is established with a participatory approach involving commissions and committees composed of various administrative and managerial levels, concerned units, students, and academic and administrative staff.

5. What experiences does the institution have with regard to external evaluation, program and laboratory accreditation and system standards? What has the institution learned or acquired from these experiences?

AGU passed through the "Institutional External Evaluation Process" on 22-25 October 2017 conducted by an evaluation team of four people assigned by the CoHE Quality Board. Within the scope of this on-site visit, the evaluation team examined the institutional quality assurance system, education, research and development, societal contribution, management system, and institutional decision-making processes, and prepared a report including the findings of the visit, and the strengths and areas for improvement at the institution ([Annex_2.8_Institutional_External_Evaluation_Final_Report_2017](#)). In line with this report, improvement activities began in Education, Research-Development, Societal Contribution, Management System, and Institutional Decision-Making Processes.

6. What are the efforts exerted by the institution for the dissemination and internalization of its quality culture?

AGU aims to establish a quality culture over time. In this regard, training sessions, meetings, and panels are organized for all personnel in order to ensure quality awareness and spread the quality culture. In 2019, various meetings were held in this manner ([Annex_2.7_Activity_Report_Press](#)).

7. How do the leaders in the institution enable the unity of purpose among employees in line with the institutional aims and targets?

There is an experienced and dynamic senior management at the institution who embraces the quality development activities in the institution with enthusiasm, follows and contributes to the higher education quality culture in the international arena. The senior management's commitment and support in establishing and implementing a quality assurance system help creating a strong institutional culture among all the academic and administrative staff from the operational to the strategic level. In the "Institutional External Evaluation Report" prepared by the evaluation team assigned by the CoHE, the fact that the senior management adopted an institutional mission and vision, and devotedly participated in efforts to create a quality assurance system was highlighted as a strength.

8. How is the PDCA cycle applied in educational processes?

The Vice Rector responsible for education, the Education Committee, and the Centre for the Enhancement of Learning and Teaching have been working together for the improvement of educational services at AGU.

Workshops and seminars aiming at the improvement of faculty members, advisory meetings with instructors of core courses, end-of-semester questionnaires that allow students to evaluate courses and instructors may be listed as some activities carried out in 2019. In this process, instructors are informed and reminded of what they should pay attention to in their planning and practices. Following course and project applications, aspects in need of improvement are conveyed to instructors and program coordinators in the same or following semester through surveys and meetings. A system is being implemented and gradually improved so that students are able to communicate their issues of concern, related to courses or not, with the administration taking into account the managerial hierarchy.

9. How is the PDCA cycle applied in research and development processes?

All academics working at AGU are asked to submit Academic Evaluation Reports explaining their yearly academic research, teaching, and activities engaged with the purpose of an impact on the university, society, and their respective fields. Academic performances measured based on these reports are used as criteria for enhancing relevant academics' research capabilities. Hence, both successful academics are supported, and the internal research and development capacity is increased. In case of need, the Research Support Committee and TTO provide technical support and guidance in writing various project proposals for the academics.

In annual meetings, assessments of internal research performance and academic promotion criteria are reviewed, and if necessary, modified. The academic promotion and assignment criteria were updated in 2019, and sent to the CoHE. This process guarantees that the quality of the institution can compete with the world in light of fast changing global academic criteria and necessities (https://www.yok.gov.tr/Documents/Akademik/AtanmaKriterleri/abdullah_gul_kriter.pdf).

10. How is the PDCA cycle applied in societal contribution processes?

Although there is a monitoring and evaluation system for societal contribution processes at AGU, there is not any well-defined documentation on "Continuous Improvement Cycle".

11. How is the PDCA cycle applied in managerial/administrative processes?

In accordance with the principles set by senior management, actions to be taken by each unit are planned by unit heads and members. The action plan to be implemented is put into effect after approval of the senior management. In accordance with wishes and/or complaints received during the process, decisions taken are reviewed again, and if necessary, changes are made with the decision of the senior management. The change is reported to the person who has conveyed the wish/complaint. The system is checked periodically for its healthy operation.

Kalite Komisyonu

Ölçülük Düzeyi: Kalite komisyonu ve komisyona destek olmak amacıyla oluşturulan kalite odaklı organizasyonel yapılar; yetki, görev ve sorumlulukları

doğrultusunda sistematik ve kurumdaki bütüncül kalite yönetimi kapsamında çalışmalarını yürütmekte; yürütülen uygulamalardan elde edilen bulgular izlenmekte ve izlem sonuçları değerlendirilerek iyileştirmeler gerçekleştirilmektedir.

İç kalite güvencesi mekanizmaları (PUKÖ çevrimleri, takvim, birimlerin yapısı)

Olgunluk Düzeyi: Kurumda tüm birimleri ve süreçleri kapsayan iç kalite güvencesi mekanizmaları, tanımlı süreçler bütüncül bir kalite yönetimi anlayışı kapsamında sistematik olarak yürütülmektedir; yürütülen uygulamalardan elde edilen bulgular izlenmekte ve izlem sonuçları paydaşlarla birlikte değerlendirilerek iyileştirmeler gerçekleştirilmektedir.

Liderlik ve kalite güvencesi kültürü

Olgunluk Düzeyi: Kurumda yüksek kaliteyi kalıcı bir şekilde sağlayan kurumsal kültür ile kurumdaki değer ve beklentiler doğrultusunda kalite çalışmalarının koordine edilmesini sağlayan ve kalite süreçlerini sahiplenen liderlik anlayışı bulunmaktadır. Liderlik ve kalite güvencesi kültürü, kurumdaki bütüncül kalite yönetimi kapsamında izlenmekte, paydaşlarla birlikte değerlendirilmekte ve izlem sonuçlarına göre önlem alınmaktadır.

3. Paydaş Katılımı

As the internal and external stakeholders of the institution are determined, searching and planning activities continue so that both internal and external stakeholders participate in and contribute to the quality assurance system.

In this context, the participation of stakeholders in the creation and planning of the future of the AGU strategy document ([Annex_2.9_2017-2021_AGU_Strategic_Plan](#)) was essential, as it was aimed to involve ideas of many participants in the document.

In order to ensure participation, which is one of the basic elements of the strategic planning, opinions of all parties were taken into consideration during the stakeholder analysis so that the strategic plan could be adopted. In addition, the aim was to include opinions, demands, suggestions, and supports of all stakeholders in the strategic planning process in accordance with the "3rd Generation University" approach. Many meetings were held with the stakeholders to achieve that aim, and the university determined its relationship levels and priorities with stakeholders as a result of the communication with the participants.

In order to determine the stakeholders of the institution, answers to the following questions were sought:

- Who are related to the activities and services of our university?
- Who directs the activities and services of our university?
- Who are the beneficiaries of the services offered by our university?
- Who are affected by the activities and services of our university and who influences their activities and services?

According to the answers, our stakeholders have been identified and classified according to their functions as employees, beneficiaries, main and strategic partners.

In addition, when stakeholder analysis was conducted, they were classified as internal or external. The classifications are given in the following table:

Stakeholders	Employee	Beneficiaries	Main Partners	Strategic Partners	Stakeholder Status	In the second phase of the stakeholder analysis, during the preparation of the strategic plan, an order of priority was established based on stakeholders' impact power on the university activities and how much they are affected by the university activities (Annex_2.9_AGU_2017-2021_Strategic_Plan_Page_20).
Academic Staff	x				Internal Stakeholder	
Administrative Staff	x				Internal Stakeholder	
Students		x			Internal Stakeholder	
The AGU Foundation				x	External Stakeholder	In the process of decision making and improvement, the Institution has established committees within a management structure which will strengthen cooperation and coordination between the relevant academic and administrative
The Council of Higher Education			x	x	External Stakeholder	
The Ministry of Science, Industry and Technology			x	x	External Stakeholder	
The Ministry of Education			x	x	External Stakeholder	
The Ministry of Labour and Social Security			x		External Stakeholder	
The Ministry of Development			x		External Stakeholder	
The Ministry of Finance			x		External Stakeholder	
The Scientific and Technological Research Council of Turkey (TÜBİTAK)			x	x	External Stakeholder	
The Inter-University Council (UAK)			x	x	External Stakeholder	
Trade Associations			x	x	External Stakeholder	
The State Personnel Presidency			x	x	External Stakeholder	
The Small and Medium Industry Development			x	x	External Stakeholder	

Organization (KOSGEB)				
Local Governments		x		External Stakeholder
The Governorship		x		External Stakeholder
Non-Governmental Organizations	x		x	External Stakeholder
National Universities			x	External Stakeholder
International Agreement Universities			x	External Stakeholder
EU Offices		x	x	External Stakeholder
Business and Industry	x	x		External Stakeholder

offices ([Annex_2.6_AGU_Committees](#)). These committees play an important role in the effective functioning of the decision-making processes at the university. In addition, academics in the faculty and department boards participate in decision-making and improvement processes related to their departments or faculties ([Annex_2.10_Faculty_Board](#)).

Students as internal stakeholders participate in promotional activities and contribute to these processes immensely, and are invited to some departmental meetings on curriculum revisions and planning, and are involved in the decision processes for course planning by taking their opinions ([Annex_2.10_Faculty_Board](#)).

Student evaluations are taken into consideration while assessing the instructor performance with a view to raising awareness if their performance ratings are low. The results of these surveys guide the faculty members to make necessary improvements ([Annex_2.11_AGU_Course_Evaluations_Email](#)).

Internal stakeholders are informed about the decisions and practices effective at AGU through the following methods:

- Direct information via the official website of the University (www.agu.edu.tr),
- Information sharing through the social media platforms,
- The monthly AGU News bulletin,
- The academic and administrative staff of the Committees,
- Internal meetings organized to brief internal stakeholders (students, academics, administrative staff),
- Direct contact with all internal stakeholders by e-mail,
- Consultation with the student council in regular meetings,
- Faculty and department boards,
- The EBYS, electronic document management system, which has been active since 1 January 2018 as per the legislation ([Annex_2.12_EBYS](#)).

There are certain mechanisms in the institution to receive the opinions and suggestions of internal stakeholders.

1. Course and instructor evaluation questionnaires conducted via the UIS system (<https://uis.agu.edu.tr/buis/Login.aspx>) with students who have the first priority among internal stakeholders,
2. Sharing and exchange of opinions at regular meetings of commissions and committees composed of academic and administrative staff as internal stakeholders,
3. Information exchange between student council representatives and the Dean of Students Office and relevant units in regular meetings.
4. Positive or negative feedback by all internal stakeholders from different offices sent via support@agu.edu.tr, AGU's e-mail support address.

At AGU, the participation of external stakeholders in the decision-making and improvement processes is emphasized. One way of ensuring their participation is the meetings with the AGU Foundation and the Rector. There are also advisory boards of some departments at AGU in order to take opinions and suggestions of external stakeholders into consideration and make improvements. These departments come together with advisory boards and include them in the decision-making processes (for example: <http://cmp.agu.edu.tr/cmp-danisma-kurulu> & <http://arch.agu.edu.tr/danismakurulu1>). On the other hand, the TTO meets companies to get their wishes and opinions, and considers them during the decision-making processes. These collaborations are believed to be especially important in the planning of research projects. Furthermore, cooperation and partnership agreements have been made with important enterprises and professional business organizations, and more agreements will be pursued. Thanks to these agreements, external stakeholders are also brought into the decision-making and improvement processes (<http://tto.agu.edu.tr/isb>) ([Annex_2.13_TTO](#)).

External stakeholders are informed with various tools, mainly the institutional web page. Among these tools, social media has an important place (<https://www.facebook.com/AbdullahGulUNY>) and (<https://www.youtube.com/user/abdullahguluniAGU>).

Moreover, the monthly AGU News bulletin contains information, news, and announcements to inform the stakeholders (<http://agunews.agu.edu.tr>) and (<http://agunews.agu.edu.tr/node/26>). Stakeholders are also informed in workshops and congresses held at AGU ([Annex_2.14_Forecoming_Activities](#)), in search conferences and via an in-house call center.

AGU informs high school students and graduates as potential internal stakeholders at regular promotional activities held under its roof, and as external stakeholders at promotion fairs ([Annex_2.15_AGU_High_School_Presentation](#)) & ([Annex_2.16_AGU_Promotion](#)).

Meetings are held from time to time to ask for opinions and suggestions of external stakeholders. In 2019, a protocol was signed with Deutsche Bahn ([Annex_2.17_AGU_Deutsche_Bahn_Protocol](#)).

Efforts are underway to shape these activities in a more structured and organized way.

AGU had its second graduates in 2019

(<http://www.agu.edu.tr/haberler/4433/AGÜ%27de%20Mezuniyet%20Sevinci>).

88 percent of AGU's first graduates have been employed, and more than 50 percent of them received job offers while they were students.

The AGU Alumni Office was established in order to communicate directly with the graduates.

Activities carried out by the AGU Alumni Office until now can be summarized as follows:

1. An "alumni group" has been created with the e-mail addresses of the graduating students. Via this mailing group, information is shared, and job

announcements sent to the Office are forwarded to the alumni.

2. The Alumni Association was established and its management was handed over to the alumni in the first general assembly.

3. The Office head carries out information meetings with the alumni.

4. Every month, an interview with a graduate is included in each issue of the AGU News bulletin <http://agunews.agu.edu.tr/node/309>.

5. A website for the alumni has been created: <http://alumni.agu.edu.tr>.

6. The alumni are invited and encouraged to join all the Career Office events.

7. The first of the Annual Alumni Homecoming was organized on 17 November 2019. Link to the news: (<http://www.agu.edu.tr/haberler/4749/AG%C3%9C%E2%80%99de%20Mezunlar%20Bulu%C5%9Fmas%C4%B1>).

Apart from the alumni, for the current students, many activities were held during the year 2019 in order to help students get employed before the graduation, and to increase awareness among other junior students ([Annex 2.18_Career_Office](#)).

Students establish and manage various clubs themselves ([Annex 2.19_IEEE_Club](#)). For students and faculty members, the Erasmus Office enhances cooperation and agreements with European universities ([Annex 2.20_Erasmus_Center](#)). In addition, our university organizes dining satisfaction surveys for the staff and students at least once a year ([Annex 2.21_Dining_Satisfaction](#)).

The university meets local government officials from time to time for cooperation. One of the tangible examples of such cooperation is the cooperation protocol signed with Transportation Inc., a subsidiary of Kayseri Metropolitan Municipality (<http://tto.agu.edu.tr/news/4826/Abdullah%20Gül%20Üniversitesi%20Teknoloji%20Transfer%20Ofisi%20ile%20Kayseri%20Ulaşım%20A.Ş.%20Sanayi%20Ar-Ge%20İşbirliği>).

The AGU Academy (Continuing Education, Application, and Research Center) was established to carry out lifelong learning activities, which is compatible with AGU's third generation university vision. AGU Academy provides the following:

- Foreign Language courses (TOEFL, Business English, Speaking etc.),

- Professional and personal development,

- IT courses (Microsoft, Cisco, IOS-Apple etc. Certificate Programs Preparation Courses)

- Conferences, seminars,

- In-service training (to the private or public sector),

- Consulting and other activities ([Annex 2.22_AGU_Academy_Activities](#)), ([Annex 2.23_AGU_Children_University](#)), ([Annex 2.24_AGU_Academy_TOEFL_Center](#)).

İç ve dış paydaşların kalite güvencesi, eğitim ve öğretim, araştırma ve geliştirme, yönetim ve uluslararasılaşma süreçlerine katılımı

Olgunluk Düzeyi: Kurumdaki tüm süreçlere ve karar almalarına paydaşların katılımı kurumdaki bütüncül kalite yönetimi kapsamında yürütülmekte ve paydaş katılımı uygulamalarından elde edilen bulgular izlenerek paydaşlarla birlikte değerlendirilmekte ve izlem sonuçlarına göre önlem alınmaktadır.

Kantlar

- [Annex 2.9_2017-2021_AGU_Strategic_Plan.pdf](#)
- [Annex 2.10_Faculty_Board.pdf](#)
- [Annex 2.11_AGU_Course_Evaluations_Email.png](#)
- [Annex 2.12_EBYS.png](#)
- [Annex 2.13_TTO.pdf](#)
- [Annex 2.14_Forecoming_Activities.pdf](#)
- [Annex 2.15_AGU_High_School_Presentation.pdf](#)
- [Annex 2.16_AGU_Promotion.pdf](#)
- [Annex 2.17_AGU_Deutsche_Bahn_Protocol.pdf](#)
- [Annex 2.18_Career_Office.pdf](#)
- [Annex 2.19_IEEE_Club.pdf](#)
- [Annex 2.20_Erasmus_Center.pdf](#)
- [Annex 2.21_Dining_Satisfaction.pdf](#)
- [Annex 2.22_AGU_Academy_Activities.pdf](#)
- [Annex 2.23_AGU_Children_University.pdf](#)
- [Annex 2.24_AGU_Academy_TOEFL_Center.pdf](#)

4. Uluslararasılaşma

AGU aims to become a world-renowned accredited university having an impact on societies locally as well as globally. In order to achieve this goal, AGU values the importance of achieving high quality and improving its international profile and outreach. In this context, AGU included an internationalization chapter in its 2017-2021 Strategic Plan ([Annex 2.9_2017-2021_AGU_Strategic_Plan_Internationalisation_Section](#)), which gives guidelines regarding the international development of the University. A specific Internationalization Strategy ([Annex 2.25_2015-2020_Internationalisation_Strategy](#)) and its Action Plan, under the headings of research, education, societal impact, and administrative organization, have been designed to detail this institutional vision and to decide how the objectives will be met. AGU's internationalization activities include:

- International promotion and communication for the creation of the AGU Brand
- Creation of an international institutional environment via international-friendly rules and regulations
- Adopting international educational approaches and components
- Producing research relevant to global trends and needs
- Opening programs taught in foreign languages
- Creating and maintaining international partnerships with institutions, organizations, and corporations
- International outgoing and incoming mobility
- Growing an international community via the recruitment of high-profile international students and staff
- Supporting and guiding international members
- Organizing international and intercultural events
- Participating in major international events
- Providing service as an international test center (TOEFL, SAT)

The activities carried out in 2019 as part of the aforementioned plan are reported yearly ([Annex 2.26_Internationalization_Activities](#)).

The International Office monitors the adaptation of international students to the country and to the university, and offers them all kinds of support for their academic problems each semester. Details of the 2019 orientation program can be found at (<http://www.agu.edu.tr/news/4624/AGU%20Orientation%20Days>).

A short video of the organization is available at (<https://youtu.be/X5HWJtXAVYE>).

The international organization at AGU is described in ([Annex 2.27 International Organization](#)). Internationalization activities are carried out by the International Office under the supervision of the Rector. The aims and performance indicators of internationalization activities have been defined. Data on these indicators are collected and reported by the International Office. Based on the report results, the Monitoring and Evaluation Committee submits recommendations on necessary measures to the senior management.

As regards to internationalization, objectives and performance indicators have been defined for all of the aims of research, education, societal contribution, and management. Internationalization objectives stated in the strategic plan are given below:

- Increasing the number of high-quality international master's and doctoral students as well as postdoctoral researchers at AGU by the end of the planned period.
- Obtaining national and international accreditation in all programs until the end of the planned period.
- Increasing the rate of international students in graduate programs by at least 20% each year within the planned period.
- Creating opportunities for students to gain work experience with domestic and international internship programs and consortium grants. Increasing the number of students doing internships by 10% each year within the planned period.
- Supporting and increasing the recruitment/exchange of international students, academics, and administrative staff. Increasing the number of reciprocal exchanges by at least 10% each year within the planned period.
- Supporting organization of international scientific and cultural meetings at AGU, and increasing the number of such meetings at AGU by 20% within the planned period.
- Supporting international project partnerships, and increasing the number of projects by 20% within the planned period.

The results of the international protocols and partnerships are monitored and evaluated, and if necessary, measures are taken based on the criteria set by the Internationalization Committee ([Annex 2.28 Monitoring Protocols and Collaborations](#)), by the International Office (<http://intoffice.agu.edu.tr/>), and by the International Mobility Offices (e.g. the Erasmus Office under the brand name of AGU Youth Factory -<http://youth.agu.edu.tr/>), respectively. Evaluation results and solution suggestions prepared by relevant offices are submitted to the Rector for final decisions. In addition, internationalization workshops ([Annex 2.29 Internationalization Workshop](#)) are organized with broad participation of diverse stakeholders at intervals where developments are evaluated and solutions are proposed.

The 3rd Internationalization Workshop offered the opportunity to analyze results of this five-year internationalization cycle and laid the groundwork of the new 2020-2025 Internationalization Strategy (<https://aguinternational.com/2019/09/20/third-internationalisation-workshop-at-agu/>).

Uluslararasılaşma politikası

Olgunluk Düzeyi: Kurumun özgün uluslararasılaşma modeli kurumun tamamında benimsenmiştir; kurumun uluslararasılaşma modeli kapsamında yenilikçi uygulamalar bulunmakta, uygulamaların bir kısmı diğer kurumlar tarafından örnek alınmaktadır.

Kanıtlar

- [Annex 2.25_2015_2020 Internationalisation Strategy.pdf](#)

Uluslararasılaşma süreçlerinin yönetimi ve organizasyonel yapısı

Olgunluk Düzeyi: Kurumda tüm birimleri/alanları kapsayan uluslararasılaşma yönetimi, kurumsal amaçlar doğrultusunda bütünleştirici, sürdürülebilir ve olgunlaşmış uygulamalarla kurumun tamamında benimsenmiş ve güvence altına alınmıştır; kurumun kendine özgü ve yenilikçi birçok uygulaması bulunmakta ve bu uygulamaların bir kısmı diğer kurumlar tarafından örnek alınmaktadır.

Kanıtlar

- [Annex 2.27 Internationalization Organization.pdf](#)
- [Annex 2.29_3rd Internationalization Workshop.pdf](#)

Uluslararasılaşma kaynakları

Olgunluk Düzeyi: Kurumda fiziki, teknik ve mali kaynaklar, uluslararasılaşma faaliyetlerini destekleyecek ve tüm birimleri kapsayacak şekilde yönetilmektedir. Tüm bu uygulamalardan elde edilen bulgular, sistematik olarak izlenmekte ve izlem sonuçları paydaşlarla birlikte değerlendirilerek önlemler alınmakta ve ihtiyaçlar/talepler doğrultusunda kaynaklar çeşitlendirilmektedir.

Uluslararasılaşma performansının izlenmesi ve iyileştirilmesi

Olgunluk Düzeyi: Kurumda, kurumsal amaçlar (uluslararasılaşma politikası, hedefleri, stratejisi) ve uluslararasılaşma hedefleri doğrultusunda çalışma yapan birimlerin uluslararasılaşma performansının izlenmesi ve değerlendirilmesine ilişkin sürdürülebilir ve olgunlaşmış uygulamalar kurumun tamamında benimsenmiş ve güvence altına alınmıştır. Kurumun kendine özgü ve yenilikçi birçok uygulaması bulunmakta ve bu uygulamaların bir kısmı diğer kurumlar tarafından örnek alınmaktadır.

Kanıtlar

- [Annex 2.26 Internationalisation Activities.pdf](#)
- [Annex 2.28 Monitoring Protocols and Collaborations.pdf](#)

B. EĞİTİM VE ÖĞRETİM

1. Programların Tasarımı ve Onayı

1.1. The process of curriculum preparation

Three new programs are developed and started their education in 2019-2020 academic year Fall semester. These are Economics B.Sc. Program at the Faculty of Managerial Sciences (<https://econ.agu.edu.tr/>), Political Sciences and International Relations B.Sc. Program at the Faculty of Humanity and Social Sciences (<http://sbuib.agu.edu.tr/>), and Data Science for Business and Economics M.Sc. Program under the Graduate School of Social Sciences (<http://sbe.agu.edu.tr/>).

Economics B.Sc. Program at the Faculty of Managerial Sciences (<https://econ.agu.edu.tr/>): The discussion to establish the Economics program at Abdullah Gül University was initiated in a faculty meeting at the end of 2018. In the several following meetings, faculty members presented their ideas on the structure of the

Economics program, where both national demand for high-quality education in Economics and its interaction with the outside world were discussed. In these meetings, the evaluation of international economics programs from the world's leading universities was examined in great detail. Faculty members concluded that the new structure observed in the organization of Economics programs was a response to the recent economic crisis occurred in 2008, and especially young universities integrated both theoretical and empirical emphasis on the importance of understanding, predicting, and reacting to the economic shocks. Moreover, as a general trend, Economics programs became vital academic domains, wherein students were provided with skills to develop new tools from well-established, and also, new economic theories to create better and resilient economies. In leading universities, the issues such as inequality, poverty, and sustainable development are discussed especially in Economics departments, and the graduates of these programs are employed in public and non-governmental organizations aiming to tackle a number of global issues. Finally, in the faculty meetings, the shift of attention from traditional economic theories to statistical analyses was discussed, and recent phenomena such as big data and smart cities and smart development were underlined. Faculty members decided to incorporate these recent developments in data collection and the concept of smart cities and development in the curriculum of Economics Department at AGU. Each member of the faculty proposed a set of topics which both reflected their field of expertise, and also responded to today's economic affairs. A few examples of these topics are Game Theory, Behavioral Economics, Health Economics, Labor Economics, and Big Data. Four-year curriculum of the Economics B.Sc. program ([Annex 3.1_Four-Year_Curriculum_Economics_BSc](#)), a departmental and non-departmental elective course list ([Annex 3.2_Elective_Course_List](#)), and a couple of course syllabi ([Annex 3.3 through Annex 3.7_Samples_of_Course_Syllabi](#)) have been prepared.

Political Science and International Relations B.Sc. Program at the Faculty of Humanities and Social Science (<http://sbuib.agu.edu.tr/undergraduate>): Advancement in the information technology, changes brought by Industry 4.0, and developments in the international economic and political spheres make it necessary to process information using new and advanced tools. It is a fact beyond the assumption that information about people and societies in this world, where the availability of machines and smart systems is increasing day by day, has also reached great dimensions. The biggest problem encountered at this point is the lack of social scientists who critically interpret the data. This program aims to train Political Science and International Relations students who have strong analytical thinking ability, who can approach problems critically, and who can view social science problems from a holistic perspective.

Data Science for Business and Economics MSc Program at the Graduate School of Social Science (<http://sbe.agu.edu.tr>): Data science has become the primary source of information already with numerous applications in different fields. As sectors of economics, computer and technology, health care, trades and transportation, education, and social services started to learn from data in the decision-making processes and various transactions, data scientists have become the most sought experts in the job market. In order to train experts in this area by a multidisciplinary approach, the department of Economics collaborated with the departments of Political Science, Industrial Engineering, and Computer Engineering at AGU to put together a master's program in Data Science for Business and Economics. Following a series of meetings, the program was structured, primarily with the aim of equipping students with the tools of applied statistics, programming languages such as Python, R, and Stata as well as the foundations of time series and panel data analyses, forecasting, and machine learning. Given the importance of skills to interpret and learn from the analyses, the curriculum was also organized to provide students with a sound theoretical background through topics such as Strategic Thinking, Game Theory, Modelling and Optimization, Firms and Markets, and Political Economics. The faculty who run the program is available at <http://sbe.agu.edu.tr/data-science-for-business-and-economics-faculty>. The course list showing compulsory and elective courses in the *Data Science for Business and Economics M.Sc.* Program can be accessed at <http://sbe.agu.edu.tr/isletme-ve-ekonomi-icin-veri-bilimi-dersler>. The course catalogue and descriptions are also attached herewith ([Annex 3.8_Data_Science_MSc_Program_Course_Catalogue_ENG](#)).

Besides these new graduate and undergraduate programs, the Engineering Departments, namely Civil, Computer, and Electrical and Electronics Engineering, changed their curricula after consultation meetings with the faculty members and students as well as the faculty and university administration. The main aim of the changes is to provide our students an opportunity to gain workplace experience by spending an entire semester at a company or research laboratory. The students are supposed to engage in engineering design and applications as well as project development/management, and industrial innovation studies ongoing in companies or research labs. The students write weekly reports to their supervisors in both their companies and university departments. In the same semester, the students are not allowed to take any courses other than the online Occupational Health and Safety course. In order to perform this change, the departments removed certain number of technical elective courses from their curricula.

In addition to this change, a new curriculum has been initiated at the department of Electrical and Electronics Engineering (EEE) as a pilot study of the university-wide socio-technical new generation university design project funded by the Presidency of Strategy and Budget of the Republic of Turkey. This pilot study includes the implementation of project-based learning strategy by combining and harmonizing different courses around a main hands-on hardware and/or software project in each semester. This encapsulation of different courses and training is called a "Capsule". According to this new curriculum, there are three pathways: global issues, personal and professional development, and occupational (technical) development. The subcomponents in the Capsule correspond to different subjects that help the students to improve their theoretical and practical background and skills. The new capsule-based four-year Electrical and Electronics Engineering Department curriculum is attached herewith ([Annex 3.9_Capsule-based_EEE_curriculum](#)).

1.2. Program Objectives, Outcomes, and THEQF Accord

Program records have been revised within the scope of institutional learning outcomes and the Turkish Higher Education Qualifications Framework (THEQF) based on the training sessions about relevant qualifications. Course details have also been revisited, and brief records have been modified. Samples of qualifications of certain undergraduate programs are attached herewith ([Annex 3.10 through Annex 3.16_Samples_of_Undergrad_Program_THEQF](#)). Samples of qualifications of certain graduate programs are also presented herewith ([Annex 3.17 through Annex 3.22_Samples_of_Grad_Program_THEQF](#)).

1.3. Course Outcomes and Contribution to Programs

Bologna Accreditation Committee organized training on course preparations, learning outcomes, and course loads. UIS (University Information System) Bologna Module has been designed in collaboration with the departmental Bologna coordinators. The module has been opened to faculty members for course info-pack uploads. Sample course syllabi show how the course learning outcomes match the program outcomes ([Annex 3.23 through Annex 3.26_Samples_of_Undergrad_and_Grad_Course_Syllabi](#)).

1.4. Curriculum Structure and Course Distribution Balance

The Bologna Accreditation Committee reviewed graduate and undergraduate programs, and restructured their curriculum development to make their technical and non-technical prerequisite-elective course distributions much more visible. The curricula have been designed taking into account the balances of prerequisite courses versus elective ones, departmental and vocational courses versus social courses, and local, regional, national, and global issues. The samples reflecting the balance of the courses are attached herewith ([Annex 3.27 through Annex 3.30_Samples_of_Undergrad_Program_Curriculums](#)).

1.5. Course Designs Based on Student Workload

The Workload of each course in relevant curricula has been designed in accordance with the Bologna Criteria. To facilitate integration with the Bologna Process, the UIS Bologna Module was activated in 2019 for the use of the faculty members. Student workloads, reflected in the course syllabi, can be entered online into the UIS Bologna Module. Samples of course syllabi that show these considerations are provided herewith ([Annex 3.27 through Annex 3.30_Samples_of_Undergrad_Program_Curriculums](#)).

1.6. Measurement and Evaluation

Evaluations of student performance are made through exams, quizzes, homework, projects as well as student-prepared videos, posters, presentations, and games, and to what extent these criteria contribute to final grades is announced to students in the course syllabi. Samples are provided herewith ([Annex 3.27 through Annex 3.30_Samples_of_Undergrad_Program_Curriculums](#)).

Programların tasarımı ve onayı

Olgunluk Düzeyi: Programların tasarımı ve onay süreçleri sistematik olarak izlenmekte ve ilgili paydaşlarla birlikte değerlendirilerek iyileştirilmektedir.

Kanıtlar

- [Annex 3.1 Department of Economics 4 Year Curriculum.pdf](#)

- [Annex 3.2 Dept. of Economics Internal and External Elective Courses.pdf](#)
- [Annex 3.3 ECON 222 Copurse Syllabus.pdf](#)
- [Annex 3.4 ECON 340 Course Syllabus.pdf](#)
- [Annex 3.5 ECON 341 Course Syllabus.pdf](#)
- [Annex 3.6 ECON 348 Course Syllabus.pdf](#)
- [Annex 3.7 ECON 417 Course Syllabus .pdf](#)
- [Annex 3.8 Data Science M.Sc. Program Course_Catalogue_ENG.pdf](#)
- [Annex 3.9_EEED_Curriculum.pdf](#)

Program amaçları, çıktıları ve programın TYYÇ uyumu

Olgunluk Düzeyi: Tüm programların amaçları, çıktıları ve bunların TYYÇ uyumu tanımlanmış, ilan edilmiştir ve eğitim-öğretimle ilgili uygulamalarla ilişkilendirilmiştir. Ancak bu uygulamaların sonuçlarının izlenmesi yapılmamaktadır.

Kanıtlar

- [Annex 3.16 Undergrad ME Qualifications.pdf](#)
- [Annex 3.17 IE M.Sc. THEQF.pdf](#)
- [Annex 3.18 IE Ph.D. THEQF.pdf](#)
- [Annex 3.19 ECE M.Sc. Program THEQF.pdf](#)
- [Annex 3.20 ECE Ph.D. Program THEQF.pdf](#)
- [Annex 3.21 ARCH M.Sc. Program THEQF.pdf](#)
- [Annex 3.22 ARCH Ph.D. Program THEQF.pdf](#)
- [Annex 3.10 Undergrad ARCH Qualifications.pdf](#)
- [Annex 3.11 Undergrad CE Qualifications.pdf](#)
- [Annex 3.12 Undergrad CMPE Qualifications.pdf](#)
- [Annex 3.13 Undergrad EE Qualifications.pdf](#)
- [Annex 3.14 Undergrad IE Qualifications.pdf](#)
- [Annex 3.15 Undergrad MB&G Qualifications.pdf](#)

Ders kazanımlarının program çıktıları ile eşleştirilmesi

Olgunluk Düzeyi: Tüm programlarda dersin bilişsel seviyesini (Bloom seviyesini) açıkça belirten ders kazanımları ile program çıktıları eşleştirilmiş ve bu eşleştirme ilan edilerek, eğitim-öğretimle ilgili uygulamalara (ders profilleri ve izlenceler gibi) yansıtılmıştır. Ancak bu uygulamaların sonuçlarının izlenmesi yapılmamaktadır.

Kanıtlar

- [Annex 3.23 ARCH 303 Course Syllabus.pdf](#)
- [Annex 3.24 IE_213 Course Syllabus .pdf](#)
- [Annex 3.25 IE_325 Course Syllabus.pdf](#)
- [Annex 3.26 MSNE 458 Course Syllabus.pdf](#)

Programın yapısı ve ders dağılım dengesi (Zorunlu-seçmeli ders dağılım dengesi; alan ve meslek bilgisi ile genel kültür dersleri dengesi, kültürel derinlik kazanma, farklı disiplinleri tanıma imkanları)

Olgunluk Düzeyi: Tüm programlarda program ve ders bilgi paketleri, yapı ve ders dağılım dengesi (alan ve meslek bilgisi ile genel kültür dersleri dengesi, kültürel derinlik kazanma, farklı disiplinleri tanıma imkânları vb.) gözetilerek hazırlanmıştır. Ancak bu uygulamaların sonuçlarının izlenmesi yapılmamaktadır.

Kanıtlar

- [Annex 3.30 Political Sciences and International Relations Curriculum.pdf](#)
- [Annex 3.27 CMPE B.Sc. Curriculum.pdf](#)
- [Annex 3.28 BA B.Sc. Curriculum.pdf](#)
- [Annex 3.29 Bioengineering Curriculum.pdf](#)

Öğrenci iş yüküne dayalı tasarım

Olgunluk Düzeyi: Tüm programlarda tanımlanmış olan öğrenci iş yükleri, paydaşlarla paylaşılmakta (program ve ders bilgi paketleri yoluyla) ve eğitim-öğretimle ilgili tüm uygulamalarda (öğrenci hareketliliği, önceki öğrenmelerin tanınması vb.) kullanılmaktadır. Ancak öğrenci iş yükü ve bununla ilgili uygulamaların sonuçlarının izlenmesi yapılmamaktadır.

Kanıtlar

- [Annex 3.23_through_3.26_Empty Course Syllabus Form.pdf](#)

Ölçme ve değerlendirme

Olgunluk Düzeyi: Programlarda yeterlilik temelli ölçme ve değerlendirme sisteminin tasarımı bulunmaktadır. Ancak bu tüm programları kapsamamaktadır.

Kanıtlar

- [Annex 3.23_through_3.26_Course Syllabus Form Meas & Eval.pdf](#)

2. Öğrenci Kabulü ve Gelişimi

The data is the same with the one shared in the previous year (2018).

Samples of qualifications are provided herewith ([Annex_3.10_through_Annex_3.22_Samples_of_Program_Qualifications](#)).

Öğrenci kabulü ve önceki öğrenimin tanınması ve kredilendirilmesi (Örgün eğitim, yaygın eğitim ve serbest öğrenme yoluyla edinilen bilgi ve beceriler)

Olgunluk Düzeyi: Kurumsal amaçlar doğrultusunda ve sürdürülebilir şekilde yürütülen öğrenci kabulü ve önceki öğrenimin tanınması ve kredilendirilmesi uygulamaları kurumun tamamında benimsenmiştir; kurumun bu kapsamda kendine özgü ve yenilikçi birçok uygulaması bulunmakta ve bu uygulamaların bir kısmı diğer kurumlar tarafından örnek alınmaktadır.

Diploma, derece ve diğer yeterliliklerin tanınması ve sertifikalandırılması

Olgunluk Düzeyi: Diploma, derece ve diğer yeterliliklerin tanınması ve sertifikalandırılmasına ilişkin uygulamalardan elde edilen bulgular, sistematik olarak izlenerek paydaşlarla birlikte değerlendirilmekte ve izlem sonuçlarına göre önlem alınmaktadır.

3. Öğrenci Merkezli Öğrenme, Öğretme ve Değerlendirme

3.1. Teaching Methodologies and Techniques

Similar to 2018, in 2019, AGU continued to develop strategies and design further courses that will equip the students with the 21st century competencies. AGU uses competence-based approaches to prepare the graduates with necessary skills and meet employers' expectations. In light of this, AGU has been using a new innovative "3-Dimensional Curriculum (3DC) Strategy" since its establishment: The first dimension, Personal Development Path (PDP), focuses on personal development so that the students mature psychologically, socially, and culturally. The PDP course syllabi are provided herewith ([Annex_3.31_PDP_100_Syllabus](#)) and ([Annex_3.32_PDP_101_Syllabus](#)). The second dimension, Global-Local (Glocal) Challenges Path, focuses on "Glocal" issues such as Entrepreneurship and Innovation, Health and Food, Cities and Societies, Immigration, and Sustainability. The relevant courses are taught using learner-centred and active learning principles. Courses are composed of student-produced content including papers, presentations, ideas, projects, posters, videos, as well as games in small groups, in order to provide solutions for complex global problems. These courses, led by multidisciplinary teaching teams, also enable faculty members to bring their disciplinary expertise into the classroom and use active learning methods. ([Annex_3.33_GLB_Syllabus](#)). The third dimension, Professional Development Path, focuses on technical and vocational development of the students. Each department has its own approach beyond the traditional course-based curricula in order to close the gap between theory and practice via a hands-on approach. Their designs are structured to trigger learning according to the needs of real-world problems, and also to improve students' motivation/engagement while they produce tangible outcomes. As examples of good practices, some Industrial and Civil Engineering courses are held at factories or organizations. The Electrical-Electronics Engineering uses a Capsule-based approach which involves the implementation of project-based learning strategy by combining and harmonizing different courses around a main hands-on hardware and/or software project in each semester. The department follows an integrated assessment system prioritizing the process over exams, a requirement for extracurricular activities and peer learning, as well as co-teaching and the synchronization of blended materials from different courses ([Annex_3.34_EE_Curriculum](#)). The strategy of the Capsule approach has also received great student approval and satisfaction rates.

This "3D Curriculum Strategy" has resulted in the following achievements: AGU's interdisciplinary approach helped faculty members develop their skills and strengthen institutional bonds. Students' skill development has been significant and appreciated by the industry. Great direct impact on the community has been noticed, thanks to the student-led/community-oriented projects of the Glocal/Personal Development paths. The overall goal of the University is to involve students from different departments in multidisciplinary projects.

To improve competencies of academic staff on student-centered education, the AGU Centre for the Enhancement of Learning and Teaching (CELT) continues to organize relevant events ([Annex_3.35_Academic_Orientation](#)) ([Annex_3.36_Academic_Orientation_News](#)). The Center also established weekly conversation sessions with the faculty members and teaching assistants of the Electrical and Electronics Department ([Annex_3.37_Weekly_Sessions_1](#)) ([Annex_3.38_Weekly_Sessions_Presentation_1](#)) ([Annex_3.39_Weekly_Sessions_Presentation_2](#))

In collaboration with the Graduate School of Engineering and Science, the CELT offered the "Preparing Future Faculty" course for new and former graduate students to introduce the principles of teaching ([Annex_3.40_Preparing_Future_Faculty_Grad_Course_Syllabus](#)).

Similar to the 2017-2018 academic year, the "Innovation in Teaching Award" was handed out the second time at the end of the 2018-2019 academic year ([Annex_3.41_Innovation_in_Teaching_Award](#)). For the purpose of encouraging and acknowledging best practices in teaching, in 2019, the AGU management initiated another award project entitled "Excellence in Teaching Award" ([Annex_3.42_Excellence_in_Teaching_Award](#)). It was awarded for the first time this academic year.

3.2. Assessment and Evaluation

Evaluations of student performance are made through exams, quizzes, homework, projects as well as student-prepared videos, posters, presentations, and games, and to what extent these criteria contribute to final grades is announced to students in the course syllabi.

The active teaching model used in capsule-based approach has another alternative assessment method. This new approach, which is now being tested in the Electrical-Electronics Engineering Department. This integrated assessment system prioritizes the process over exams, a requirement for extracurricular and peer learning, as well as co-teaching and the synchronization of blended materials from different courses make capsule-based learning unique.

3.3. Student Feedbacks

The CELT continues to improve student evaluation forms, collects surveys through digital platforms (UIS and Google Drive), and conducts focus group studies ([Annex_3.43_Focus_Groups_Questionnaire](#)) ([Annex_3.44_Focus_Group_Report](#)) Course evaluation questions for the School of Foreign Languages, undergraduate and graduate programs have been updated and implemented ([Annex_3.45_Course_Evaluations_1](#)) ([Annex_3.46_Course_Evaluations_2](#)).

In addition to the CELT, Dining Services, International Office, Library, Youth Factory, and Students Affairs are closely working with students, and conduct surveys on students to improve their services:

([Annex_3.47_Dining_Survey](#)) ([Annex_3.48_Library_Evaluation_Report](#)) ([Annex_3.49_Intl_Survey_Report](#)) ([Annex_3.50_Career_Office_Report](#)) ([Annex_3.51_Career_Office_Eval_Report](#)).

3.4. Student Advisory System

The student advisory system is currently carried out online through University Information System (UIS) Module whose sample interface screen views are shared herewith ([Annex_3.52_UIS_Advisor_Module](#)), and through one on one meetings between the advisor and the student. The student advisory system (its regulation, directive, process description, guideline, etc.) is included in the 2020 priorities of AGU as an item to be improved for better meeting the needs of the students, and its infrastructure is still being developed.

Öğretim yöntem ve teknikleri (Aktif, disiplinlerarası çalışma, etkileşimli, araştırma/öğrenme odaklı)

Olgunluk Düzeyi: Öğrenme-öğretme süreçlerinde aktif ve etkileşimli öğrenci katılımını sağlayan güncel, disiplinlerarası çalışmaya teşvik eden ve araştırma/öğrenme ve öğrenci odaklı öğretim yaklaşımı uygulamalarından elde edilen bulgular, sistematik olarak izlenerek paydaşlarla birlikte

değerlendirilmekte ve izlem sonuçlarına göre önlem alınmaktadır.

Kanıtlar

- [Annex_3.33_GLB_Syllabus_1.pdf](#)
- [Annex_3.31_PDP_100_Syllabus.pdf](#)
- [Annex_3.32_PDP_101_Syllabus.pdf](#)
- [Annex_3.33_GLB_Syllabus_2.pdf](#)
- [Annex_3.35_Academic_Orientation.pdf](#)
- [Annex_3.36_Academic_Orientation_News.pdf](#)
- [Annex_3.37_WeeklySessions_1.pdf](#)
- [Annex_3.38_WeeklySessionsPresentation_1.pdf](#)
- [Annex_3.39_WeeklySessionsPresentation_2.pdf](#)
- [Annex_3.40_Preparing_future_Faculty_Grad_Course_Syllabus.pdf](#)
- [Annex_3.41_Innovation_in_Teaching_Award.pdf](#)
- [Annex_3.42_Excellence_in_Teaching_Award.pdf](#)

Ölçme ve değerlendirme (Öğrencilerin özelliklerine ve öğrenme düzeylerine göre farklılaştırılmış alternatif ölçme yöntem ve tekniklerine yer verme gibi)

Olgunluk Düzeyi: Tüm programlarda öğrenci merkezli ölçme ve değerlendirmeye ilişkin uygulamalar vardır ve bu uygulamalardan bazı sonuçlar elde edilmiştir. Ancak bu ölçme ve değerlendirme sisteminin sonuçlarının izlenmesi yapılmamaktadır.

Kanıtlar

- [Annex_3.34_EE_Curriculum.pdf](#)

Öğrenci geri bildirimleri (Ders-öğretim üyesi-program-genel memnuniyet anketleri, talep ve öneri sistemleri)

Olgunluk Düzeyi: Kurumsal amaçlar doğrultusunda ve sürdürülebilir şekilde yürütülen öğrenci geri bildirimlerinin alınmasına ilişkin olgunlaşmış uygulamalar kurumun tamamında benimsenmiştir; kurumun bu kapsamda kendine özgü ve yenilikçi birçok uygulaması bulunmakta ve bu uygulamaların bir kısmı diğer kurumlar tarafından örnek alınmaktadır.

Kanıtlar

- [Annex_3.43_Focus_Groups_Questionnaire.pdf](#)
- [Annex_3.44_Focus_Group_Report.pdf](#)
- [Annex_3.45_Course_Evaluations_1.pdf](#)
- [Annex_3.46_Course_Evaluations_2.pdf](#)
- [Annex_3.47_Dining_Survey.pdf](#)
- [Annex_3.48_Library_Evaluation_Report.pdf](#)
- [Annex_3.49_Intl_Survey_Report.pdf](#)
- [Annex_3.50_Career_Office_Report.pdf](#)
- [Annex_3.51_Career_Office_Eval_Report.pdf](#)

Akademik danışmanlık

Olgunluk Düzeyi: Kurumda akademik danışmanlık uygulamaları vardır ve bu uygulamalardan bazı sonuçlar elde edilmiştir. Ancak bu sonuçların izlenmesi yapılmamaktadır.

Kanıtlar

- [Annex.3.52_UIS_Advisor_Module.pdf](#)

4. Öğretim Elemanları

4.1. Employment, Promotion and Assignment Criteria

The final version of the employment, promotion and assignment directive is attached herewith ([Annex_3.53_Akademik_Yükseltme_ve_Atama_Yönergesi](#)).

4.2. Teaching Competency

CELT continues its activities on supporting excellence in education. It conducts the following activities:

- Preparatory school course evaluation (designing, implementing, and reporting the survey) at each semester ([Annex_3.54_SFL_Focus_Group_Report](#))
- Measuring the satisfaction of research assistants (designing, implementing, and reporting the survey)
- Academic course evaluation (designing, implementing, and reporting the survey) ([Annex_3.55_UIS_Course_Evaluations_Results](#))
- Reporting the educational process of five Global Issues courses
- Disseminating information about Lecture Free Week
- Supporting course designs
- Measuring and evaluating students' perception of AGU by using focus group interview method (protocol design, implementation and reporting) ([Annex_3.56_Focus_Group_Interview](#)) ([Annex_3.54_SFL_Focus_Group_Report](#))
- Orienting newly recruited and existing faculty members ([Annex_3.57_Orientation_for_New_Academics_of_AGU](#)) ([Annex_3.58_AGU_Orienting_Academics](#))
- Preparing end-of-semester international student satisfaction survey ([Annex_3.59_End_of_Semester_International_Student_Satisfaction_Survey_2019](#))
- Offering seminars to the faculty upon requests of the departments ([Annex_3.60_Electric_Electronic_Seminer_1](#)) ([Annex_3.61_Electric_Electronic_Seminer_2](#))

4.3. Incentives and Awards for Teaching Activities

The "Innovation in Teaching Award" was handed out the second time at the end of the 2018-2019 academic year ([Annex_3.41_Innovation_in_Teaching_Award](#)). For the purpose of encouraging and acknowledging best practices in teaching, in 2019, the AGU management initiated another award project entitled "Excellence in Teaching Award" ([Annex_3.42_Excellence_in_Teaching_Award](#)). It was awarded for the first time this academic year.

Atama, yükseltme ve görevlendirme kriterleri

Olgunluk Düzeyi: Kurumun tüm alanlar için tanımlı ve paydaşlarca bilinen atama, yükseltme ve görevlendirme kriterleri uygulanmakta ve karar almalarda (eğitim-öğretim kadrosunun işe alınması, atanması, yükseltilmesi ve ders görevlendirmeleri vb.) kullanılmaktadır. Ancak bu uygulamaların sonuçlarının izlenmesi yapılmamaktadır.

Kanıtlar

- [Annex_3.53_Employment_Promotion_Assignment_Directive.pdf](#)

Öğretim yetkinliği (Aktif öğrenme, ölçme değerlendirme, yenilikçi yaklaşımlar, materyal geliştirme, yetkinlik kazandırma ve kalite güvence sistemi)

Olgunluk Düzeyi: Kurumun öğretim elemanlarının öğretim yetkinliğini geliştirmek üzere uygulamalar vardır ve bunlar tüm birimleri kapsamaktadır. Ancak bu uygulamaların sonuçlarının izlenmesi yapılmamaktadır.

Kanıtlar

- [Annex_3.54_SFL_Focus_Group_Report.pdf](#)
- [Annex_3.55_UIS_Course_Evaluations_Results.pdf](#)
- [Annex_3.56_Focus_Group_Interview.pdf](#)
- [Annex_3.57_Orientation_for_New_Academics_of_AGU.pdf](#)
- [Annex_3.58_AGU_Orienting_Academics.pdf](#)
- [Annex_3.59_End_of_Semester_International_Student_Satisfaction_Survey2019.pdf](#)
- [Annex_3.60_Electric-Electronic_Seminer_1.pdf](#)
- [Annex_3.61_Electric-Electronic_Seminer_2.pdf](#)

Eğitim faaliyetlerine yönelik teşvik ve ödüllendirme

Olgunluk Düzeyi: Kurumun öğretim kadrosunu teşvik etme ve ödüllendirme uygulamaları öğretim elemanlarının yetkinlikleri dikkate alınarak adil ve şeffaf şekilde sürdürülmektedir ve bunlar tüm alanları kapsamaktadır. Ancak uygulama sonuçları izlenmemektedir.

Kanıtlar

- [Annex_3.41_Innovation_in_Teaching_Award_copy.pdf](#)
- [Annex_3.42_Excellence_in_Teaching_Award_copy.pdf](#)

5. Öğrenme Kaynakları

5.1. Learning Resources

AGU's library is powerful enough to contribute to the academic and socio-cultural background of the students. In 2019, the AGU Library offered access to 18 databases, e-book database memberships (234.540 electronic books are available with subscription, newspaper and magazine database). E-book databases (13.829 electronic books) have been purchased and made available via its explorer tool which allows searching all online or printed library materials. Additionally, via the EKUAL (National Academic License for Electronic Resources), a project of TÜBİTAK ULAKBİM, 17 databases are made available. The AGU library has 23.642 printed books. Statistically, each student has a chance to reach 12 printed books and 126 electronic books. The AGU Library has been ranked the 5th and 7th among the top 10 state universities based on its printed and electronic materials, respectively (<https://www.bbyhaber.com/bby/2019/10/17/yok-universitelerimizin-basili-ve-e-kitap-karnesini-yayinladi>). In 2019, the Library spent TL 1,005,627.00 on education- and research- based library materials ([Annex_3.62_2019_Library_Budget](#)). The number of printed books, electronic books, and electronic books reached via membership have increased by 9.26 %, 19.80 %, and 10.52 %, respectively. All electronic databases can be accessed 7/24 thanks to the remote access service without time or space limitations. The AGU Library can request, through KİTS and TUBESS systems, the materials which are not found in its catalogue from other universities' libraries (http://library.agu.edu.tr/istek_formu). In 2019, 26 materials from KİTS and 8 from TUBESS were borrowed from other libraries. The Library organized orientation sessions between September 15-October 1, 2019 with the participation of 650 newly admitted students in order to introduce the library resources and services. All orientation presentations and database usage guidelines are available at <http://library.agu.edu.tr/egitim>. The AGU Library undertakes a satisfaction survey for the students every year in order to improve its services ([Annex_3.48_Library_Evaluation_Report](#)). The Library is also used by the community (high school students, etc.) (http://www.agu.edu.tr/userfiles/yeni%2010%20Neden/kutuphane/Misafir_kullanici_istatistik_202.pdf). Preschools, primary and secondary education institutions also visit the Library (<http://library.agu.edu.tr/etkinlik>). Apart from these, AGU uses learning management systems, CANVAS for undergraduate and graduate courses and Schoology for the School of Foreign Languages, to make education related sources accessible to the students.

5.2. Social, Cultural, and Sports Activities

AGU provides the students with the opportunity of opening new student clubs. Currently, there are 21 active student clubs (<http://od.agu.edu.tr/student-clubs>). In 2019, 96 student club activities ([Annex_3.63_2019_Club_Activities](#)) were supported technically and financially as needed. All clubs declared their final activity reports including the outcomes following the events ([Annex_3.64_Activity_Report_of_First_Lego_League_Junior](#)) ([Annex_3.65_Activity_Report_of_LÖSEV](#)).

All sports activities of the students including basketball, volleyball or table tennis are coordinated by the School of Physical Education and Sports (BESYO), and students are also encouraged to attend skiing, horse riding, and dancing activities outside AGU ([Annex_3.66_2019_BESYO_Courses_and_Sports_Activities](#)).

5.3. Facilities and Infrastructure

In 2019, a new dining hall with 140-person capacity was opened in addition to main dining hall. Additionally, two cafeterias, one photocopy center, and 13 food and beverage vending machines have become available for the students. Photographs of the different facilities at the university are provided herewith ([Annex_3.67 through 3.77](#)).

5.4. Barrier-Free University

AGU has a Barrier-Free Unit Committee which consists of technical and administrative staff and a secretary member (<http://engelsiz.agu.edu.tr>). Decisions, regulations, and activities coordinated by this committee have been summarized in the attached report ([Annex_3.78_Decisions_Regulations_and_Activities_in_2019](#)). In 2019, a directive which aims to implement the barrier-free campus policy in accordance with the principles was created and issued within the framework of existing laws and regulations ([Annex_3.79_Barrier-free_Unit_Directive](#)). In 2019, the campus conditions were evaluated, and accordingly, arrangements were determined to improve the current situation ([Annex_3.80_Accessibility_Report](#)) ([Annex_3.81_Visual_Analysis](#)). Moreover, the "Accessibility in Cities" course was offered in 2019 to increase awareness for the disabled; the students in the course determined the needs and collaborated with the responsible units in the campus to increase the accessibility of the areas.

5.5. Psychological Counselling and Guidance, Career Services

Having two highly qualified psychologists, the Psychological Counseling and Guidance Center, established under the Office of Dean of the Students, provides

students counselling whenever they need. Besides, students in the School of Foreign Languages are supported by the psychologists on time management, stress management, motivation, etc. to facilitate their adaptation to the university.

The AGU Career and Employability Office helps the students improve their vocational capacities and equip them with the skills that they will need to find the most suitable job upon their graduation. In order to increase the internship options of the students and to meet different companies in their workplace experiences, the "Career Kitchen: Meeting Companies" was organized in March 2019.

(<http://www.agu.edu.tr/haberler/4264/3.%20Kariyer%20Mutfağı%20Firmalarla%20Buluşma%20Etkinliği>).

Öğrenme kaynakları

Olgunluk Düzeyi: Kurumda tüm birimlerindeki uygun nicelik ve nitelikte, erişilebilir öğrenme kaynakları sağlamak üzere öğrenme kaynakları yönetilmektedir. Tüm bu uygulamalardan elde edilen bulgular, sistematik olarak izlenmekte ve izlem sonuçları paydaşlarla birlikte değerlendirilerek önlemler alınmakta ve ihtiyaçlar/talepler doğrultusunda kaynaklar çeşitlendirilmektedir.

Kanıtlar

- [Annex_3.62_2019_Library_Budget.pdf](#)

Sosyal, kültürel, sportif faaliyetler

Olgunluk Düzeyi: Kurumun tüm birimlerinde uygun nicelik ve nitelikte sosyal, kültürel ve sportif faaliyetler kurumsal olarak yönetilmektedir (yürütmek üzere destekler sağlanmakta, idari örgütlenme bulunmakta vb.). Tüm bu uygulamalardan elde edilen bulgular, sistematik olarak izlenmekte ve izlem sonuçları paydaşlarla birlikte değerlendirilerek önlemler alınmakta ve ihtiyaçlar/talepler doğrultusunda kaynaklar çeşitlendirilmektedir.

Kanıtlar

- [Annex_3.63_2019_Club_Activities_.pdf](#)
- [Annex_3.64_Activity_Report_of_First_Lego_League_Junior.pdf](#)
- [Annex_3.65_Activity_Report_of_LÖSEV.pdf](#)
- [Annex_3.66_2019_BESYO_Courses_and_Sports_Activities.pdf](#)

Tesis ve altyapılar (Yemekhane, yurt, teknoloji donanımlı çalışma alanları, mediko vs.)

Olgunluk Düzeyi: Kurumun tüm birimlerinde uygun nitelik ve nicelikteki tesis ve altyapı sağlamak üzere fiziksel kaynaklar ve mekânlar bütünsel olarak yönetilmektedir. Tüm tesis ve altyapıların kullanımına ilişkin sonuçlar sistematik olarak izlenmekte ve izlem sonuçları paydaşlarla birlikte değerlendirilerek önlemler alınmakta ve ihtiyaçlar/talepler doğrultusunda kaynaklar çeşitlendirilmektedir.

Kanıtlar

- [Annex_3.67_Active_Learning_Classroom_Facilities.pdf](#)
- [Annex_3.68_Conference_Hall_Facilities.pdf](#)
- [Annex_3.69_Dining_Hall_Facilities.pdf](#)
- [Annex_3.70_Exhibition_Hall_Facilities.pdf](#)
- [Annex_3.71_Fitness_Center_Facilities.pdf](#)
- [Annex_3.72_Laboratory_Facilities.pdf](#)
- [Annex_3.73_Library_Facilities.pdf](#)
- [Annex_3.74_Maker_Space_Facilities.pdf](#)
- [Annex_3.75_Sport_FacilitiesSport_Facilities.pdf](#)
- [Annex_3.76_Student_Leisure_Time_Facilities.pdf](#)
- [Annex_3.77_AGU_Central_Research_Lab_Facilities.pdf](#)

Engelsiz üniversite

Olgunluk Düzeyi: Kurumdaki tüm birimlerde sağlanan engelsiz üniversite uygulamasından elde edilen bulgular sistematik olarak izlenmekte ve izlem sonuçları paydaşlarla birlikte değerlendirilerek önlemler alınmaktadır.

Kanıtlar

- [Annex_3.79_Bareer-free_Unit_Directive.pdf](#)
- [Annex_3.80_Accessibility_Report.pdf](#)
- [Annex_3.81_Visual_Analysis_of_Campus_Units_.pdf](#)
- [Annex_3.78_Decisions_Regulations_and_Activities_in_2019.pdf](#)

Rehberlik, psikolojik danışmanlık ve kariyer hizmetleri

Olgunluk Düzeyi: Kurumda uygun nitelik ve nicelikte rehberlik, psikolojik danışmanlık ve kariyer hizmetleri tüm birimleri kapsayacak şekilde sağlanmaktadır. Ancak bu uygulamanın sonuçları izlenmemektedir.

6. Programların İzlenmesi ve Güncellenmesi

6.1. Monitoring and Improvement of the Program Outcomes

The Centre for Enhancement in Learning and Teaching (CELT) performed annual focus group assessment sessions dealing with the education quality in all active programs. The observations, concerns and critiques were shared and evaluated in a meeting with the department chairs, student-related administrative units, vice rectors, and the rector. The expectations of the students were conveyed to the responsible people in the university. Besides, the course and teaching team evaluations for each course took place every semester, and the overall performance of each course was reported to the associated faculty member, department chair, dean and the provost. A similar approach was used for each module of the School of Foreign Languages.

All programs prepared their Bologna Program Records which include information about the programs, program objectives, program outcomes, etc. One of the critical aims of our university for 2020 is to establish a systematic approach that would help the programs to monitor their outcomes and implement required improvements. The Civil Engineering Department has initiated the preparation process for the MÜDEK accreditation.

Moreover, in a meeting with the alumni in Summer 2019, the alumni and senior administration of the university and the department chairs assessed the program outcomes, and developed several improvement strategies for the programs (<http://www.agu.edu.tr/haberler/4749/AGÜ'de%20Mezunlar%20Buluşması...>).

6.2. Alumni Tracking

The AGU Career and Employability Office initiated several mechanisms for alumni tracking. Firstly, the Office created a LinkedIn account for the university and the alumni by which AGU would be able to track its alumni (<https://www.linkedin.com/school/abdullah-gul-university/people/>).

Secondly, the Office established a Student Club to facilitate the relationship between the university and the alumni. The name of the club is AGU Alumni Student Club (http://www.agu.edu.tr/userfiles/up/2019-2020_kulup_bilgileri.pdf). This student club has created an organic bond with the AGU Alumni Association. In 2019, there were events in which several alumni were invited as speakers for the current students.

Thirdly, the Office created an alumni section in the AGU News Bulletin (a newsletter that is published as soft and hard copy, and distributed to the internal and external stakeholders). By this way, the connection between the alumni and the university has been strengthened.

Fourthly, all department chairs continue their relationships with their alumni through WhatsApp groups. The meeting invitations, news about their promotions, workplace information, wishes and greetings etc. have been communicated through these groups, which have proved to be effective.

Finally, the AGU alumni may continue to use their agu.edu.tr e-mail for the rest of their lives by which they may feel connected with the university even after their graduation.

Program çıktılarının izlenmesi ve güncellenmesi (Hazırlık okullarındaki dil eğitim programlarını da kapsamaktadır.)

Olgunluk Düzeyi: Tüm programlarda program çıktılarının izlenmesine ilişkin uygulamalar gerçekleştirilmiş ve bazı sonuçlar elde edilmiştir. Ancak bu sonuçların değerlendirilmesi, karar almalarında ve güncellemelerde kullanılması gerçekleştirilmemiştir.

Mezun izleme sistemi

Olgunluk Düzeyi: Kurumda tüm programlarda Sistematik olarak ve kurumsal amaçlar doğrultusunda (eğitim-öğretim politikası ve amaçları) mezunlar izlenmekte ve izlem sonuçlarına göre tüm birimleri ve programları kapsayan önlemler alınmaktadır.

C. ARAŞTIRMA VE GELİŞTİRME

1. Araştırma Stratejisi

AGU encourages research and development activities that are in line with the academic priorities defined in its strategic plan ([Annex 4.1 AGU Strategic Plan Document 2018-2022](#)) that can generate added value, and be used for the community's benefit. AGU's research strategies, aims, and responsible units that could realize those aims have been determined through planned search conferences and departmental advisory board meetings.

The Research and Development processes at AGU are managed according to its organization. According to the needs; new offices, committees, commissions and boards are added as shown in the AGU's Revised Organizational Chart ([Annex 4.2 AGU's Revised Organizational Chart](#)).

The following strategic aims regarding research are provided under the research heading of the AGU Strategic Document ([Annex 4.1 AGU Strategic Plan Document 2018-2022](#)). Research strategies and objectives of the institution are listed below:

- Ensuring conduct of high quality and advanced research,
- Ensuring conduct of research that can offer solutions to global problems and claim a place in future scientific advancements,
- Ensuring conduct of interdisciplinary research,
- Increasing impact of research by integrating it with educational and societal benefits.

In order to reach these aims, some objectives were defined with regard to research and development activities in the 2018-2022 AGU Strategic Plan. Statistical performance indicators showing which aims were reached in 2019 are given in the following table:

Objective: Increasing the number of activities that will expand AGU's visibility in national and international scientific circles (conferences, symposiums, workshops, etc.) during the planned period.

Performance Indicators	Starting Value @ 2017	Proposed for 2019	Realized in 2019
Performance Indicator - 1: Number of Events (Conferences/Symposia/Workshops)	10	17	26
Performance Indicator - 2: Number of Participants	680	820	2542

Objective: Increasing the number of qualified international master's and doctoral students as well as postdoctoral researchers at AGU by three times until the end of planned period.

Performance Indicators	Starting Value @ 2017	Proposed for 2019	Realized in 2019
Performance Indicator - 1: Number of International Master's Students	0	16	10
Performance Indicator - 2: Number of International Doctoral Students	0	1	2
Performance Indicator - 3: Number of Postdoctoral	0	1	2

Researchers

Objective: Finishing the construction of specified laboratories and infrastructure facilities that will answer to researchers' urgent and priority research needs by the end of the planned period.

Performance Indicators	Starting Value @ 2017	Proposed for 2019	Realized in 2019
Performance Indicator – 1: Laboratory Area (m ²)	1,673 m ²	2,900 m ²	2,761 m ²
Performance Indicator – 2: Number of Laboratories	26	51	47

Objective: Organizing at least one workshop or search conference each year within the planned period to identify critical areas for future research.

Performance Indicators	Starting Value @ 2017	Proposed for 2019	Realized in 2019
Performance Indicator - 1: Number of Workshops	7	8	6
Performance Indicator - 2: Number of SEARCH Conferences	4	6	1
Performance Indicator - 3: Number of Participants in Workshops/Search Conferences	225	260	85

Objective: Increasing the number of research projects carried out by researchers from different disciplines (interdisciplinary) at AGU by two times until the end of the planned period.

Performance Indicators	Starting Value @ 2017	Proposed for 2019	Realized in 2019
Performance Indicator - 1: Number of research projects carried out by researchers from different disciplines at AGU	19	26	17
Performance Indicator - 2: Number of conferences, workshops, symposia, brokerage events, etc. which were carried out under the leadership of AGU and brought together different disciplines.	3	7	6

Objective: Ensuring that societal impact is observed in scientific studies and research at AGU and explained in project texts. Ensuring that societal impact is explained in at least 70% of research projects realized at AGU by the end of the planned period.

Performance Indicators	Starting Value @ 2017	Proposed for 2019	Realized in 2019
Performance Indicator - 1: Number of theses and research projects that observed societal impact criterion in the study targets and discussed it in the relevant section	3	15	40
Performance Indicator - 2: Number of training sessions/seminars/meetings held in order to have a common understanding for including a separate section titled "Societal Impact" in theses and research projects carried out at AGU and listing the contributions clearly at this section.	3	7	2

Objective: Supporting international project partnerships and increasing the number of projects during the planned period

Starting

Performance Indicators	Value @ 2017	Proposed for 2019	Realized in 2019
Performance Indicator - 1: Number of initiatives (proposals, applications) for developing international project partnerships	4	15	27
Performance Indicator - 2: Number of international project partnerships (training/seminar/meeting count)	4	11	14

One of the high priorities of the university is to integrate research activities at AGU with its education and societal services. Research strategies and objectives are determined and updated in meetings with competent people of science and industry throughout the year, and also developed with the contributions of internal and external stakeholders.

The research and education strategies at AGU have been considered holistically with the aim of scientific and societal contribution, and have been designed in a manner to enable meeting of researchers from different disciplines to seek solutions to global problems and conduct international quality research. At our university, high quality and original publications and research outcomes contributing to the society are aimed through a balanced distribution of basic and applied research areas.

The university has determined Health and Medical Biotechnology, Energy, Advanced Materials, Entrepreneurship and Innovation, Smart Societies/Systems as focus research areas and still works on the establishment of centers of excellence to enable interdisciplinary research in global issues.

Although courses vary depending on majors at undergraduate and graduate levels, students carry out course projects, capstone projects, and short and long internships to enhance their research competences. The compulsory GLB courses also help students develop this competence with group projects lasting a couple of weeks or the whole semester. Besides, students are encouraged to join national/regional competitions, and the student clubs are used as facilitators for this type of activities. While preparing for competitions, students get the opportunity for peer learning, research, and practice.

One of the institutional outcomes of AGU is to ensure that students adopt ethical values in their personal and professional lives. For that reason, the institution attaches great importance to upholding universal ethical values (<http://www.agu.edu.tr/agu-values>). The undergraduate and graduate students are informed with presentations and announcements in this regard. Besides, in all graduate programs, "Academic Ethics" is a compulsory course as directed by the CoHE. In order to prevent plagiarism in theses, originality reports from Turnitin or iThenticate are required. Students are encouraged to use such software on their own while doing research or writing projects or studies at the institution.

For the institution, occupational safety during lab research of students working in applied projects is an important issue. Students are trained on laboratory safety and are asked to pass the relevant safety exam before being eligible to take part in applied research projects, work, and do research in labs. In 2019, graduate students received lab safety training and started research in their respective labs (<http://fbe.agu.edu.tr/laboratuvar-guvenligi>). In 2019, the Occupational Health and Safety Committee worked actively, and took relevant precautions concerning workers' health, ventilation, and location of warning signs at the institution. ([Annex_4.3_AGU_Occupational_Safety_Evaluation_Report_2019](#)).

AGU places emphasis on societal impact in every research carried out under its roof and attaches great importance to the research that contributes positively to the social, economic and cultural fabric. In this regard, academics are encouraged to set up companies in regional technoparks, carry out projects within university-industry cooperation, and write articles or make presentations including industrial partnerships. As of 2019, 10 start-up companies from AGU are active in Erciyes Technopark and METU Technopark, 8 of which have been set up by faculty members and 4 by research assistants to offer consultancy and carry out R&D projects with a positive contribution to the region.

Companies owned in Erciyes Technopark by AGU academic staff as of 2019:

No	Company Name	Establishment Date	Technopark	Responsible Staff	Description
1	Betonarge Madencilik Yapı Malzemeleri Araştırma Geliştirme Danışmanlık Hizmetleri Sanayi ve Ticaret Limited Şirketi	18/7/2011	Erciyes Technopark	Burak Uzal	While the AGU TTO was an office working under the Rectorate, an AGU TTO Inc. was established with the permission of the CoHE in accordance with the new strategy of the University's senior management.
2	Vehbi Çağrı Güngör Akademi Ar-Ge	15.07.2014	Erciyes Technopark	Vehbi Çağrı Güngör	By re-organizing the personnel structure of the AGU TTO, three experts were hired. Besides, construction of a thematic Technopark in Kayseri has been planned as a model for our country with the participation of AGU, Kayseri Chamber of Industry and Kayseri Chamber of Commerce. For the establishment of the so-called technopark, an application was made to the General Directorate of R&D Incentives of the Ministry of Science, Industry and Technology.
3	Argeus Mimarlık	08.04.2011	Erciyes Technopark	Burak Asiliskender	AGU works closely with the Kayseri Metropolitan Municipality, Kayseri Chamber of Commerce, Kayseri Chamber of Industry and Kayseri Organized Industrial Zone to support local and regional development, and serve social needs. In 2019, meetings were held with the Kayseri Chamber of Industry and Kayseri Chamber of Commerce to improve university-industry collaboration of the university, to increase the interaction between AGU and industrialists, and to develop high-quality R&D projects and internship programs.
4	Kasım Taşdemir	5.03.2015	Erciyes Technopark	Kasım Taşdemir	
5	Kornea Biyomedikal Optik Sistemler Ltd. Şti.	4.04.2016	Erciyes Technopark	Bülent Yılmaz	
6	Artıbir Ar-GE Mühendislik Yazılım San. Tic. Ltd.	1.04.2015	Erciyes Technopark	İbrahim Tuna Özdür	
7	Nanome Nano Teknoloji Ar-Ge Danışmanlık Sanayi ve Ticaret LTD. ŞTİ.	2.08.2017	Erciyes Technopark	Evren Mutlugün	
8	Opsentia ArGe	03.09.2018	Erciyes Technopark	Kutay İçöz	
9	Chemacamed Kimya A.Ş.	2019	Erciyes Technopark	Ali Duran	In addition, through TTO, AGU organized eight training sessions on entrepreneurship, project writing and management, technology transfer, establishment of R&D centers, Patent, Advanced Patent, and Finance. Approximately 500 participants attended these trainings and seminars (Annex_4.4_AGU_TTO_Training_Sessions_2019).
10	Oğuzhan Ayyıldız Biyonog Ar-Ge Mühendislik ve Danışmanlık	20.05.2015	Erciyes Technopark	Oğuzhan Ayyıldız	

In order to transform the research results into economic values and social benefits, a corporate culture has been created, institutional structures and procedures have been developed, and relevant mechanisms have been established, which enables academics from different disciplines to meet and carry out joint projects. AGU established the Central Research Laboratory, which aims to become a center of attraction for successful researchers in our country thanks to its impressive equipment inventory ([Annex_4.5_Central_Research_Lab_Inventory](#)) ([Annex_4.6_Central_Research_Lab_Catalogue](#)).

Other research labs and equipment inventory list found in all those labs are attached herewith ([Annex_4.7_AGU_Labs](#)), ([Annex_4.8_AGU_Labs_Equipment_Inventory_List](#)).

AGU has initiated a Model Factory project together with the Ministry of Science, Industry, and Technology, Kayseri Chamber of Industry and Kayseri Chamber of Commerce to establish a model factory inside the AGU Campus to be a role model for the industrial companies. AGU has provided the factory space inside its campus, and the factory equipment will be provided by the United Nations Development Projects (UNDP) Funding Agency. The AGU Model Factory is aimed to be a model for the lean manufacturing and digitalization of manufacturing in the industry. Many meetings have been held for this purpose in different locations, some at the Ministry, some at AGU, and others at Kayseri Chamber of Industry. A sample attendee list and meeting minutes of such a meeting held at AGU are attached herewith ([Annex 4.9 Attendee List and Meeting Minutes](#)). Site visits were arranged to other model factories in Ankara and Bursa. The current stage of the Model Factory is summarized in the presentation attached ([Annex 4.10 AGU Model Factory Info Pack](#)) The protocol signed by the stakeholders is also attached herewith ([Annex 4.11 Model Factory Protocol](#)).

Kurumun araştırma politikası, hedefleri ve stratejisi

Olgunluk Düzeyi: Kurumda araştırma alanındaki faaliyetlerin, araştırma politikası doğrultusunda değer üretebilmesi ve toplumsal faydaya dönüştürülmesi güvence altına alınmış ve olgunlaşmış uygulamalarla paydaşlarca benimsenmesi sağlanmıştır; kurumun kendine özgü ve yenilikçi birçok uygulaması bulunmakta ve bu uygulamaların bir kısmı diğer kurumlar tarafından örnek alınmaktadır.

Kanıtlar

- [Annex 4.1 AGU Strategic Plan Document 2018-2022.pdf](#)

Araştırma-Geliştirme süreçlerinin yönetimi ve organizasyonel yapısı

Olgunluk Düzeyi: Kurumda tüm birimleri/alanları kapsayan araştırma-geliştirme yönetimi, kurumsal amaçlar (araştırma politikası, hedefleri, stratejisi) doğrultusunda bütünleştirici, sürdürülebilir ve olgunlaşmış uygulamalarla kurumun tamamında benimsenmiş ve güvence altına alınmıştır; kurumun kendine özgü ve yenilikçi birçok uygulaması bulunmakta ve bu uygulamaların bir kısmı diğer kurumlar tarafından örnek alınmaktadır.

Kanıtlar

- [Annex 4.2 AGU Orgnization Chart.pdf](#)
- [Annex 4.3 AGU Occupational Safety Evaluation Report 2019.pdf](#)
- [Annex 4.4 AGU TTO Training Sessions 2019.pdf](#)
- [Annex 4.5 Central Research Lab Inventory.pdf](#)
- [Annex 4.6 Central Research Lab Catalogue.pdf](#)
- [Annex 4.7 AGU Labs.pdf](#)
- [Annex 4.8 AGU Labs Equipment Inventory List.pdf](#)

Araştırmaların yerel/ bölgesel/ ulusal kalkınma hedefleriyle ilişkisi

Olgunluk Düzeyi: Kurumda araştırmaların; yerel, bölgesel ve ulusal kalkınma hedeflerine sosyo-ekonomik-kültürel katkısı ile rekabet düzeyinin (ulusal/uluslararası) değerlendirilmesi kurumda tamamında benimsenmiş ve güvence altına alınmıştır; kurumun bu hususta kendine özgü ve yenilikçi birçok uygulaması bulunmakta ve bu uygulamaların bir kısmı diğer kurumlar tarafından örnek alınmaktadır.

Kanıtlar

- [Annex 4.9 Attendee List and Meeting Minutes.pdf](#)
- [Annex 4.10 AGU Model Factory Info Pack.pdf](#)
- [Annex 4.11 Model Factory Protocol.pdf](#)

2. Araştırma Kaynakları

AGU creates physical infrastructure and financial sources for its research and development activities and have policies and strategies guaranteeing their effective use.

AGU's research strategy is based on making innovative and high-quality contributions to the science and societies with multi-disciplinary international research focusing on national and global problems. In line with this strategic aim, AGU has recruited the required human resources, established the needed research infrastructure which is necessary to conduct high quality and advanced research, and obtained and allocated a variety of financial resources. The sustainability of the resources has also been planned.

The Library resources available for research activities are as follows:

Total Number of Printed Books: 23,642

Number of Electronic Books (purchased): 13,829 copies

Number of Electronic Books (subscribed): 234,540

Number of Database (subscribed): 18

Number of Database (EKUAL-TÜBİTAK-ULAKBİM): 17

All electronic databases can be accessed 7/24 thanks to the remote access service of the Library without time or space limitations (<http://library.agu.edu.tr/>).

In order to transform research outcomes into economic values and societal benefits, an institutional culture was established, institutional structures and procedures were developed and relevant mechanisms were realized, which enabled scholars from different disciplines to meet and carry out joint projects. Such processes are determined and managed by ADEK (Academic Evaluation and Quality Development in Higher Education), AGU TTO, Institutes, Centers, BAP (Coordination Office for Scientific Research Projects), Library and Documentation, and relevant committees. With the purpose of enhancing the research infrastructure, AGU founded the Central Research Facility (AGU-CRF) in 2019 by the approval of The Council of Higher Education (CoHE), which offers 1,224 m2 closed area and 788 m2 lab space for nine thematic laboratories, aiming to be an attraction research and development center for successful researchers from academy and industry in our country (<http://merlab.agu.edu.tr/>) ([Annex 4.7 Central Research Lab Inventory](#)) ([Annex 4.8 Central Research Lab Catalogue](#)). AGU Labs in general has an impressive equipment inventory([Annex 4.9 AGU Lab Inventory 2019](#)) (<http://files.agu.edu.tr/lab/>).

Academics are also supported to actualize project partnerships with faculty members from other universities for multi-partner research. For that purpose, externally funded project applications are described as "multi-partner project grants" and collected under that special heading by the BAP office (<http://bap.agu.edu.tr/tr/bap-kullanici-kilavuzu>).

AGU encourages collaborations with internal and external stakeholders and benefiting from external funds. The AGU Office for Circulating Capital carries out several projects with the aim of increasing the number of external projects and diversifying service incomes. The projects conducted through the Office for Circulating Capital and AGU TTO in 2019 by AGU scientists within the university-industry cooperation involved leading industrial, R&D and state institutions such as HAVELSAN, FNSS, TEİAŞ (Turkish Electricity Transmission Company), Kayseri Ulaşım A.Ş., Erciyes Technology Transfer Office (ETTO), etc.

In line with the AGU Strategy Document, well-known industrial enterprises in Kayseri and Turkey were visited to promote cooperation between AGU

researchers and industry by determining and catering for industrialists' needs. Thanks to the protocol signed with KOSGEB (Small and Medium Industry Development Organization), the evaluation committee for applications to the KOSGEB R&D and Innovation Support Programme convenes at AGU, and thus, the university plays an active role in supporting projects of regional companies. Besides, industrialists were supported by the AGU-TTO with training on writing and managing projects for TÜBİTAK, KOSGEB and Development Agency, and fair visits and sectoral business trips abroad were organized for bilateral meetings. AGU cooperates with various public institutions and companies for the training of their employees. With the support of KOSGEB, the AGU-TTO offered Kayseri-based SME managers, potential entrepreneurs and academics training on Financing Models, Industry-Centered State Grants, Call Analysis of National and International Fund Programmes - Project Development Processes, Statistical Process Control, Horizon 2020, Katip Çelebi-Newton Fund, Entrepreneurship Ecosystem - Angel Investment and Mentorship. Around 500 participants joined these training sessions in 2019. Thanks to the protocol signed with the Turkish Patent and Trademark Office, the AGU-TTO acts as an Information and Document unit of the Turkish Patent Institute and offers AGU academics services of patent search, patent and brand research, patent and brand registry.

The Scientific Research Projects (BAP) Committee works for the purpose of providing scientific research conducted at AGU with financial support. The BAP Committee's responsibilities cover description of fundamentals and procedures for BAP projects, assignment of internal and external reviewers, evaluation of reviewer, interim and final reports, selection of projects to be supported, setting strategies for BAP project types, grant limits, research targets within AGU's research vision. The BAP guideline includes transparent criteria used for the allocation of internal resources to research activities (<http://bap.agu.edu.tr/tr/agu-bap-yonerge>).

"Multi-disciplinary Research Projects" and "Research Projects in Priority Areas" are supported to promote preferential and multi-disciplinary research; "Research Projects with National and International Participation" to encourage national and international collaborations; "Starter Support Projects for Researchers" to help new young researchers at AGU build a research substructure; and "Postgraduate Thesis Projects" to promote work of graduate students. Administrative and financial processes for BAP project supports are carried out electronically on the Project Process Management System at AGU (BAPSIS, <http://apsis.agu.edu.tr/>).

Both departments and academics' research performance can be monitored on the BAP Project Process Management System at AGU (BAPSIS). In the evaluations made at the end of 2019, strategies were designed to enhance academics' research performance and the university's research infrastructure.

In addition to the BAP Office, the AGU Technology Transfer Office (AGU-TTO) was established to support academics as they prepared projects and established cooperation with the industry and coordinate university-industry cooperation activities. Offices of BAP and AGU-TTO work in coordination to complement each other (<http://tto.agu.edu.tr/>).

In 2019, the Academic Data Management System (AVESIS) was activated so that internally and externally supported projects of faculty members can be entered and monitored; departments and personnel can follow their performance, and analyze their status at the university/faculty/department levels (<http://aves.agu.edu.tr/>).

In line with the AGU Strategy Document, AGU academics are supported and encouraged to make project applications for external funding through TÜBİTAK (www.tubitak.gov.tr/en), KOSGEB (www.kosgeb.gov.tr), Development Agency, relevant Ministries, European Union funds, and other international fund grants.

The AGU-TTO provides researchers with project support services such as writing projects, finding partners, preparing project applications so that high-quality human resources of AGU can bring more foreign funds into our country; advanced research centers can be established in the university; physical (laboratories) and technical research infrastructure can be offered to newly-recruited scientists; the AGU personnel can join scientific studies and receive R&D, innovation and entrepreneurship grants from national and international programs. Additionally, information days and training sessions are organized to raise awareness and brief researchers on funding resources, grant programmes, intellectual property rights and entrepreneurship. By this means, recently a significant increase has been observed in project applications to TÜBİTAK, KOSGEB, Development Agency, relevant Ministries, and European Union funds as well as in activities towards university-industry collaborations.

AGU focused on research which could direct the future of the technology by putting the above-mentioned global responsibility areas on its agenda. At our university, some highly qualified researchers clustered together, and actively help developing technology, getting patents, founding companies, running industrial projects, and disseminating science in the community. In this regard, in 2019, 16 TÜBİTAK projects (with a total budget of 7.7 million TL) and 16 AGU-BAP projects (with around 950,000.00 TL budget) were supported ([Annex_4.10_AGU_BAP_Projects_2019](#)) ([Annex_4.11_AGU_TÜBİTAK_Projects_2019](#)).

Patents:

International Patent Applications

Inventor	Patent Title	Country of Reference	Protection Type	Application date	Application Number
IHakan Usta	Cyano-Derivatized Oligonophenylacetylene-Based Fluorescent Small Molecules Suitable For Use In Organic Light-Emitting Diode Applications And Their Use In Organic Light-Emitting Diode Applications	PCT	Patent	2019-12-12	WO2019234563 (A1)
2Dooyoung HAH	Contact-Type Endoscope Sers Probe, And Related Methods	Amerika	patent	2019-01-10	US2019008391 (A1)

Patents Received

Inventor	Patent Title	Country of Reference	Protection Type	Patent Date	Application Number
IHakan Usta	Organic electroluminescent transistor	Taywan	Patent	2019-08-01	TWI667242 (B)
2Talha Erdem	Optical element and electronic device including the same	Amerika	patent	2019-08-13	US10381514 (B2)

National Patent Applications

Inventor	Patent	Country of	Protection	Application	Application
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	Title	Reference	Type	date	Number
İveli Tayfun Kılıç	Internal Flow Type Inductive Heater	Turkey	Patent	19.02.2018	2019/12644
Çihan Çifçi	Optical element and electronic device including the same	America	patent	21.10.2019	TR2019/050881

In terms of scientific contribution, the university admitted first graduate students in Fall 2013-2014 and eleven graduate programs are now being offered in English. Currently, the university has 18 students enrolled in "Materials Science and Mechanical Engineering", 54 in "Electrical and Computer Engineering", 12 in "Industrial Engineering", 16 in "Architecture", and "8" in Bioengineering doctoral programs within the Graduate School of Engineering and Science. Besides the PhD programs, the university has active master's programs of "Advanced Materials and Nanotechnology", "Electrical and Computer Engineering", "Industrial Engineering", "Bioengineering", "Sustainable Urban Infrastructure Engineering", and "Architecture" with 108 students in total enrolled in those programs. The rate of graduate to undergraduate students enrolled in AGU is about 1/8. In graduate theses, it is aimed to make a difference in international scientific community, offer solutions to national and global problems with high quality research. ([Annex_4.7 AGU_PhD_Graduates_2019](#))

Araştırma kaynakları: fiziki, teknik, mali

Olgunluk Düzeyi: Kurumun tüm birimlerindeki uygun nicelik ve nitelikte fiziki, teknik ve mali kaynaklar, kurumsal amaçlar (araştırma politikası, hedefleri, stratejisi) doğrultusunda ve sürdürülebilir şekilde yönetilmektedir; kurumun bu kapsamda kendine özgü ve yenilikçi birçok uygulaması bulunmakta ve bu uygulamaların bir kısmı diğer kurumlar tarafından örnek alınmaktadır.

Üniversite içi kaynaklar (BAP)

Olgunluk Düzeyi: Kurumun tüm birimlerini kapsayan üniversite içi kaynaklar, kurumsal amaçlar (araştırma politikası, hedefleri, stratejisi) doğrultusunda ve sürdürülebilir şekilde yönetilmektedir; kurumun bu kapsamda kendine özgü ve yenilikçi birçok uygulaması bulunmakta ve bu uygulamaların bir kısmı diğer kurumlar tarafından örnek alınmaktadır.

Kantlar

- [Annex_4.12_Ongoing_and_Finished_AGU_BAP_Projects_in_2019.pdf](#)

Üniversite dışı kaynaklara yönelim (Destek birimleri, yöntemleri)

Olgunluk Düzeyi: Kurumda, araştırma ve geliştirme faaliyetlerini kurumsal amaçlar (araştırma politikası, hedefleri, stratejisi) doğrultusunda sürdürebilmek için üniversite dışı kaynakların kullanımına ilişkin sürdürülebilir ve olgunlaşmış uygulamalar kurumun tamamında benimsenmiş ve güvence altına alınmıştır; kurumun kendine özgü ve yenilikçi birçok uygulaması bulunmakta ve bu uygulamaların bir kısmı diğer kurumlar tarafından örnek alınmaktadır.

Kantlar

- [Annex_4.14_AGU_TUBITAK_Projects.pdf](#)
- [Annex_4.13_AGU_Tubitak_Projects_2019.pdf](#)

Doktora programları (mezun sayıları, eğilimler) ve post-doc imkanları

Olgunluk Düzeyi: Kurumda, araştırma ve geliştirme faaliyetlerini kurumsal amaçlar (araştırma politikası, hedefleri, stratejisi) doğrultusunda sürdürebilmek için doktora ve post-doc programlarına ilişkin bütünlük ve olgunlaşmış uygulamalar kurumun tamamında benimsenmiş ve güvence altına alınmıştır; kurumun kendine özgü ve yenilikçi birçok uygulaması bulunmakta ve bu uygulamaların bir kısmı diğer kurumlar tarafından örnek alınmaktadır.

Kantlar

- [Annex_4.15_Graduates_of_Graduate_School_of_Engineering_and_Science.pdf](#)
- [Annex_4.16_Post_Docs_at_AGU_in_2019.pdf](#)

3. Araştırma Yetkinliği

AGU's academic staff is almost completely composed of scientists who completed their PhD and/or post-doctoral studies abroad. Through reverse and regular brain drain between 2013-2019, AGU gained many qualified scientists for our country from more than 30 countries and according to the data obtained in TÜBİTAK's reverse-brain-drain project, AGU ranks among the most-preferred universities.

AGU updated its assignment and promotion criteria in 2019 for internal assignment and promotion of its faculty members ([Annex_4.17_AGU_Assignment_Promotion_Guidelines](#)). Based on an objective scoring system, criteria of teaching in faculties and departments, research and contribution to the society/profession/university are graded and academics' qualifications are evaluated for the announced job. AGU attaches great importance to external evaluation reports as part of the academics' assignment and promotion procedure, which encourages competition as everyone can apply for the vacant position. Applicants for relevant positions go through a detailed professional assessment of their research areas and work experience, which goes beyond resumes. Reviewers are selected among respectable scientists and they are asked to assess applicants based on applicants' working areas, research competence, educational activities, potential contribution to the society, science and institution. Relevant reports are evaluated by AGU's assignment and promotion committee; at the end of this quality-centered evaluation the most qualified candidate is assigned to the position.

The academic incentive system which has been active for the last 3 years is another method for yearly measuring of research competences in relevant areas and academic incentive score of academics are announced on the university website every year. In 2019, 31 academics qualified for academic incentive and the university's academic incentive average was 45,1.

AGU implements AGUV support program which is based on performance in order to develop and enhance academic competences. Taking into account yearly academic performance, AGUV gives academics motivating incentives. The purpose of the incentives is to attract outstandingly successful researchers from

various research centers around the world to our country. Current research labs and infrastructures as well as research grants to be offered to new faculty members increase AGU's chances of being an ideal destination for outstandingly successful scientists.

AGUV's motivational grant program has its own index to monitor academics' development and performance with project progress reports collected every six months. These reports were collected twice in 2019 from academics who had projects and were evaluated by relevant departments.

Current research labs and infrastructures as well as research grants to be offered to new faculty members increased in 2019 thanks to the new research building offering 5,129 m2 closed area and the Central Research Facility (AGU-CRF) founded in 2019, which in turn made AGU a better candidate and ideal working area for outstandingly successful scientists.

In order to attract scientists who made internationally-acclaimed research projects and important discoveries and highly successful graduate students to our country and university, accommodation privileges and extra revenue via AGUV were increased; social and cultural life on the campus was ameliorated; a day care center, primary or high schools were planned for children of university personnel; physical conditions of private offices were improved; incentive awards were given to motivate the academic and administrative staff, and more academics were supported to join scientific activities.

In 2019, through the faculties' budget, the university gained equipment which is worth around TL 3,229,000.00 in order to improve research capabilities, and 16 AGU-BAP projects (with the total budget of around TL 950,000.00 were supported. Efficiency and effectiveness of these supports and opportunities are measured with the number of publications, patents, citations, and new companies.

Öğretim elemanlarının araştırma yetkinliği ve araştırma yetkinliğinin geliştirilmesi

Olgunluk Düzeyi: Kurumda, kurumsal amaçlar (araştırma politikası, hedefleri, stratejisi) doğrultusunda öğretim elemanlarının araştırma yetkinliğinin değerlendirilmesi ve geliştirilmesine ilişkin sürdürülebilir ve olgunlaşmış uygulamalar kurumun tamamında benimsenmiş ve güvence altına alınmıştır; kurumun kendine özgü ve yenilikçi birçok uygulaması bulunmakta ve bu uygulamaların bir kısmı diğer kurumlar tarafından örnek alınmaktadır.

Kanıtlar

- [Annex_4.17_Employment_Promotion_Assignment_Directive.pdf](#)

Ulusal ve uluslararası ortak programlar ve ortak araştırma birimleri

Olgunluk Düzeyi: Kurumda, kurumsal amaçlar (araştırma politikası, hedefleri, stratejisi) doğrultusunda kurum içi ve kurumlar arası, ulusal ve uluslararası düzeyde ortak programlar ve ortak araştırma birimleri, işbirlikleri ve araştırma ağlarına katılım gibi çoklu araştırma faaliyetlerine ve uygulamalarına ilişkin sürdürülebilir ve olgunlaşmış uygulamalar kurumun tamamında benimsenmiş ve güvence altına alınmıştır; kurumun kendine özgü ve yenilikçi birçok uygulaması bulunmakta ve bu uygulamaların bir kısmı diğer kurumlar tarafından örnek alınmaktadır.

4. Araştırma Performansı

All academics working at AGU are asked to submit Academic Evaluation Reports ([Annex_4.18_Faculty_Academic_Report](#)) explaining their yearly academic research, teaching and activities engaged with the purpose of impact on the university and society.

Academic performances measured based on these reports are used as criteria for enhancing relevant academics' research capabilities. Hence, both successful academics are supported and the internal research and development capacity is increased.

In annual meetings, assessments of internal research performance and academic promotion criteria are reviewed, and if necessary, modified. The academic promotion and assignment criteria were updated in 2019, and sent to CoHE. This process ensures that the quality of the institution is in line with fast changing global academic criteria and necessities, and that it competes with the world.

All academics working at AGU are asked to submit Academic Evaluation Reports explaining their yearly academic research, teaching and activities engaged with the purpose of impact on the university and society. Results of the evaluations are shared with the academics. Academic incentive score of academics are also announced on the university website.

As of 2019, 12 start-up companies from AGU are active in Erciyes Technopark, 8 of which have been set up by faculty members and 4 by research assistants to offer consultancy and carry out R&D projects with a positive contribution to the region. Economic impact of these companies is still being assessed.

In terms of scientific contribution, the university admitted first graduate students in Fall 2013-2014 and eleven graduate programs are now being offered in English. Currently, the university has 17 students enrolled in "Materials Science and Mechanical Engineering", 53 in "Electrical and Computer Engineering", 10 in "Industrial Engineering", 17 in "Architecture", and "6" in Bioengineering PhD programs within the Graduate School of Engineering and Science. Besides the PhD programs, the following master's programs has 11 students enrolled in "Advanced Materials and Nanotechnology", 38 in "Electrical and Computer Engineering", 14 in "Industrial Engineering", 15 in "Bioengineering", 12 in "Sustainable Urban Infrastructure Engineering", 17 in "Architecture", and 9 in "Data Science for Business and Economics". The university has 103 PhD and 116 master's students enrolled in all of its programs. The rate of graduate to undergraduate students enrolled in AGU is about 11.3 %. In graduate theses, it is aimed to make a difference in international scientific community, offer solutions to national and global problems with high quality research.

AGU is placed in the top of Turkish university rankings in terms of scientific articles and citations per academic staff. According to the 2019 data, the average of scientific articles published in internationally indexed journals per academic staff is $91/79=1.15$ at AGU.

With its internationally recognized good academic staff, AGU aims to be a research institution where high quality research is conducted to take our country to better international levels in science. For that aim, thesis and research propositions of graduate students are assessed by relevant Institute and Departments to see if they fit the mission and vision of the university.

Additionally, thesis quality and published scientific articles of graduate students are regarded very important. For this reason, in some programs, students are required to write a scientific article based on their theses and have it accepted for publication in a journal before graduation (<http://fbc.agu.edu.tr/doktora-ogrencileri-yayin>). For the publication of student articles, the priority is expected to be given to prestigious journals with international advisory board and high impact factor. In this manner, in total 21 articles with SCI were published in 2019 by graduate students under the supervision of faculty members (<http://fbc.agu.edu.tr/akademik-ogrenci-yayinlari>). Since 2015 when the Graduate School of Engineering and Science graduated the first students, 52 students got a master's degree, and 3 students got a PhD degree.

AGU will continue to be an ideal destination for scientists who make a difference in Turkey and abroad thanks to the academic freedom it provides, faculty members, the scientific and technological lab and equipment infrastructure, national and international collaborations, close and strong relationship with the industry, additional financial supports offered to the academics, and its scientific ecosystem established with the mission of being a pioneer research university in national and international arena.

Abdullah Gül University (AGU) has been ranked 28th in the TÜBİTAK's "Entrepreneurial and Innovative Universities" index announced in 2019

(See https://www.tubitak.gov.tr/sites/default/files/289/gyue_ilk50.pdf).

Öğretim elemanı performans değerlendirilmesi

Olgunluk Düzeyi: Kurumda, kurumsal amaçlar (araştırma politikası, hedefleri, stratejisi) doğrultusunda öğretim elemanlarının araştırma-geliştirme performansının izlenmesi ve değerlendirilmesine ilişkin sürdürülebilir ve olgunlaşmış uygulamalar kurumun tamamında benimsenmiş ve güvence altına alınmıştır; kurumun kendine özgü ve yenilikçi birçok uygulaması bulunmakta ve bu uygulamaların bir kısmı diğer kurumlar tarafından örnek alınmaktadır.

Kanıtlar

- [Annex_4.18_AGU_Faculty_Acemics_Report.pdf](#)

Araştırma performansının değerlendirilmesi ve sonuçlara dayalı iyileştirilmesi

Olgunluk Düzeyi: Kurumda, kurumsal amaçlar (araştırma politikası, hedefleri, stratejisi) doğrultusunda tüm birimlerin araştırma performansının izlenmesi ve değerlendirilmesine ilişkin sürdürülebilir ve olgunlaşmış uygulamalar kurumun tamamında benimsenmiş ve güvence altına alınmıştır; kurumun kendine özgü ve yenilikçi birçok uygulaması bulunmakta ve bu uygulamaların bir kısmı diğer kurumlar tarafından örnek alınmaktadır.

Kanıtlar

- [Annex_4.19_Employment_Promotion_Assignment_Directive.pdf](#)

Araştırma bütçe performansı

Olgunluk Düzeyi: Kurumda, kurumsal amaçlar (araştırma politikası, hedefleri, stratejisi) doğrultusunda tüm birimlerin araştırma bütçe performansının izlenmesi ve değerlendirilmesine ilişkin sürdürülebilir ve olgunlaşmış uygulamalar kurumun tamamında benimsenmiş ve güvence altına alınmıştır; kurumun kendine özgü ve yenilikçi birçok uygulaması bulunmakta ve bu uygulamaların bir kısmı diğer kurumlar tarafından örnek alınmaktadır.

Kanıtlar

- [Annex_4.20_AGU_BAP_Projects_2019.pdf](#)
- [Annex_4.21_AGU_Tubitak_Projects_2019.pdf](#)

D. TOPLUMSAL KATKI

1. Toplumsal Katkı Stratejisi

1.1. Societal contribution policy, goals, and strategies

- **Societal contribution policy**

According to Abdullah Gül University (AGU) philosophy, in line with the transformation of society in the changing global conjuncture, universities are not only teaching and/or research-oriented institutions but also the main players of the knowledge economy and the relationship to the society. In addition to their traditionally focused educational and research missions, universities should now position themselves as one of the key actors of economic, social, and cultural development. Besides their education and research missions, activities of universities that provide societal benefit can be categorized as their '3rd mission'. It is possible to define these three missions as "Societal Contribution" as a whole, and this concept constitutes the primary philosophical basis of AGU.

Adopting the vision of being the pioneer of the new generation universities and developing a new socio-technical university design to realize this vision, AGU aims to make the "Societal Contribution" by combining these three missions in an innovative way and increasing their impact with a multiplying effect. With the "System and Process Design for the Socio-Technical University Education Model in Higher Education", AGU is trying to establish and design the Societal Contribution Initiatives (TOKA) through which the university will add the 'societal benefit' mission to the other two traditionally defined missions, and then integrate these three missions around specific themes and perform knowledge-based transformation ([Annex_5.1_Innovative_University_Design_AGU_Model](#)).

- **Societal contribution strategy and goals**

As a 3rd generation university, AGU is a public university that operates within the framework of industry, society, and university collaboration, and in this context, it works with these actors in many areas ranging from its curriculum to active collaborative efforts. In this sense, the most important philosophy of the university is that the knowledge should be spread to the society, and the knowledge from the society should be blended with theoretical knowledge and included in the educational curriculum ([Annex_5.1_Innovative_University_Design_AGU_Model](#)).

- **Relation of the societal contribution policy with the education and research policies**

Our university has a serious policy on this issue ([Annex_5.1_Innovative_University_Design_AGU_Model](#)).

- **Societal contribution activities carried out by the various University units**

Faculty of Architecture Activities:

Scientific Activities Performed in 2019 by Faculty of Architecture:

Publication Type	Number
National Article	2
International Proceedings	13
National Proceedings	6
International Articles indexed in SCI, SSCI, AHCI	3
Citations (journals indexed by SCI, SSCI, AHCI)	2
Citations (in National and International indexed journals)	10
Book / Book Chapter	7
Number of Awards Received	1

The Number of Student Interns of Faculty of Architecture:

28 Domestic internships
3 International internships

Activities organized by Faculty of Architecture:

Workshops organized by Faculty of Architecture:

1. **Saturday, December 7, 2019, between 11am and 6 pm, in Büyük Ambar Warehouse Building BA02:** The discussion on the Facade Practice in Architectural Design with Kasso Engineering and Binaa Studio, and the workshop on facade prototyping sponsored by Kasso Engineering, <https://www.instagram.com/p/B5uRWGiAOsr/>
2. **November 30, 2019, Büyük Ambar - Warehouse Building:** The "Natural Stone Design Workshop: Facade Design" workshop was organized by/ hosted by AGU Architecture Department as the second of the "Arch | for | Earth" series that include practice-based, environmentally oriented workshops that prioritize the local/national/international collaborations. Within the scope of the workshop organized in cooperation with Abdullah Gül University and Istanbul Mining and Metals Exporters' Associations General Secretariat, new techniques and applications used in facade design were experienced through design. The workshop is open to the participation of all Architecture and Interior Architecture students studying in Kayseri. https://www.instagram.com/p/B4amD_Nnoj0/
3. **October 30 - November 1, 2019:** Within the scope of AGU ARCH Design Week, the "Waste-Shop" design workshop from wastes was held as another environmentally oriented, application-based workshop that emphasized the local/national/international collaborations. <https://www.instagram.com/p/B4PeD-wnd72/>
4. **September 12-18, 2019:** Rammed Earth Workshop hosted by the Department of Architecture with the support of the Kayseri Chamber of Architects of Turkey was held with the contribution of architecture students from different universities around Turkey on AGU Sumer Campus. https://www.instagram.com/p/B01nd6lp_Rq/
5. **26- July 6, 2019:** The Faculty of Architecture organized "Instrumented Methods Training Used in Architectural Documentation of Cultural Heritage" with the financial support received from the Central Anatolian Development Agency (ORAN). <https://www.instagram.com/p/Bzf-Pq-A9bm/>

Training, Seminars organized by Faculty of Architecture::

1. **December 12, 2019:** Within the scope of the First Lego League (FLL) competition organized by the Science Heroes Association, research assistant Ashlan Atılğan held a seminar at Bahçeşehir College. https://www.instagram.com/p/B6u_FWUF9qF/?igshid=1sjlyrea1nop1
2. **October 24, 2019:** Within the scope of AGU Faculty of Architecture Seminar Series, Dr. Saadet Tuğçe Sezer from MimarSinan University, Faculty of Architecture held the seminar titled "Rereading the History of Antakya's Settlement in the Context of Scale, Space, and Time". <https://www.instagram.com/p/B4AEjKHnuIw/>
3. **October 23, 2019:** Nikolaos Patsavos from Ioannina University held the seminar on "Aspra Spitia 50 years+: C.A. Doxiadi's industrial settlement in a threshold between past, present and future". <https://www.instagram.com/p/B3rZZTMn7Ty/>
4. **October 23, 2019:** Ioannina University lecturer Nikolaos Patsavos held "Urbanisme Eletronique, Takis Zenetos: Vision or Reality" seminar within the scope of AGU Faculty of Architecture Seminar Series. <https://www.instagram.com/p/B3rZVi5HEVg/>
5. **October 22, 2019:** Ioannina University lecturer Nikolaos Patsavos held "A Tale of Two Cities: Thessaloniki and İzmir after the Great Fire(s)" seminar within the scope of the AGU Faculty of Architecture Seminar Series. <https://www.instagram.com/p/B3rZPwDHFdY/>
6. **October 10, 2019:** Within the scope of AGU Faculty of Architecture Seminar Series, Madina Altiok gave a seminar titled "Mittelmeerland- Urban research project exploring the future of the Mediterranean Sea as a territory of water" <https://www.instagram.com/p/B3VG6rpBoQE/>
7. **October 10, 2019:** Within the scope of the AGU Faculty of Architecture Seminar Series, Rita Elvira Adamo gave a seminar titled "Do it ourself: A new architecture for public action" <https://www.instagram.com/p/B3VG6rpBoQE/>

Exhibitions organized by Faculty of Architecture:

1. The exhibition titled 'Exploring Antakya', which included the student work comprised of analysis and synthesis took place in the Great Warehouse Building. <https://www.instagram.com/p/B3byEBRmn69/>
2. **April 10-25, 2019:** The exhibition of Dutch artists, themed "WASTE: Focusing on discarded, forgotten, and rejected materials" including the works produced from waste materials was organized jointly by AGU and the Royal Embassy of the Netherlands. <https://www.instagram.com/p/BwCKT7cB0hO/?igshid=sked8xkvk22q>, <https://www.facebook.com/photo.php?fbid=10156620978764051&set=a.95014399050&type=3&theater>

National and international projects attended by instructors in Faculty of Architecture:

National Projects in Faculty of Architecture:

1. Consultancy for Kültepe/Kanesh Project, restoration, structural reinforcement, anastylis projects, and the design of a new visitor center and an excavation house complex (Assoc. Prof. Nilüfer (Baturayoğlu) Yöney and Assoc. Prof. Burak Asiliskender)

International Projects in Faculty of Architecture:

1. Kerkenes Excavation House New Dormitory Building; the new garage building allocated for the Kerkenes Mountain Excavation and Survey Project in Şahmuratlı Village, Sorgun Town in Yozgat Province by the Ministry of Culture and Tourism; the building, which was designed in 2018-2019 and will be built in 2020. Project authors Burak Asiliskender, Nilüfer Baturayoğlu Yöney as members of the Kerkenes Mountain Excavation Team; helpers: Gülsüm Oygur, Ayşegül Kızık, Buket Metin; Static: Omur Uzaslan. <https://sciences.ucf.edu/anthropology/kerkenes/>, <https://sciences.ucf.edu/anthropology/kerkenes/our-team/>

BAP Projects in Faculty of Architecture:

1. Mustafa Ayten: 12/06/2018 AGU, BAP project: Assoc. Prof. Mustafa Ayten was the principal investigator of the one-year project "Internationalization in Turkish Higher Education: The Case of AGU and ITRU"; the project was completed in December 2019.
2. AGU BAP Project, 2019/124: "Rural Architecture Heritage Areas and Cultural Landscape of Kayseri: Karahüyük, Mancusun and Ispidin Neighborhoods-Districts", Nilüfer Baturayoğlu Yöney (the principal investigator), Bahar Elagöz Timur (the researcher), Özlem Kevseroğlu (the researcher).
3. Project No. 107: The Examination of the Architectural Properties of the Immigrant Settlements Established in Rumelia in the Late Ottoman Empire (1878-1914). (Supported by AGU BAP Coordinatorship.) Nehir GÜMÜŞLÜ AKGÜN

Awards received in Faculty of Architecture:

Asiliskender, B. 2019. International Visitors' Program, Representative of Turkey, Het Nieuwe Instituut, Dutch Ministry of Foreign Affairs, Rotterdam, NL.FWE/19.005624UA

Other Activities Executed or Organized by Faculty of Architecture::

The Number of National and International Activities Organized by Faculty of Architecture:

Activity Type	Number
Symposium and Congress	2
Educational Seminar	1
Exhibition	1
Field trip	6

The Number of National and International Activities Participated by Faculty of Architecture:

Activity Type	Number
Symposium and Congress	13
Educational Seminar	1
Interview/Talks	2

Other Activities

LEED Certificate for being green and environmentally friendly: <http://yapiisleri.agu.edu.tr/leed>

The AGU Bostan: <http://www.agu.edu.tr/events/317/AGU%20Bostan%20Panel%20Sustainable%20Eco%20Campus>
<https://www.instagram.com/p/BtvucQFh4RT/>

The AGU Garden Project:

<http://www.agu.edu.tr/news/3689/>

<https://www.instagram.com/p/BtvuYHABKzE/>

<https://www.instagram.com/p/BtvuHPPrBLmG/>

https://www.instagram.com/p/BiotV_4F2yO/

Restoration and active use of the Sümerbank Textile Factory buildings that had remained unused for years:

<https://www.arkitera.com/gorus/fabrikadan-universite-kampusune-agu-sumer-kampusu/>

Faculty of Engineering Activities:

The Number of National and International Activities Participated by Engineering Faculty:

Type of the Activity	Number of the Activities
Symposium and Congress	22
Conference	26
Panel	3
Education Seminars	9
Other Seminars	1
Interviews/Talks	4
Tournaments	2
Technical Trips	13
Workshops	5
Activities related to Social Responsibility Schemes	7

Scientific Activities held in 2019 by Faculty of Engineering:

Publication Type	Number
International Journal Papers	84
National Journal Papers	11
International Conference Proceedings	62
National Conference Proceedings	11
SCI, SSCI, AHCI papers	82
Citations (SCI, SSCI, AHCI journals)	4,058
Citations (National and international indexed journals)	492
Books/Book Chapters	14
Awards Received	3

Number of Students Who Had Internship in 2019 and Number of Places Where Internships Were Held in Faculty of Engineering:

Number of Internship Places	130
Number of Interns	157

Computer Engineering:

<https://www.instagram.com/p/B56D0degsCO/?igshid=nytvggwv1rkb>

Civil Engineering:

<https://www.instagram.com/p/B61dbS5g6sC/?igshid=xjcxsw67fu4s>

<https://www.instagram.com/p/B5cdV4znqLq/?igshid=19mou5rotj4nh>

<https://www.instagram.com/p/B4kWYYZnGM/?igshid=1jal2h4idz49f>

<https://www.instagram.com/p/B4U4nrCH3sN/?igshid=q4zd201w1j83>

<https://www.instagram.com/p/B26fhSIH-ln/?igshid=1fs1gp1dfqhiq>

Faculty of Life and Natural Sciences Activities:

The Number of National and International Activities Participated by Faculty of Life and Natural Sciences:

Activity Type	Number
Symposium and Congress	32
Conference	21
Panel	11
Education Seminars	16
Other Seminars	32
Interviews/Talks	6
General Assemblies	1
Theaters	5
Tournament	2
Technical Trips	6
Fair	2
Activities related to Social Responsibility Schemes	13

The Scientific Activities held in 2019 in Faculty of Life and Natural Sciences:

Publication Types	Number
International Journal Papers	13
National Journal Papers	1
International Conference Proceedings	37
National Conference Proceedings	10
SCI, SSCI, AHCI journal papers	14
Citations in SCI, SSCI, AHCI journals	539
Citations in national and international indexed journals	238
Book and Book chapters	1
Awards	1

The Number of Students Who Did Internships in 2019 in Faculty of Life and Natural Sciences:

Number of Interns	8
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AGU Bioengineering Stand at the Kayseri Science Fair: <https://www.instagram.com/p/B3CI8GMAjft/?igshid=io0cla9uezfe>

Cooperation with Sümer Science High School: An experiment entitled "Determination of the antimicrobial effects of thymus vulgaris and propolis samples using disk diffusion method" was conducted with the students on November 27, 2019.

Faculty of Managerial Sciences Activities:

The Number of National and International Activities Participated by Faculty of Managerial Sciences:

Activity Type	Number of Academic Staff	Number of Meetings
Symposium and Congress	6	13
Conference	10	20
Panel	3	4
University Promotion Activities	11	22
Interview-Workshop	4	8
Fair	3	6
Summer School	3	4
Total	40	77

Publications in Indexed Journals by Faculty of Managerial Sciences:

Publication Type	Number of Faculty Members Who Published in these Journals	Total
International Journal Papers	5	11
International Conference Proceedings	4	7
National Conference Proceedings	1	1
Books	4	4

The Faculty Members Acting as Editors or Reviewers in Faculty of Managerial Sciences:

Faculty Members Acting as Editors or Reviewers	Faculty Members Acting as Journal Referees
3	6

The Web of Science Publications Reviewers by Faculty of Managerial Sciences:

SCI	SSCI	A&HCI	TOTAL
5	4	-	9

The Number of Activities Related to Projects in Faculty of Managerial Sciences:

	(A) Transferred from 2018 to 2019	(B) New Projects in 2019	(A+B) Number of Projects Conducted	Number of Projects Closed in 2019
PROJECTS RELATED TO THESE		4		

The Number of Internship Students and number of internship places in 2019 in Faculty of Managerial Sciences:

Number of internship places	7
Number of Internship Students	17

Faculty of Humanities and Social Sciences Activities:

Political Science Courses for High Schools:

Political Science course to Sema Yazar Anatolian High School senior students: <https://www.instagram.com/p/B26deLmH0OY/?igshid=vymjtnqewi97>

Political Science course to Kilim Social Sciences High School senior students: <https://www.instagram.com/p/B3t-CfHy2h/>

Political Science course to Sami Yangın Anatolian High School senior students: <https://www.instagram.com/p/B3MaIC2nN7w/?igshid=1mxhhq432mhj1>

Political Science course to 75. Yıl Cumhuriyet Anatolian High School senior students: <https://www.instagram.com/p/B3eYxOpHatr/?igshid=11s2dnpwj4941>

Political Science course to Sümer Science High School senior students: <https://www.instagram.com/p/B3tgdmgHcX-/?igshid=1316bqqt1a6s2>

Political Science course to Ahmet Eren Anatolian High School senior students: <https://www.instagram.com/p/B3wN8KcH7I7/?igshid=1b531pdk68v0z>

Political Science course to Nuh Mehmet Baldöktü Anatolian High School senior students: <https://www.instagram.com/p/B3wiTS7nUxF/?igshid=bedptlw196im>

Political Science course to Nuh Mehmet Küçükçalık Anatolian High School senior students: <https://www.instagram.com/p/B39gIMGngZN/?igshid=fbmpka7x4q8p>

Political Science course to Mustafa Eminoğlu Anatolian High School senior students: <https://www.instagram.com/p/B4Rp1sCp-hW/?igshid=1w3ge8qw3ljava>

Political Science course to Kayseri Anatolian High School senior students: <https://www.instagram.com/p/B5FgRCNAH0e/?igshid=1r8pzsxpqtvc>

The Scientific Activities held in 2019 in Faculty of Humanities and Social Sciences:

TYPE of PUBLICATION	NUMBER	Faculty of Education Activities:
International Publication	2	<p>The research assistant Sebnem Soylu closely works with the AGU Library to hold organizations addressing K-12 schools. These activities aim to raise awareness about the library, reading culture, library culture, and love of reading. This past year, approximately 1500 students between the ages of 4-15 were read books with creative drama. The activities were attended by various private and public schools ranging from kindergarten, primary, secondary to high school levels.</p> <ul style="list-style-type: none"> Specializing on educational technologies, research assistant Ugur Dogan supports the course evaluation process conducted by CELT, and assists Dr. Hakan Usta for the synchronized course co-taught with a professor at a university in the USA. He has also attended several workshops and conferences in relation to his research interests. Asst. Prof. Elif Bengü works with Sabanci University in the project titled "Adaptation of 'Preparing Future Faculty' Program for the Turkish University Context" with the S-TU-150-19-GR-014- US Government Award. This project proposes to adapt the U.S. "Preparing Future
National Publication	2	
National Paper	3	
SCI, SSCI, AHCI-Indexed International Publication	1	
Book/Book Chapter	2	
Number of Faculty Members served as Editor/Referees	2	
Number of Faculty members serving as Referee for Scientific Journals	2	
Number of Journals Served as Referee	3	
Number of Scientific Studies	2	
Number of Scientific Studies Converted to Publication	1	
Number of Scientific Citations	21	

Faculty" program to the Turkish university context at AGU and SU. The major aim is the professional development of graduate students, which in turn contributes to improving the quality of higher education in Turkey.

- Asst. Prof. Elif Bengü also works on Erasmus Plus Strategic Alliance Project, titled 'Critical Skills for Electronic Engineers of 2020'. The project is funded by the European Union and is supervised by the Greek National Agency – IKY, and Abdullah Gül University in Turkey is one of the Associated Partners. CRETE project's primary objective is to contribute to the cultivation of the most wanted soft and hard skills the 4th Industrial Revolution will request from our graduate students and citizens. The project is called to address the paradox '57% of the employers cannot find employees skilled enough to perform as soon as they hired' despite the high unemployment especially in South Europe. During the project, modules and training events will be developed by the partners that will give an introduction to the forthcoming qualifications the 4th Industrial Revolution will demand. Among the targeted skills the CRETE project includes within its plan to develop are the following: Robotics, Artificial Intelligence (A.I.), Machine Learning, Internet of Things (IoT), Quantum Computing, Graphene & 2D materials, 5G Communications, Data Science, Embedded Systems, Critical Thinking, Presentation & Writing Skills, Entrepreneurship Skills, Conflict Management Skills, Project Management Skills. To enhance the impact of our courses and training events (Intensive Courses (ICs)), specific teaching methods will be employed and be taught, such as Problem Based Learning (PBL), Project-Oriented Based Learning, Open Science, Blended Learning (https://crete2020.chania.teicrete.gr/?page_id=28).
- Asst. Prof. Elif Bengü also takes responsibility in Erasmus+ Capacity Building Project in Higher Education, specifically titled Innovative Teaching Education in Mathematics, which Abdullah Gül University in Turkey participates as one of the Associated Partners. Its main objective is to improve the teaching, learning, and understanding of 1st-year Mathematics among Engineers in Europe, Israel, Kosovo, and Uzbekistan. The main tools will be employed are (a) Calculus Assisted Tools; (b) Innovative Teaching Methods; and (c) Real Life Problems that can be tackled using fundamental Mathematics taught in Calculus I and Linear Algebra I.

Apart from these projects, the faculty and research assistants in the Faculty of Education have participated in various national and international conferences, with a total number of eight different events in 2019.

The School of Physical Education and Sports (BESYO) Activities:

In our day, one of the rules of staying healthy and establishing a healthy society is to have our students and young people do sports as a habit. Attending sportive activities (sports teams, courses and tournaments) is an indispensable part of a high-quality life. In addition to preventing diseases related to inactivity, sports affect the psychological, physiological, physical, emotional, and social development of the youth positively helping their general health improve. In this context, the following activities are available at AGU. There are

- Tournaments
- Sports Courses
- Ski / Snowboard Lessons

- Fitness Center
- University Teams.

Tournaments:

The students socialize positively by getting out of the stress and intensity of their academic lives with sports they actively do and gain extracurricular learning outcomes. By taking part in individual or team sports, they develop their ability to act, make decisions, and compete with a team spirit. Students' participation in various sports branches (Basketball, Volleyball, Tennis, Table Tennis, Billiards and Football) is recorded in files and fixtures are prepared separately for each team and sportsmen. (<http://www.agu.edu.tr/news/4605/%20%E2%80%9C%3%BCz%20Fest%20%9D%20Festival%20Ba%C5%9Flad%C4%B1>)

Sports Courses:

In order to enrich and facilitate campus life of the students, there are non-credit elective sports courses. The students may select any one of these sports courses and attend classes on the specified day, time, and place. These courses are as follows: Step, Aerobics, Pilates, Fitbox, Tae-Bo, Tennis, Table Tennis, Folk Dancing, Fitness, Ice Skating, and Riding. The courses continue throughout an academic year. The students who attend these courses and do sports in their free times avoid bad habits, improve their bodily and mental health, stay fit, and, most importantly, engage in activities for a healthy life. Before and after each sports course, at the BESYO laboratory, the changes and gains in the students' bodies are monitored thanks to the exercise done with various devices measuring the physiological capacity (<http://besyo.agu.edu.tr/Kurslarimiz>).

Ski/Snowboard Lessons:

By BESYO, all AGU students are encouraged to have learned to ski/snowboard by the time they graduate. For that purpose, various arrangements are made in the winter season for all the students and staff to offer ski lessons for 8 weeks at "Erciyes Ski Center". Thus, the students are trained under the supervision of a professional trainer/instructor and develop their skills such as balance, condition, and orientation while staying away from the noise, pollution and chaos of the city. The Office of the Health, Culture, and Sports support BESYO for the transportation of the students to the training area on Mount Erciyes (<http://besyo.agu.edu.tr/kayakkursu>).

The Fitness Center:

The Fitness Center, located on the Sümer Campus of the university, serves all the students and staff with a professional training staff between 15.00-21.00 on weekdays. The AGU members can book and use the center for 3 days a week (<http://besyo.agu.edu.tr/sportesisleri>).

University Teams:

AGU students represent the university in local and inter-university tournaments by taking part in various teams of the university. After team selections carried out during the sports tournaments organized by BESYO, the students who are selected into a team train during the academic year and participate in official and informal competitions related to their respective sports branches. "Non-Academic Transcripts (NAT)" reflect students' participation in teams (<http://besyo.agu.edu.tr/okultakimlarimiz>).

Allocation of the budget:

Goods, materials and services required for the tournaments, courses, university teams are purchased using the relevant resources of AGU.

Rectorate Activities:

Social media shares of Rector Prof. İhsan Sabuncuoğlu's presentations for high school students who came to the university for educational camps

- 1- <https://www.instagram.com/p/Bs94MhBhXPX/>
- 2- <https://www.instagram.com/p/BtQo2BJhWy6/>
- 3- https://twitter.com/AbdullahGul_UNV/status/1093811940391030784?s=20
- 4- https://twitter.com/AbdullahGul_UNV/status/1091233756197859329?s=20
- 5- https://twitter.com/AbdullahGul_UNV/status/1090293708774346753?s=20
- 6- https://twitter.com/AbdullahGul_UNV/status/1087716710461906944?s=20
- 7- <https://bit.ly/37zpcpn>
- 8- <https://bit.ly/2RUQjUH>
- 9- <https://bit.ly/3aOMmtf>
- 10- <https://bit.ly/37Azx3A>
- 11- <https://youtu.be/wbm4iZZXH7c>
- 12- <https://youtu.be/84tmamWhf40>

Rector Prof. İhsan Sabuncuoğlu's presentations for high school students who came to the university for educational camps mentioned on the websites and AGUNews

Turkish: <http://www.hurriyet.com.tr/egitim/yksye-universitede-hazirlaniyorlar-41100754>

English: <http://www.agu.edu.tr/news/4171>

AGUNews: <http://agunews.agu.edu.tr/archive/server1902.html>

Anadolu Ajansı Özel Haberi (Anadolu Agency Special News): <http://www.hurriyet.com.tr/egitim/yksye-universitede-hazirlaniyorlar-41100754>

Social media posts about the Summer High School

- 1- <https://www.instagram.com/p/BykiKqMnXxC/>
- 2- <https://www.instagram.com/p/B0B6hREnzOS/>
- 3- https://twitter.com/AbdullahGul_UNV/status/1157220224464248833?s=20
- 4- https://twitter.com/AbdullahGul_UNV/status/1155157577535229952?s=20
- 5- https://twitter.com/AbdullahGul_UNV/status/1151437225302941697?s=20
- 6- https://twitter.com/AbdullahGul_UNV/status/1146045799014588417?s=20
- 7- https://twitter.com/AbdullahGul_UNV/status/1143522578956505088?s=20
- 8- https://twitter.com/AbdullahGul_UNV/status/1138431592987316230?s=20
- 9- <https://bit.ly/36AeM6V>
- 10- <https://bit.ly/311iWDz>
- 11- <https://www.facebook.com/AbdullahGulUNV/photos/a.160967320674044/1971774279593330/?type=3&theater>
- 12- <https://bit.ly/2t32gPX>
- 13- <https://bit.ly/37yPHKJ>
- 14- <https://bit.ly/2O6vzYL>
- 15- <https://youtu.be/Xfmrvc2Ypak>
- 16- <https://youtu.be/FzaDb6XdbZY>
- 17- <http://agunews.agu.edu.tr/archive/server1907.html>

The International Office Activities:

<http://intooffice.agu.edu.tr/interculturalseries>

<http://intooffice.agu.edu.tr/intercultural-workshops>

<http://intooffice.agu.edu.tr/international-youth-fest>

The Student Clubs' Activities:

1. Science Heroes Meeting ([Annex_5.2_Bilim_Kahramanları_Buluşuyor](#))
2. I have an Idea ([Annex_5.3_Fikrim_Geldi](#))
3. High School Workshop ([Annex_5.4_High_School_Workshop](#))
4. Need Map ([Annex_5.5_İhtiyaç_Haritası](#))
5. Mobile Hackathon ([Annex_5.6_Mobile_Hackathon](#))
6. Happy Village School ([Annex_5.7_Mutlu_Köy_Okulu_Tomarza](#))
7. Theater from AGÜ Music and Performing Arts Club:
<http://www.agu.edu.tr/news/4302/AG%C3%9C%20M%C3%BCzik%20ve%20Sahne%20Sanatlar%C4%B1%20Kul%C3%BCb%C3%BC%E2%80%99nde>
8. Seminar about Early Diagnosis of Breast Cancer: <http://www.agu.edu.tr/haberler/4699/Meme%20Kanserinde%20Erken%20Tan%C4%B1%20Semineri>
9. Meeting with students of Kayseri Yüreğil Primary School:
<http://www.agu.edu.tr/haberler/4324/Idea%20Camp%20Kul%C3%BCb%C3%BC%E2%80%99nden%20C3%96rmek%20Davran%C4%B1%C5%>
10. AGU ReUse Fest
<http://www.agu.edu.tr/news/4852/AG%C3%9C%20ReUse%20Fest>.

The Office of the Dean of Students' Activities:

Non-Academic Transcript (NAT):

Students also gain non-departmental learning outcomes from club activities, social responsibility projects, and sports organizations organized by BESYO. Participation of students in various activities is recorded in the database created, and 'Nonacademic Transcript' is prepared as an official document for each student. With this method, it is ensured that students develop awareness about learning outcomes that are expected to be developed, that they spend efforts to improve their achievement and evaluate themselves in relation to these outcomes.

In other words, all kinds of social activities that our students attend are documented with the "Non-Academic Transcript", which is delivered as a diploma supplement. Non-Academic Transcript (NAT) which was started to be given in 2018 (to the first graduates of the university) keeps the record of the students' club activities, sports activities, and other extra-curricular personal development activities that they participate until their graduation (<http://od.agu.edu.tr/non-Academic>).

Career Kitchen:

In order to increase students' internship options and provide them the opportunity to meet different companies for better workplace experience, the event titled 'Career Kitchen: Meeting Companies' was organized in March 2019 ([Annex_5.8_Career_Office_Activities](#)).

Career Counseling:

The 'Career Counseling' Project is another activity that has been carried out by the Career Unit under the Office of the Dean of Students since September 2017. In this project, first, career counseling training is given to professionals contacted through collaborations with the Kayseri Chamber of Commerce and the Kayseri Chamber of Industry, and then, these volunteer professionals from the business world are matched with the 2nd and 3rd year student (sophomores and juniors) volunteers.

(<http://www.agu.edu.tr/haberler/4719/AGÜ'den.%20Kariyer%20Danışmanlığı%20Eğitimi>)

In this process, students have the opportunity to meet one-on-one with professionals outside the institution and have the opportunity to benefit from the experiences of a person from their early years of university life, and find internship or job opportunities. As the meetings take place, both the consultees and the consultants evaluate the process, and these evaluations are sent to the Career Unit. Thus, improvements are made by seeing the shortcomings of the project throughout the process ([Annex_5.9_Consultant_Evaluation](#)) ([Annex_5.10_Consultee_Evaluation](#)).

The AGU Career and Employability Office:

1. Digital Transformation in Banking and BDDK:
<http://www.agu.edu.tr/news/4807/Transformation%20and%20Career%20in%20Finance%20Sector>
2. Career Kitchen: Meeting Companies: <http://www.agu.edu.tr/news/4299/>

The Youth Factory:

1. Y-Gen Project: <http://youth.agu.edu.tr/ygen>
2. Connect 4 Creativity Project: <http://youth.agu.edu.tr/connectfor>
3. Building a Social Entrepreneurship Network in Turk Project: <http://youth.agu.edu.tr/socialentrepreneurshiptr>
4. HOPES Project: <http://youth.agu.edu.tr/hopes>
5. Youth Workers Mobility Project: <http://youth.agu.edu.tr/youthworkers>
6. Empowering Youth Project: <http://youth.agu.edu.tr/empoweringyouth>
7. [Creative Catalyst: Connect for Creativity](#)

Library Activities:

In line with requests from external stakeholders, library activities and creative drama workshops are organized for pre-primary, primary, and secondary school students. In 2019, 35 separate activities were organized within this scope, with the participation of 1488 students and teachers in total. The main purpose of these activities is to contribute to the development of a reading culture and awareness in the society (<http://library.agu.edu.tr/etkinlik>).

Application forms for school visits are attached herewith ([Annex_5.11_Career_Office_School_Visit_Forms](#)).

The AGU Library serves high school seniors, high school graduates, undergraduate, master or doctorate students of other universities within the daily guest quota. In 2019, 8429 guest users benefited from the library for study and research purposes (<http://library.agu.edu.tr/misafirull>).

There is a separate signature list for each day for the guests. A sample is presented herewith ([Annex_5.12_Visitor_Forms](#)).

Student Affairs Activities:

1. The Children's University Established by the Student Affairs ([Annex_5.13_Children_University](#)):
(<https://www.facebook.com/aguocuk/posts/1643370795787666>)

TUBITAK Projects Carried Out by Various University Units:

Project Number	Project Title	Principal Investigator
118M253	More Comprehensive and Accurate Analysis of Dr. Burak BAL Machining Production Outputs Through Multiscale Material Modeling	
118M448	Investigation of the Effects of Different Microstructural Variables on Hardening Behavior of High Manganese Fe-33mn Steel	Dr. Burak BAL
119F153	Development of Meso-Heteroaromatic Bodipy-Based Low Bandwidth Donor-	Prof. Dr. Hakan USTA

118C348	Acceptor (D-A) Polymers and High Performance Hetero-Joint Organic Photovoltaic (Bij-Opv) Applications Perception and Decision Mechanism Designs for Robot Swarm Realizations	Dr. Samet GÜLER
119O031	Edible Film Production from Buckwheat Starch and The Effect of Modification of Starch with Fatty Acids on Film Mechanical Properties	Asst. Prof. Kevser KAHRAMAN
118S552	Functional Characterization of C. Elegans Mutant Joubert Syndrome Gene CEP41 Obtained by CRISPR	Asst. Prof. Oktay İsmail KAPLAN
118Z471	Revealing and Characterizing New Silica Genes	Asst. Prof. Oktay İsmail KAPLAN
117 E 239	Hybrid Quantum Particle-Nanofiber Flexible Electroluminescent Devices	Assoc. Prof. Evren MUTLUGÜN
117S293	Investigation of in vivo efficacy for the symptomatic treatment of Olean-12-En-28-Ol, 3β Pentacosanoate (Opc) Isolated from Capparis ovata	Prof. Alaattin ŞEN
216S639	Development of Multifunctional, Targeted, Original Nanocarriers for the Treatment of Breast Cancer, Investigation of In Vitro and In Vivo Activities	Prof. Sevil DİNÇER İŞOĞLU
117S449	Development of Kidney Targeted siRNA Carrier Nanoparticle Formulation for Chemoprotection of Cisplatin Nephrotoxicity	Asst. Prof. Erkin AYDIN
116R057	Breast Cancer Targeted, Stability Enhanced, pH Sensitive from Two Regions, Drug Conjugated, Development of Multifunctional Micelle Nanocarriers and Determination of In Vitro Activities	Prof. Sevil DİNÇER İŞOĞLU
216S271	Evaluation of Drug Delivery Systems from Nanoparticle Based Intestine in Organoid Cultures	Asst. Prof. Erkin AYDIN
215E373	Micro Network Design, Development and Display	Assoc. Prof. Ahmet ÖNEN
217S660	Molecular Determination of the Effects of Histone Deacetylase Inhibitors on Pten / Pi3k / Akt / Mtor Pathway and Cholangiocarcinoma Development	Asst. Prof. Emel Başak GENCER AKÇOK
216S319	Regulation of Hedgehog and Autophagy Pathways for Treatment of Acute Myeloid Leukemia	Asst. Prof. Mona EL KHATIB
315S248	The Therapeutic Potential of Resveratrol in Ph + Acute Lymphoblastic Leukemia and the Role of Ceramide Metabolism in Resveratrol-Triggered Apoptosis	Asst. Prof. Aysun ADAN
116 E 168	Development and Control of Biosensor-Micro Robot Systems Working with Electromagnetic Levitation	Assoc. Prof. Günyaz ABLAY
118 E 172	Design and Implementation of High Performance Switched Reluctance Motor Drive System with Lower / Riser Dc / Dc / Ac Inverters	Asst. Prof. Burak TEKGÜN
216M405	Nickel and Cobalt Recovery from Laterite Leach Solution Using Synergic Solvent Extraction (Ssx) Method	Dr. Sait KURŞUNOĞLU

International Patents Applications:

Inventor	Patent Title	Country of Reference	Protection Type	Application date	Application Number
1 Prof. Hakan USTA	Cyano-Derivatized Oligonophenylacetylene-Based Fluorescent Small Molecules Suitable For Use In Organic Light-Emitting Diode Applications And Their Use In Organic Light-Emitting Diode Applications	PCT	Patent	2019-12-12	WO2019234563 (A1)
2 Asst. Prof. Dooyoung HAH	Contact-Type Endoscope Sers Probe, And Related Methods	Amerika	patent	2019-01-10	US2019008391 (A1)

Patents Received:

Inventor	Patent Title	Country of Reference	Protection Type	Patent Date	Application Number
1 Prof. Hakan USTA	Organic electroluminescent transistor	Taiwan	Patent	2019-08-01	TWI667242 (B)
2 Asst. Prof. Talha ERDEM	Optical element and electronic device including the same	USA	patent	2019-08-13	US10381514 (B2)

National Patent Applications

Inventor	Patent Title	Country of Reference	Protection Type	Application date	Application Number
1 Asst. Prof. Veli Tayfun KILIÇ	Internal Flow Type Inductive Heater	Turkey	Patent	19.02.2018	2019/12644
2 Asst. Prof. Cihan ÇİFÇİ	Optical element and electronic device including the same	USA	Patent	21.10.2019	TR2019/050881

Technopark companies owned by AGU academic staff as of 2019:

No	Company Name	Year	Technopark	Assoc. Prof.
1	Betonarge Madencilik Yapı Malzemeleri Araştırma Geliştirme Danışmanlık Hizmetleri Sanayi ve Ticaret Limited Şirketi	18/7/2011	Erciyes Technopark	Assoc. Prof. Burak UZAL
2	Vehbi Çağrı Güngör Akademi Ar-Ge	15.07.2014	Erciyes Technopark	Prof. Vehbi Çağrı GÜNGÖR
3	Argeus Mimarlık	08.04.2011	Erciyes Technopark	Assoc. Prof. Burak ASİLİSKENDER
4	Kasım Taşdemir	5.03.2015	Erciyes Technopark	Asst. Prof. Kasım TAŞDEMİR
5	Kornea Biyomedikal Optik Sistemler Ltd. Şti.	4.04.2016	Erciyes Technopark	Prof. Bülent YILMAZ
6	Artıbir Ar-GE Mühendislik Yazılım San. Tic. Ltd.	1.04.2015	Erciyes Technopark	Assoc. Prof. İbrahim Tuna ÖZDÜR
7	Nanome Nano Teknoloji Ar-Ge Danışmanlık Sanayi ve Ticaret LTD. ŞTİ.	2.08.2017	Erciyes Technopark	Assoc. Prof. Evren MUTLUGÜN
8	Opsentia ArGe	03.09.2018	Erciyes Technopark	Assoc. Prof. Kutay İÇÖZ
9	Chemacamed Kimya A.Ş.	2019	Erciyes Technopark	Asst. Prof. Ali DURAN
10	Oğuzhan Ayyıldız Bionog Ar-Ge Mühendislik ve Danışmanlık	20.05.2015	Erciyes Technopark	RA Oğuzhan AYYILDIZ

Editorships:

- 1) Talha Erdem: <https://royalsocietypublishing.org/rsos/editorial-board>
- 2) Şerife Ayaz: <http://journals.tubitak.gov.tr/biology/index.htm>
- 3) Alaattin Şen: <http://journals.tubitak.gov.tr/biology/index.htm>
- 4) Rasim Özgür Dönmez: <http://alternatifpolitika.com/>
- 5) Eyüp Doğan: <https://www.springer.com/journal/11356/editors>
- 6) Aysun Adan: <https://dergipark.org.tr/tr/pub/lectiosce/board>

1.2. Management and Organizational Structure for Social Impact

The high social impact of the University comes from several bodies operating under the management of the Rectorate. The most operational units in terms of societal impact are the Youth Factory, Office of the Health, Culture, and Sports, Career and Employability Office, and International Office. These units reach high impact levels by operating independently under the coordination of the Rector and Vice Rectors ([Annex_5.14_Annex_Societal_Impact_Organization_Chart](#)). The Coordination Office of Prospective Students is a unit that explains the mission of the university to all public, especially high school students. In this context, it has an important function that connects academic units with the public. However, one of the most important units here is the Dean of Students Office. With the few not fully functional examples are in Boğaziçi and Bilkent Universities, this unit increases the student participation to the university management. Thus, it is an active unit of AGU. The Office of Health, Culture, and Sports, Student Affairs, Career and Employability Office, Psychological Support Unit, Alumni Association are connected to the Dean of Students Office.

• Evidence for stakeholder engagement

1. Global Solutions Initiative: <https://www.global-solutions-initiative.org/partners/>
2. ISYEC: <http://www.isyec.org/en/>
3. Sustainable Development Solutions Network: <https://www.unsdsn.org/>
4. Arçelik: <http://www.buyukkayseri.com/haber-agu-arcelik-isbirligi-29616.html>
5. Haşçelik Kablo: <http://beyazgazete.com/haber/2017/11/16/agu-ile-hascelik-kablo-sanayi-ve-ticaret-a-s-arasinda-isbirligi-4180473.html>
6. [http://www.agu.edu.tr/haberler/3064/AG%C3%9C%20ile%20Kayseri%20Ula%C5%9F%C4%B1m%20A.%C5%9E%20Ara%C4%B1nda%20C4%B0%20-%20Deutsche%20Bahn%20\(Alman%20Demiryollar%C4%B1\)%20C4%B0%C5%9F%20Birli%C4%9Fi](http://www.agu.edu.tr/haberler/3064/AG%C3%9C%20ile%20Kayseri%20Ula%C5%9F%C4%B1m%20A.%C5%9E%20Ara%C4%B1nda%20C4%B0%20-%20Deutsche%20Bahn%20(Alman%20Demiryollar%C4%B1)%20C4%B0%C5%9F%20Birli%C4%9Fi)
7. Aselsan: <http://www.milliyet.com.tr/yemel-haberler/kayseri/agu-aselsan-isbirligi-10267345>
8. Aspilsan: [http://www.agu.edu.tr/news/4855/ASP%C4%B0SAN%20ile%20AG%C3%9C%20Ara%C4%B1nda%20Staj%20Protokol%C3%BC%20C4%20-%20Deutsche%20Bahn%20\(Alman%20Demiryollar%C4%B1\)%20C4%B0%C5%9F%20Birli%C4%9Fi](http://www.agu.edu.tr/news/4855/ASP%C4%B0SAN%20ile%20AG%C3%9C%20Ara%C4%B1nda%20Staj%20Protokol%C3%BC%20C4%20-%20Deutsche%20Bahn%20(Alman%20Demiryollar%C4%B1)%20C4%B0%C5%9F%20Birli%C4%9Fi)
9. Deutsche Bahn: [http://www.agu.edu.tr/news/4892/Abdullah%20G%C3%BCI%20C3%9Cniversitesi%20-%20Deutsche%20Bahn%20\(Alman%20Demiryollar%C4%B1\)%20C4%B0%C5%9F%20Birli%C4%9Fi](http://www.agu.edu.tr/news/4892/Abdullah%20G%C3%BCI%20C3%9Cniversitesi%20-%20Deutsche%20Bahn%20(Alman%20Demiryollar%C4%B1)%20C4%B0%C5%9F%20Birli%C4%9Fi)
10. France Rennes Business School: <http://www.agu.edu.tr/news/4374/AG%C3%9C%20-%20Rennes%20C4%B0%C5%9Fletme%20Y%C3%BCksekokulu%20C4%B0%C5%9F%20Birli%C4%9Fi...>
11. Missouri Science and Technical University: <http://www.agu.edu.tr/news/4256/AG%C3%9C%20-%20Missouri%20Bilim%20ve%20Teknik%20C3%9Cniversitesi%20C4%B0%C5%9Fbirli%C4%9Fi>

• **Societal contribution activities in line with local, regional, and national development goals**

1. Model Factory: https://twitter.com/AbdullahGul_UNV/status/1050025481129611266
2. Hope Road Project: <http://agunews.agu.edu.tr/node/368>
3. Creative Catalyst - Connect for Creativity: <http://www.agu.edu.tr/news/4718/Connect%20for%20Creativity%E2%80%99s%20second%20international%20conference%20%E2%80%9CCreative%20>
4. A cooperation protocol was signed between Abdullah Gül University and Kayseri Transportation Inc. for developing innovative courses in the field of "Transportation" for the undergraduate education of the Civil Engineering Department: <http://www.agu.edu.tr/haberler/3064/AG%C3%9C%20ile%20Kayscri%20Ula%C5%9F%C4%B1m%20A.%C5%9E%20Ara%C4%B1nda%20C4%B0>
5. A protocol covering the one-semester internship studies of ASPILSAN has been signed between AGU and ASPILSAN for the students who are studying in <http://www.agu.edu.tr/news/4855/ASP%C4%B0LSAN%20ile%20AG%C3%9C%20Ara%C4%B1nda%20Staj%20Protokol%C3%BC%20C4%B0mzalar>
6. Cooperation between AGU and ASELSAN was signed by the AGU academics to create a Defense Technologies Graduate Program (San-Tez) and take part in TÜBİTAK projects: <http://www.milliyet.com.tr/yerel-haberler/kayscri/agu-aselsan-isbirligi-10267345>
7. Cooperation protocol was signed between AGU and HASÇELİK. Under the protocol, undergraduate and graduate students will be given the opportunity to complete their PhD and postgraduate research and undergraduate assignments on R&D: <http://beyazgazete.com/haber/2017/11/16/agu-ile-hascelik-kablo-sanayi-ve-ticaret-a-s-arasinda-isbirligi-4180473.html>
8. Assoc. Prof. Evren Mutlugün from the AGU Electrical-Electronics Engineering Department, cooperates with ARÇELİK in the project the company conducts in the field of display technologies: <http://www.buyukkayseri.com/haber/agu-arcelik-isbirligi-29616.html>
9. Industry Focused Student Projects Fair: <http://www.agu.edu.tr/news/4367/AG%C3%9C%20E2%80%99de%20Sanayi%20OdaklıC4%B1%20C3%96%20C4%9Frenci%20Projeleri%20Fuar%C4%B>
10. Joint Exhibition by the Dutch Embassy and AGU: <http://www.agu.edu.tr/news/4287/Hollanda%20B%C3%BCy%C3%BCkel%C3%A7ili%C4%9F%20ve%20AG%C3%9C%20E2%80%99den%20Ortak%20S>
11. AGU-FNSS Industry Focused Capstone Projects <http://www.agu.edu.tr/news/4160/AG%C3%9C-FNSS%20Sanayi%20OdaklıC4%B1%20Lisans%20Bitirme%20Projesi...>

• **List of the priority areas of the university determined in societal contribution processes and documents on how they are determined**

The collaboration amongst the civil society, university, and industry is the basic founding philosophy of the University (Annex 5.1 Innovative University Design AGU Model).

AGU developed a research policy in 2016 and particularly included all academic divisions, faculty, and external stakeholders (industry and business, NGOs, public institutions) involved in the process. AGU prioritized "sustainability" in its research policy. Based on the policy, since 2018, research projects at AGU have been expected to contribute to the "17 Sustainable Development Goals" determined by the United Nations. Similarly, a specific research management strategy has been created to adopt the following priority areas in research: (1) health and medical biotechnology, (2) energy, (3) smart systems, (4) societies and cities, (5) advanced materials, (6) innovation and entrepreneurship in research. Their connections with the UN Sustainable Development Goals have also been made explicit.

In addition to standard practices and legislation; evidence for the unique approach and practices developed by the institution in accordance to its needs

1. **Global Issues Courses:** These courses are affiliated to the Education Committee and they are highly interdisciplinary courses based on active learning methods. The Education Committee, unlike other universities, takes a proactive role in the measurement, evaluation, control of the course content, and design of the departmental curricula. In this context, in global issues courses, different learning techniques and practices are applied within a multi-disciplinary teaching and learning environment where students and lecturers from different departments work on solution of the real-life problems. The purpose of the lectures is to encourage students from different disciplines to actively solve global, local, regional, and national problems in accordance with AGU's adoption of the Sustainable Development Goals of the United Nations. This course is a unique approach that adapts the education philosophy of Industry 4.0 (http://www.agu.edu.tr/userfiles/Kurum%20C4%B0C3%A7%20De%C4%9Ferlendirme%20Raporlar%C4%B1%202016/Ek17_GLB101Dersininizlence)
2. **Capsule:** The Electrical-Electronics Engineering uses a Capsule-based approach which involves the implementation of project-based learning strategy by combining and harmonizing different courses around a main hands-on hardware and/or software project in each semester. The department follows an integrated assessment system prioritizing the process over exams, a requirement for extracurricular activities and peer learning, as well as co-teaching and the synchronization of blended materials from different courses (Annex 3.34_EE_Curriculum). The strategy of the Capsule approach has also received great student approval and satisfaction rates. (<http://eee.agu.edu.tr/graduate>).
3. **Youth Factory:** Youth Factory is a learner-focused youth center whose mission is training young people, helping them gain abilities about life, expanding their vision, giving them the chance to acknowledge the international culture, encouraging them to be creative and enterprising, helping them be a member of the society, and sharing the joy of the learning and creating together. AGU, differing from most academic institutions, places youth in the core of its design. Therefore, AGU focused on youth work and non-formal education and established a youth structure within the university, which is called Youth Factory, and it is officially recognized by the Higher Education Council in Ankara as the Youth Work Research and Implementation Center. This structure aims not only to serve the students but also the community, especially young people at local, national and international fields of youth work. AGU Youth Factory is a non-formal education resource center for the social and personal development of youth workers, youth leaders, youth trainers, and young people. Owing to its regulations and structure, it ensures full access to all of its activities. AGU Youth Factory provides different training courses about different topics related to the youth work that are designed with non-formal education tools and approaches (<http://youth.agu.edu.tr/hakkimizda>).

The Abdullah Gül Museum and Library: The Abdullah Gül Museum and Library is one of the examples of the museums established for a politician. Although the museum is affiliated with the Presidency, the university and the museum work in cooperation. Some of the lectures and training are held in the museum.

<https://www.instagram.com/p/B5FgRCNAH0e/?igshid=167pewpvrwxmq>

<https://www.instagram.com/p/B3wiTS7mUx/?igshid=1m2bdv7zmzwq>

<http://www.arkiv.com.tr/proje/abdullah-gul-cumhurbaskanligi-muzesi-ve-kutuphanesi/7334>

Toplumsal katkı politikası, hedefleri ve stratejisi

Olgunluk Düzeyi: Kurumda toplumsal katkı faaliyetlerinin, toplumsal katkı politikası doğrultusunda değer üretebilmesi ve toplumsal faydaya dönüşebilmesi güvence altına alınmış ve olgunlaşmış uygulamalarla paydaşlarca benimsenmesi sağlanmıştır; kurumun kendine özgü ve yenilikçi birçok uygulaması bulunmakta ve bu uygulamaların bir kısmı diğer kurumlar tarafından örnek alınmaktadır.

Kanıtlar

- [Annex 5.1 Innovative University Design AGU Model.pdf](#)
- [Annex 5.2 Bilim Kahramanları Buluşuyor.pdf](#)
- [Annex 5.3 Fikrim Geldi.pdf](#)
- [Annex 5.4 High School Workshop.pdf](#)
- [Annex 5.5 İhtiyaç Haritası.pdf](#)
- [Annex 5.6 Mobile Hackathon.pdf](#)

- [Annex_5.7_Mutlu_Köy_Okulu_Tomarz.pdf](#)
- [Annex_5.8_Career_Office_Activities.pdf](#)
- [Annex_5.9_Consultant_Evaluation.pdf](#)
- [Annex_5.10_Consultee_Evaluation.pdf](#)
- [Annex_5.11_Career_Office_School_Visit_Forms.pdf](#)
- [Annex_5.12_Visitor_Forms.pdf](#)
- [Annex_5.13_Children_University.pdf](#)

Toplumsal katkı süreçlerinin yönetimi ve organizasyonel yapısı

Olgunluk Düzeyi: Kurumda toplumsal katkı süreçlerinin yönetimi ile ilişkili sonuçlar ve paydaş görüşleri sistematik ve kurumun iç kalite güvence sistemiyle uyumlu olarak izlenmekte ve paydaşlarla birlikte değerlendirilerek önlem alınmaktadır.

Kantlar

- [Annex_5.14_Societal_Impact_Organization_Chart.pdf](#)

2. Toplumsal Katkı Kaynakları

2.1. Resources

- **The Institutions and research centre which have important societal impact**

There is not a separate department for societal impact. There are many departments collaboratively operate to support this role of the university. These departments are the Office of Health, Culture, and Sports, Youth Factory, Faculties, Coordination Office of Prospective Students, Alumni Association, Career and Employability Office, International Office, Rectorate, Technology Transfer Office and Education Committee.

- **Budget allocated for societal impact and its change over the years**

As a third-generation university, having a positive a high level of societal impact is one of the key features of AGU. Having societal impact as a core value, all the outcomes of the university can be considered as positive societal impact. Therefore, there is not a separate item for societal impact in the university budget.

- **Research and application centres and other units that carry out societal contribution activities**

There is no separate unit for social contribution activities. Many stakeholder units that make up the university perform this task. These are the Office of Health, Culture, and Sports, Youth Factory, Faculties, Coordination Office of Prospective Students, Alumni Association, Career and Employability Office, International Office, Rectorate, Technology Transfer Office and Education Committee.

- **Budget allocated for societal contribution studies and its change over the years**

Although the concept of the third generation is equivalent to social contribution, it constitutes the basic philosophy of AGU. Therefore, all actions taken by the university (such as education, training, public disclosure) cannot be considered separately from the societal contribution notion. For this reason, it is not specified as a separate item in the university budget.

- **Resources provided for social responsibility projects of regional institutions**

1. R&D Cooperation between AGU TTO and Kayseri Transport Inc.:
<http://tto.agu.edu.tr/news/4826/Abdullah%20G%C3%BCI%20%C3%9Cniversitesi%20Teknoloji%20Transfer%20Ofisi%20ile%20Kayseri%20Ula%C5%9F Sanayi%20Ar-Ge%20i%C5%9Fbirli%C4%9Fi>
2. Project Competition by the Industrial Engineering Department:
<http://www.agu.edu.tr/haberler/4396/End%C3%BCstri%20M%C3%BChendisli%C4%9Fi'nden%20Proje%20Yar%C4%B1%C5%9Fmas%C4%B1>

- **In addition to standard practices and legislation; evidence for the unique approach and practices developed by the institution in line with its needs**

The university has followed its standard practices so far.

Kaynaklar

Olgunluk Düzeyi: Kurumun toplumsal katkı faaliyetlerini sürdürebilmek için uygun nitelik ve nicelikte fiziki, teknik ve mali kaynaklar birimler arası denge gözetilerek sağlanmaktadır. Ancak bu kaynakların kullanımına yönelik sonuçlar izlenmemektedir.

3. Toplumsal Katkı Performansı

3.1. Monitoring and improving societal impact performance

Expected Evidence

- **Mechanisms established to monitor whether social impact goals are achieved**

These mechanisms operate through committees such as the Education Committee. These are shared with the Rectorate ([Annex_5.15_Committees](#)).

- **Annual self-evaluation and improvement report on societal impact processes**

Annual self-assessment meetings and improvement report are carried out regarding social impact process.

- **Evidence that the institution uses to monitor social impact performance**

The committees carry out this process. Committee reports are attached herewith:

- ([Annex_5.16_I_Have_an_Idea_Project](#))
- ([Annex_5.17_Student_Clubs_Coordination_Board_Decision_Samples](#))
- ([Annex_5.18_Barrier-Free_Unit_Minutes](#))
- ([Annex_5.19_AGU_Academy_Erciyes_Holding_Training_Evaluation_Form](#))
- ([Annex_5.20_Social_Variety_and_Equality_Committee](#))
- ([Annex_5.21_Summer_School_Assessment](#))
- ([Annex_5.22_Supports_University_Offers_to_Clubs_for_Societal_Contribution](#))

- **Evidence for stakeholder contribution**

All the joint activities held with internal and external stakeholders have been included in the document above with relevant evidence. They can also be listed as

evidence for the the stakeholder contribution in line with local, regional, national, international cooperation of the university.

• **In addition to standard practices and legislation; evidence for the unique approach and practices developed by the institution in line with its needs**

In these processes, the standard legislation is followed.

Toplumsal katkı performansının izlenmesi ve iyileştirilmesi

Olgunluk Düzeyi: Kurumda tüm birimlerin toplumsal katkı performansı izlenerek değerlendirilmekte ve karar almalarda kullanılmaktadır. Buna ilişkin uygulamalar düzenli olarak izlenmekte ve izlem sonuçları paydaşlarla birlikte değerlendirilerek önlemler alınmaktadır.

Kanıtlar

- [Annex 5.15 KOMİSYONLAR.pdf](#)
- [Annex 5.16 I Have an Idea Project.pdf](#)
- [Annex 5.17 Student Clubs Coordination Board Decision Samples.pdf](#)
- [Annex 5.18 Barrier-Free Unit Minutes.pdf](#)
- [Annex 5.22 Supports University Offers to Clubs for Societal Contribution\).pdf](#)
- [Annex 5.19 AGU Academy Erciyes Holding Training Evaluation Form.pdf](#)
- [Annex 5.20 Social Variety and Equality Committee.pdf](#)
- [Annex 5.21 Summer School Assessment.pdf](#)

E. YÖNETİM SİSTEMİ

1. Yönetim ve İdari Birimlerin Yapısı

Regarding the issues addressed in the "Structure of Managerial and Administrative Offices" section of External Evaluation Feedback Report, the following can be said:

There have been some revisions in the organizational structure of the university according to the new needs in order to increase the quality in all aspects ([Annex 6.1 AGU Revised Organizational Structure](#)).

The University is managed based on the regulations of the Higher Education Law No. 2547. To raise the quality, increase the number of participants in the decisions, and ease the running of university-wide academic and administrative processes, many committees, commissions, and boards have been established. Quality related issues are first addressed and handled in these committees, commissions, and boards. Their views, opinions, and decisions are taken into consideration by the relevant University boards and executive committees determined by the Law No. 2547. Respecting the hierarchy, the decisions are carried out from the lower units towards the upper units. The final decisions are taken either in Faculties/Institutes/Schools and/or in the Senate and/or University Executive Committee.

Many of the existing commissions, boards or committees are revised, unnecessary ones are removed, and some new ones are instituted to increase the quality of the overall university services. The revised commissions, boards, and committee lists are provided herewith ([Annex 6.2 Revised Commission Board Committee Lists](#)).

AGU embraces quality in all aspects of its managerial and administrative processes. Starting with the Rector, such processes are transmitted to the whole AGU family. The Rector gives utmost importance to quality, originality, and innovation in all aspects of the university life ranging from education, research, societal contribution, and service to the community, the internal and external stakeholders, and university facilities. AGU strives for increasing quality in all the fields it serves. Quality work of management and administration is carried out dynamically and regularly with all the academic and administrative units. Regular meetings are held with all the units with the aim of producing applicable results to improve quality in all areas. The relevant and important internal or external stakeholders are invited to the meetings. The first round of meetings generally starts with the identification of problems that affect/distort the quality in the related area, and these meetings continue until the problems are identified. When the problem identification phase is over, then the solution suggestion meetings follow. At the end of these meetings, generally a task force is established or an existing commission is made responsible to go over the problems and take necessary actions as proposed during the suggestion meetings. In the meantime, usually one person in the same task force or commission is asked to conduct surveys and/or to carry out focus group studies about the quality of the related process to help measure the quality. Later on, the task force or the related commission is called to give a presentation about the actions taken, surveys and/or focus group studies carried out, and the observable improvements obtained after the implementation of the proposed actions. According to the results of these actions, usually, extra quality improvement suggestions are brought up and sent back to the related task force or commission in the follow up meetings so that they can improve the processes further.

A sample of AGU's pursuit of quality by the senior administration can be observed in AGU's School of Foreign Languages, which is also called as Prep School. Since almost half of the students enrolled at AGU study at the Prep School, the first impression of the students about AGU, hence the pursuit of quality, is very important. This school teaches students English communication skills such as listening, speaking, reading, writing, and other study and personal skills required to pursue undergraduate and graduate degrees at the relevant faculty/institute since the medium of instruction is 100% English. The Administration regularly follows the quality of the Prep School, arranges regular meetings, monitors achievements, and addresses problems encountered in the Prep School, regularly measures the English performance of the students in each term and for each skill such as listening, speaking, reading, writing, language awareness, study skills and strategies, and elective courses and takes appropriate action to overcome problematic issues.

The Prep School administration arranged a meeting with all the department chairs in faculties to identify the problems encountered in 100% English Medium Instruction (EMI). The attendee list is attached herewith ([Annex 6.3 Attendee List EMI Meeting](#)) and a report summarizing the problems raised by the department chairs and the actions considered to be taken is also available ([Annex 6.4 Problems and Actions EMI Meeting](#)). The Prep School Director made a presentation to the Rector, Provost, Vice Rector, and the Prep School Principle about the problems raised and suggested solutions to overcome the problems ([Annex 6.5 Presentation of Prep School Director](#)). The issues are discussed by the senior administration and required actions are asked to be taken by the related departments.

The Prep School instructors also wrote a report about the sustainability concerns related to the management and operations of the Prep School at AGU ([Annex 6.6 Prep School Instructors Sustainability Concerns](#)). The director of the Prep School responded to this report and shared it with the instructors ([Annex 6.7 Director Response for Sustainability Report](#)).

During and after the publicity and promotion activities of the university before and after the central placement exams, the students are surveyed, and certain data is collected from the students. An important part of the students' complaints and unhappiness was centered around the operations of the Prep School. A summary report produced from these surveys is attached herewith ([Annex 6.8 Prep School Survey Report](#)). Two consecutive meetings were arranged during the same day by the senior administration to discuss these problems and find possible solutions. The minutes of these meetings are attached herewith ([Annex 6.9 Minutes Meeting 1](#)) ([Annex 6.10 Minutes Meeting 2](#)). Later on, separate meetings with both Turkish Instructors and International Instructors were arranged by the Prep School Management to convey to the instructors the negative messages of the students obtained from the surveys.

([Annex 6.11_Minutes_Meeting_with_Turkish_Instructors_3](#)) ([Annex 6.12_Minutes_Meeting_with_International_Instructors_4](#)). After these meetings, the major problems were laid out, solutions and remedies were suggested by the senior administration to the Prep School Management. A summary report of the problems and remedies prepared by the senior administration are attached herewith ([Annex 6.13_Problems_Remedies](#)). The Prep School management has taken major steps to overcome the problems ([Annex 6.14_Improvements_by_Prep_School_Management](#)). The rules of the regulation have been reviewed, and major changes have been made before the new academic year. The new regulation has been revised, approved by the Senate, and sent to CoHE. After the approval of CoHE, it has been published in the Official Gazette ([Annex 6.15_Revised_Prep_School_Regulation](#)). The revised and improved draft directive concerning the Prep School Education Activities are attached herewith ([Annex 6.16_Revised_Prep_School_Directive](#)). The CELT prepares a report using the course and instructor evaluation surveys twice a year. A sample report covering the three quarters of this academic year is attached herewith ([Annex 6.17_CELT_Reports](#)).

In order to determine the need for new instructors, the Prep School Principal carried out an analysis and prepared a report about the number of students, number of instructors, number of students per instructor, number of courses opened, and the required number of instructors. The evidence of this report is available, but not presented as it contains confidential information of the instructors (It might be provided upon request with this annex number: [Annex 6.18_Principal's_Report](#)). The report was used to ask for new instructor positions from CoHE. The yearly Prep School activity report prepared for the year 2019 is attached herewith ([Annex 6.19_Yearly_Prep_School_Activity_Report](#)).

Another sample of AGU's pursuit of quality by the senior administration can be observed in AGU's Graduate School of Engineering and Science. Under this Graduate School, there are currently 6 M.Sc. and 5 Ph.D. programs, and all of them are in English. AGU currently has 219 graduate students. The Graduate School produced its first M.Sc. graduates in 2015 and the first 2 Ph.D. graduates in 2018. AGU graduated 16 M.Sc. students and 1 Ph.D. student in 2019. The total number of graduates since the beginning has reached 51 M.Sc. and 3 Ph.D. students. AGU tracks its graduates, their theses, publications in scientific journals, conferences, patents, and career development in academia or business regularly (http://www.agu.edu.tr/userfiles//GSES/mezun_takip.pdf) (<http://fbe.agu.edu.tr/student-publications>).

The Senior Administration follows the performance of the AGU Graduate School of Engineering and Science on a regular basis, and the quality of education and graduates are checked through regular meetings to improve the quality and performance of the Graduate School. This year, the senior administration has asked the Graduate School to enforce graduate students who have passed their preliminary exams to give presentations in front of the Rector, Vice Rectors, Heads of Institutes, Faculties, and Departments so that they can give feedback to the students and widen their perspectives. The presentations are asked to be short, not exceed 10 minutes, and give information about their research, the state of the art in their respective areas, the contribution desired to be made, and their future prospects. The attendee list for the presentations is attached herewith ([Annex 6.20_Presentations_Attendee_List](#)), and the sample single page presentation documents are also available ([Annex 6.21_Single_Page_Presentations](#)).

After the student presentations, a different evaluation meeting was arranged by the Rector ([Annex 6.22_Attendee_List_Eval_Meeting](#)). Measures suggested in this meeting was later discussed in the Graduate School Board in a couple of meetings with the M.Sc. and Ph.D. Program Heads to bring changes to the criteria sought from the Ph.D. Students and to improve the quality of the Ph.D. graduates ([Annex 6.23_through_6.25_Attendee_List_Grad_Board_Meeting](#)). The Graduate School Director made a presentation to the senior administration about the suggestions proposed in those meetings. ([Annex 6.26_Attendee_List_Grad_Director_Presentation_and_Suggestions](#)). A copy of the presentation is also available ([Annex 6.27_Grad_Director_Presentation](#)).

The Rector requested from each head of the graduate programs to make presentations about the current status of the interdisciplinary content in their programs and about their suggestions to improve their interdisciplinary content. The presentations made by the respected heads of the graduate programs are attached herewith ([Annex 6.28_through_6.34_Presentations_Interdisciplinary_Status_of_Grad_Programs](#)). The Rector also requested from Prof. Hakan Usta, the Deputy Director of the Graduate School, to make a presentation about the interdisciplinary graduate programs run around the world, the new trends, their nature, current status, and the suggestions about what AGU can do to improve the interdisciplinary graduate programs at AGU. Prof. Usta made such a presentation on the same day after the presentations of the heads of the graduate programs ([Annex 6.35_Prof_Usta's_Presentation](#)). The attendee list to these presentations and the details of the evaluations in these meetings are attached herewith ([Annex 6.36_Attendee_List_and_Evaluations](#)). Following the suggestions made in the previous meetings, the Graduate School Board arranged another meeting to discuss the improvements to be made on the interdisciplinary aspects of the graduate programs and the criteria for the new interdisciplinary programs to be opened ([Annex 6.37_Attendee_List_and_Topics_Discussed](#)). To improve the interdisciplinary aspects of the graduate program at AGU, one more meeting was arranged by the senior administration. In this meeting, Prof. Hakan Usta was requested to present again in front of a larger audience ([Annex 6.38_Attendee_List_and_Minutes](#)). A follow up interdisciplinary graduate program meeting was also held by the senior administration ([Annex 6.39_Attendee_List](#)). A task force was established in this meeting to prepare a suggestion report about the criteria to be observed for the new interdisciplinary programs intended to be opened and submit the report to the graduate school administration to be discussed in the Graduate School Board. The Graduate School Board on the other hand arranged a meeting to discuss the same topics ([Annex 6.40_Attendee_List_and_Minutes](#)). The task force prepared a presentation for and submitted their suggestions report to the graduate school administration ([Annex 6.41_and_6.42_Task_Force_Suggestions](#)). The suggestions made by the task force was discussed in a Graduate School Board Meeting, and the criteria for opening an interdisciplinary graduate program were finalized in this meeting ([Annex 6.43_Grad_School_Criteria_for_Interdisciplinary_Programs](#)) and sent to the Senate to be discussed. The same criteria were approved by the Senate as a senate decision as they were deemed appropriate ([Annex 6.44_Annex 6.44_Sustainable_Interdisciplinary_Grad_Program_Criteria_Senate_Decision](#)). The Grad School annual activity report prepared for the year 2019 is attached herewith ([Annex 6.45_Grad_School_Annual_Report_2019](#)).

All academic, administrative, and support units engage in such quality improvement activities under the supervision of either senior administration or the commissions, boards and committees appointed by the senior administration.

In terms of service quality checks and improvements provided by the support offices, the following eight offices perform many activities under the Secretariat General: Student Affairs, Human Resources, Strategy Development, Administrative and Financial Affairs, Construction and Technical Work, Information Technology, Library and Documentation, and Health, Culture, and Sports. To improve the service quality of these support offices, the Secretariat General has launched a series of activities.

The Secretariat General organized seminars on November 6-7, 2019 with two invitees from Galatasaray University, one faculty secretary and one institute secretary, in order to avoid problems experienced in the past processes of the Faculty, Institute and Department Secretaries at AGU and to share experience ([Annex 6.46_Secretariat_General_Seminar](#)). As a result of these seminars, experience was shared, standardization of the processes was aimed, and practices were aligned.

Assessment meetings were held with the Support Office Heads quarterly and annually ([Annex 6.47_Assessment_Meetings](#)). At the meetings, coordination among the offices was established, the problems concerning more than one office were resolved, and the results of the measures and activities previously decided were reviewed.

The Abdullah Gul University Directive for Electronic Document Management System (EBYS), Signing Authorities and Code of Practice was issued on December 04, 2019 with the University Senate Decision no. 2019.39.01 ([Annex 6.48_EBYS_Directive](#)). This directive is issued to comply with developing technology and information systems, to cover new legislative provisions, to standardize institutional correspondence, to arrange the procedures and principles regarding the use of the EBYS used for effectiveness, efficiency, and traceability of internal and external communication via information technologies taking into account the hierarchical structure and organizational chart, to determine the rules of handwritten signatures and hard-copy official correspondence, to ensure that exchange of information and documents are carried out fast and securely, and to carry out tasks fast, effectively, and faultlessly. After the directive became effective, all authorizations and correspondence continued in a standard manner, actions against the directive were not allowed.

The Administrative and Financial Affairs organized on-the-job training sessions by experts for the personnel in order to teach the legislation updated several times and minimize mistakes in correspondence and activities ([Annex_6.49_Financial_Affairs_Training](#)). As a result of the training, it has been observed that less errors were made by the concerned personnel. It was ensured that all the personnel signed the ethical agreement for public officials, and its provisions were implemented ([Annex_6.50_Ethical_Agreement](#)). Warning letters were issued to relevant companies, and penalties were imposed for the purpose of eliminating setbacks and deficiencies detected during the planned and unplanned inspections on procured services by the Administrative and Financial Affairs throughout the year ([Annex_6.51_Financial_Affairs_Inspections](#)). It was checked whether the detected setbacks and deficiencies were corrected.

Work flow diagrams were established for the Library and Documentation to make its activities more effective and efficient ([Annex_6.52_Library_Workflow](#)). In 2019, a library satisfaction survey was conducted on its users, and necessary actions were taken to make procedural and spatial improvements ([Annex_6.53_Library_Satisfaction_Survey](#)). In 2020, effects of the improvements on the users will be analyzed.

The Student Affairs established job descriptions for its personnel, a form for the identification of delicate tasks, work flow diagrams. The office replied the students' inquiries and requests instantly via its official email address in and out of working hours. It integrated Erasmus and Bologna sections into the University Information System ([Annex_6.54_Erasmus_and_Bologna_Modules](#)). It was observed that those practices had positive effects on the students.

In order to ensure standardization and offer high quality services, in 2019, the Human Resources issued and put into effect several directives ([Annex_6.55_Leave_Directive_for_Academic_and_Administrative_Staff](#)), ([Annex_6.56_Security_Clearance_and_Archival_Investigation_Directive](#)), ([Annex_6.57_Disciplinary_Proceedings_Guide](#)), ([Annex_6.58_Hiring_Contract_Academics_after_the_Retirement_Age](#)). In order to strengthen the sense of belonging, increase motivation, and improve institutional activities, a promotion examination was administered to the administrative staff within the year, and those who passed started working under their new titles ([Annex_6.59_Infopack_Promotion_Exam](#)). Within the year, an information meeting was held on norm staffing ([Annex_6.60_Information_Meeting_Norm_Staffing](#)), and several in-service training sessions were organized ([Annex_6.61_In-service_Training](#)) as a result of which processes were improved for better services.

In 2019, the Health, Culture, and Sports procured services for the cafeteria, dining, and stationery and renewed the lease agreements to add the Smoke-Free Campus policy ([Annex_6.62_Smoke_Free_Campus_Policy](#)). Artistic, cultural and sports events were planned and carried out via student clubs in order to prevent students from having bad habits ([Annex_6.63_Clubs_Activities_List](#)). A Dining Satisfaction Survey was undertaken, and based on its results, the catering firm was notified in writing ([Annex_6.64_Dining_Satisfaction_Survey_and_Report](#)), and later it was checked whether the detected setbacks and deficiencies were corrected.

The Strategy Development established job descriptions for its personnel, a form for the identification of delicate tasks ([Annex_6.65_Job_Descriptions](#)), work flow diagrams, and an organizational chart ([Annex_6.66_Organizational_Chart](#)) to make its activities more effective and efficient. Administrative activity report and basic financial statements for the year 2019 have been prepared ([Annex_6.67_2019_Administrative_Activity_Report](#)). The Delicate Tasks Guide and Directive for the Institutional Risk Management Strategy were issued and put into practice ([Annex_6.68_Delicate_Tasks_Guide_and_Directive](#)).

The Office of Construction and Technical Work has developed a web page specifically to follow quality improvement activities (<http://yapiisleri.agu.edu.tr/dokuman>). Every maintenance or support request made by any unit or persons at AGU is appointed an entry number and a person who will make the maintenance by the Office. They are classified in terms of their field of maintenance, such as construction, mechanics, electric, or landscape. All the maintenance and support activities are recorded. After the completion of the related maintenance and support activity, the delivery of the service is made by taking the signature of the related person in the related unit requesting the maintenance or support. After it is completed successfully, that activity is given a check mark in the records. Even the materials used during the maintenance are recorded ([Annex_6.69_Sample_January_2019_Constructional_Maintenance_Report](#)) ([Annex_6.70_Sample_April_2019_Mechanical_Maintenance_Report](#)) ([Annex_6.71_Sample_July_2019_Electrical_Maintenance_Report](#)) ([Annex_6.72_2019_Landscape_Maintenance_Report](#)).

AGU senior administration works hard to establish good partnership relations with various external partners in terms of joint research, education, and societal impact. It aims to increase university and industry cooperation, increase quality in research, education, and societal impact.

After working on the design phase for two years and completing it as part of a project which aims to pioneer the 3rd generation university from concept to application, AGU met regularly with its external and internal partners to bring the design phase into life with the application phase where the Electrical and Electronics Engineering Department is selected as a pilot department ([Annex_6.73_Sample_Attandee_List](#)) ([Annex_6.74_Sample_Minutes](#)).

AGU has initiated a Model Factory project together with the Ministry of Science, Industry, and Technology, Kayseri Chamber of Industry and Kayseri Chamber of Commerce to establish a model factory inside the AGU Campus to be a role model for the industrial companies. AGU has provided the factory space inside its campus, and the factory equipment will be provided by the United Nations Development Projects (UNDP) Funding Agency. The AGU Model Factory is aimed to be a model for the lean manufacturing and digitalization of manufacturing in the industry. Many meetings have been held for this purpose in different locations, some at the Ministry, some at AGU, and others at Kayseri Chamber of Industry. A sample attendee list and meeting minutes of such a meeting held at AGU are attached herewith ([Annex_6.75_Attandee_List_and_Meeting_Minutes](#)). Site visits were arranged to other model factories in Ankara and Bursa. The current stage of the Model Factory is summarized in the presentation attached ([Annex_6.76_Model_Factory_Ifo_Pack](#)) The protocol signed by the stakeholders is also attached herewith ([Annex_6.77_Model_Factory_Protocol](#)).

For possible cooperation in the establishment of Model Factory, the General Manager of ERARGE was invited to AGU to make a presentation and share the industrial experience of his company on Industry 4.0, Digitalization, Internet of Things, Digital Twin Concept, Augmented Reality, and their possible use in the industry. The attendee list and a copy of the presentation are attached herewith ([Annex_6.78_Attandee_List_and_ERARGE_Presentation](#)).

Missouri Science and Technology University (MS&TU) Provost Prof. Robert Marley, and Provost Advisor Prof. Necati Sözüođ visited AGU for possible collaboration between AGU and MS&TU. AGU has already been conducting a joint graduate online course with MS&TU in material sciences for a couple of years with Prof. Hakan Usta from AGU and Prof. Fatih Dogan from MS&TU. Various students from AGU and MS&TU take this course officially. Various collaboration opportunities are discussed in different meetings to initiate a joint undergraduate and graduate program (3 years at AGU, 2 years at MS&TU), develop more online courses and joint research activities ([Annex_6.79_Attandee_List_Minutes_with_MS&TU_TCooperation_Meeting_Info_Brochure](#)). In further meetings, other opportunities, such as online course development and joint photovoltaic powered house research project, were discussed ([Annex_6.80_Attandee_List_Online_Course_Development_with_MS&TU](#)) ([Annex_6.81_Attandee_List_PV_Powered_House_Project_Meeting](#)). Articulation agreement about 3+2 program signed between AGU and MS&TU is also attached herewith ([Annex_6.82_3+2_Program_Agreement](#)).

Fifteen new international collaboration and mobility agreements as well as memoranda of understanding were signed between AGU and other international institutions in 2019 ([Annex_6.83_through_6.108_International_Agreements](#))

Five other international Erasmus agreements were signed in 2019 between AGU and various European Universities in addition to the existing exchange agreements. Thanks to these agreements, students and staff benefit from the mobility programs carried out through National Agencies of the partnering universities ([Annex_6.110_through_6.114_Exchange_Programs](#)).

To increase the partnership opportunities, many companies were invited to an informative meeting about TÜBİTAK's 2244 Industrial PhD Programs. AGU's graduate programs, faculty, faculty's research fields, and tentative students who can benefit from the 2244 Industrial PhD Programs are introduced to the

companies. ([Annex_6.115_through_6.117_Minutes_Presentations](#)).

Meetings were held between AGU faculty and different companies to develop joint research projects either at AGU or company sites. A sample attendee list for the meeting with Solid Electron Company to develop a joint research project proposal is attached herewith ([Annex_6.118_and_6.119_Solid_Electron_Attendee_Lists](#)).

In general, the managerial and administrative structure of the institution including its management of education, research-development, societal impact processes are based on the provisions of the Law No. 2547.

Yönetim modeli ve idari yapı

Olgunluk Düzeyi: Kurumda çok sesliliği, etkin karar vermeyi, değişime uyum sağlamayı ve paydaşların temsil edilmesini güvence altına alan ve kurumsal amaçların gerçekleştirilmesi için gerekli ortamı sağlayan yönetim modeli ve idari yapılanması (yasal düzenlemeler çerçevesinde kurumsal yaklaşım, gelenekler, tercihler) kurumun tamamında benimsenmiştir; kurumun kendine özgü ve yenilikçi birçok uygulaması bulunmakta ve bu uygulamaların bir kısmı diğer kurumlar tarafından örnek alınmaktadır.

Kanıtlar

- [Annex 6.1 Revised_AGU_Organization_Chart.pdf](#)
- [Annex 6.2 2019 Commisions.pdf](#)

Süreç yönetimi

Olgunluk Düzeyi: Kurumda stratejik hedeflerle uyumlu ve tüm alanları kapsayan süreç yönetim modeli sürdürülebilir ve olgunlaşmış uygulamalarla kurumun tamamında benimsenmiş ve güvence altına alınmıştır; bu hususta kurumun kendine özgü ve yenilikçi birçok uygulaması bulunmakta ve bu uygulamaların bir kısmı diğer kurumlar tarafından örnek alınmaktadır.

Kanıtlar

- [Annex_6.101_IMOU with Universidad De Monterrey.pdf](#)
- [Annex_6.102_Int Student Exchange Agreement with Universidad De Monterrey.pdf](#)
- [Annex_6.103_MOU TaiwanTech signed.pdf](#)
- [Annex_6.104_Student Exchange TaiwanTech signed.pdf](#)
- [Annex_6.105_IMOU.pdf](#)
- [Annex_6.106_Student Exchange Agreement with Amirkabir University Tehran.pdf](#)
- [Annex_6.107_AGU - Rosario MoU and Student Exchange.pdf](#)
- [Annex_6.108_IMOU with Baku Eng Uni.pdf](#)
- [Annex_6.109_Student Exchange Agreement with Baku Eng Uni.pdf](#)
- [Annex_6.110_Aalborg.pdf](#)
- [Annex_6.111_ECAM-EPMI_AGU_signed.pdf](#)
- [Annex_6.112_EPHEC.pdf](#)
- [Annex_6.113_INSAToulouse.pdf](#)
- [Annex_6.114_Leonardodavinci signed.pdf](#)
- [Annex_6.115_Minutes_of_Presentations_2244 Industry Ph.D. Scholarship Support Program to Companies.pdf](#)
- [Annex_6.116_Presentations_2244 Industry Ph.D. Scholarship Support Program to Companies.pdf](#)
- [Annex_6.117_AGU Grad School Info Presentations for 2244 Program to Companies.pdf](#)
- [Annex_6.118_Project Application Prep Meeting with Solid_Electron_Attendee_Lists.pdf](#)
- [Annex_6.119_1511 Project Application Prep Meeting with Solid_Electron_Attendee_Lists.pdf](#)
- [Annex_6.89_AGU & Rennes School of Business.pdf](#)
- [Annex_6.90_MOU with University of Taipei.pdf](#)
- [Annex_6.91_International Student Exchange Agreement with University of Taipei.pdf](#)
- [Annex_6.92_IMOU with Providence Uni Taiwan.pdf](#)
- [Annex_6.93_Intl Student Exchange Agreement with Providence Uni Taiwan.pdf](#)
- [Annex_6.94_National Quemoy University - Exchange Agreement.pdf](#)
- [Annex_6.95_National Quemoy University - MoU.pdf](#)
- [Annex_6.96_MOU with Sogang University.pdf](#)
- [Annex_6.97_MoU_AGU and JUST.pdf](#)
- [Annex_6.98_Student Exchange Agreement_AGU and JUST.pdf](#)
- [Annex_6.99_Middle East University - MoU.pdf](#)
- [Annex_6.100_Middle East University - Exchange Agreement.pdf](#)
- [Annex_6.76_Model_Factory_Info_pack.pdf](#)
- [Annex_6.77_Model_Factory_Protocol.pdf](#)
- [Annex_6.78_Attendee_List_and_ERARGE_Presentation.pdf](#)
- [Annex_6.79_Attendee_List_Minutes_with_MS&TU_TCooperation_Meeting_Info_Brochure.pdf](#)
- [Annex_6.80_Attendee_List_Online_Course_Development_with_MS&TU.pdf](#)
- [Annex_6.81_Attendee_List_PV_Powered_House_Project Meeting.pdf](#)
- [Annex_6.82_3+2_Program_Agreement.pdf](#)
- [Annex_6.83_Cooperation Agreement with Ural Federal University.pdf](#)
- [Annex_6.84_Student Exchange Agreement with Ural Federal University.pdf](#)
- [Annex_6.85_MOU with Dongbei Uni.pdf](#)
- [Annex_6.86_Student Exchange with Dongbei Uni.pdf](#)
- [Annex_6.87_MoU with EI Almaty University.pdf](#)
- [Annex_6.88_Student Exchange Agreement with EI Almaty University.pdf](#)
- [Annex_6.51_Financial_Affairs_Inspections.pdf](#)
- [Annex_6.52_Library_Workflow.pdf](#)
- [Annex_6.53_Library_Satisfaction_Survey.pdf](#)
- [Annex_6.54_Erasmus_and_Bologna_Modules.pdf](#)
- [Annex_6.55_Leave_Directive_for_Academic_and_Administrative_Staff.pdf](#)
- [Annex_6.56_Security_Clearance_and_Archival_Investigation_Directive.pdf](#)
- [Annex_6.57_Disciplinary_Proceedings_Guid.pdf](#)
- [Annex_6.58_Hiring_Contract_Academics_after_the_Retirement_Age.pdf](#)
- [Annex_6.59_Infopack_Promotion_Exam.pdf](#)
- [Annex_6.60_Information_Meeting_Norm_Staffing.pdf](#)

- [Annex 6.61 In-service Training.pdf](#)
- [Annex 6.62 Smoke Free Campus Policy.pdf](#)
- [Annex 6.63 Clubs Activities List.pdf](#)
- [Annex 6.64 Dining Satisfaction Survey and Report.pdf](#)
- [Annex 6.65 Job Descriptions.pdf](#)
- [Annex 6.66 Organizational Chart.pdf](#)
- [Annex 6.67 2019 Administrative Activity Report.pdf](#)
- [Annex 6.68 Delicate Tasks Guide and Directive.pdf](#)
- [Annex 6.69 Sample January 2019 Constructional Maintenance Report.pdf](#)
- [Annex 6.70 Sample April 2019 Mechanical Maintenance Report.pdf](#)
- [Annex 6.71 Sample July 2019 Electrical Maintenance Report.pdf](#)
- [Annex 6.72 2019 Landscape Maintenance Report.pdf](#)
- [Annex 6.73 Sample Attendee List of Capsul Design Meeting for EE Department.pdf](#)
- [Annex 6.74 Sample Attendee List and Minutes of Capsul Design Meeting for EE Department.pdf](#)
- [Annex 6.75 Attendee List and Meeting Minutes of Model Factory Meeting.pdf](#)
- [Annex 6.26 Attendee List Grad Director Presentation and Suggestions.pdf](#)
- [Annex 6.27 Grad Director Presentation.pdf](#)
- [Annex 6.28 AMN Interdisciplinarity State.pdf](#)
- [Annex 6.29 ARCH Interdisciplinarity State.pdf](#)
- [Annex 6.30 BENG Interdisciplinarity State.pdf](#)
- [Annex 6.31 ECE Interdisciplinarity State.pdf](#)
- [Annex 6.32 IE Interdisciplinarity State.pdf](#)
- [Annex 6.33 MSME Interdisciplinarity State.pdf](#)
- [Annex 6.34 SIE Interdisciplinarity State.pdf](#)
- [Annex 6.35 Prof. Usta's Presentation.pdf](#)
- [Annex 6.36 Attendee List and Evaluations.pdf](#)
- [Annex 6.37 Attendee List and Topics Discussed.pdf](#)
- [Annex 6.38 Attendee List and Minutes.pdf](#)
- [Annex 6.39 Attendee List.pdf](#)
- [Annex 6.40 Attendee List and Minutes.pdf](#)
- [Annex 6.41 Task Force Suggestions.pdf](#)
- [Annex 6.42 Task Force Suggestions.pdf](#)
- [Annex 6.43 Grad School Criteria for Interdisciplinary Programs.pdf](#)
- [Annex 6.44 Sustainable Interdisciplinary Grad Program Criteria Senate Decision.pdf](#)
- [Annex 6.45 Grad School Annual Report 2019.pdf](#)
- [Annex 6.46 Secretariat General Seminar.pdf](#)
- [Annex 6.47 Assessment Meetings.pdf](#)
- [Annex 6.48 EBYS Directive.pdf](#)
- [Annex 6.49 Financial Affairs Training.pdf](#)
- [Annex 6.50 Ethical Agreement.pdf](#)
- [Annex 6.3 Attendee List EMI Meeting.pdf](#)
- [Annex 6.4 Problems and Actions EMI Meeting.pdf](#)
- [Annex 6.5 Presentation of Prep School Director.pdf](#)
- [Annex 6.6 Prep School Instructors Sustainability Concerns.pdf](#)
- [Annex 6.7 Director Response for Sustainability Report.pdf](#)
- [Annex 6.8 Prep School Survey Report.pdf](#)
- [Annex 6.9 Minutes Meeting 1.pdf](#)
- [Annex 6.10 Minutes Meeting 2.pdf](#)
- [Annex 6.11 Minutes Meeting with Turkish Instructors 3.pdf](#)
- [Annex 6.12 Minutes Meeting with International Instructors 4.pdf](#)
- [Annex 6.13 Problems Remedies.pdf](#)
- [Annex 6.14 Improvements by Prep School Management.pdf](#)
- [Annex 6.15 Revised Prep School Regulation.pdf](#)
- [Annex 6.16 Revised Prep School Directive.pdf](#)
- [Annex 6.17 CELT Reports.pdf](#)
- [Annex 6.18 Principal's Report.pdf](#)
- [Annex 6.19 Yearly Prep School Activity Report.pdf](#)
- [Annex 6.20 Presentations Attendee List.pdf](#)
- [Annex 6.21 Single Page Presentations.pdf](#)
- [Annex 6.22 Attendee List Eval Meeting.pdf](#)
- [Annex 6.23 Attendee List Grad Board Meeting.pdf](#)
- [Annex 6.24 Attendee List Grad Board Meeting.pdf](#)
- [Annex 6.25 Attendee List Grad Board Meeting.pdf](#)

2. Kaynakların Yönetimi

Regarding the issues addressed in the "Management of Resources" section of the External Evaluation Feedback Report, the following can be said:

All precautions are being taken in order to employ the right personnel in the right department as much as the state personnel regulation allows for the structuring and organization of universities. AGU is aware that employing high quality international personnel is important to keep the quality bar high for internationalization at the university where medium of instruction is English and expects all official relevant institutions to continue their support in this regard.

As a state university, AGU implements mechanisms of incentives, appreciation, and rewards within the limits of the regulation. For instance, employees are offered training as an incentive to gain competences necessary for promotion and more career opportunities.

To improve competencies of students to get accustomed to the university environment, the AGU Centre for the Enhancement of Learning and Teaching (CELT) continues to organize events ([Annex 6.120 Academic Orientation for Students by CELT](#)).

To improve the competencies of the faculty, the Centre is open to give education seminars for the volunteering departments. The Electrical and Electronics Department has volunteered to get such seminars from the Centre, and the Centre arranged conversation sessions with the faculty members and teaching assistants of the department ([Annex 6.121 through 6.123 CELT Conversation Sessions](#)).

In collaboration with the Graduate Schools, CELT offered the "Preparing Future Faculty" course for new and former graduate students to introduce the

principles of teaching ([Annex_6.124_Preparing_Future_Faculty_Syllabus](#)).

In addition to the education and training activities offered to the students and faculty, proper education and training activities for the administrative offices are organized as well.

The Secretariat General organized seminars on November 6-7, 2019 with two invitees from Galatasaray University, one faculty secretary and one institute secretary, in order to avoid problems experienced in the past processes of the Faculty, Institute and Department Secretaries at AGU and to share experience ([Annex_6.46_Secretariat_General_Seminar](#)). As a result of these seminars, experience was shared, standardization of the processes was aimed, and practices were aligned.

The Administrative and Financial Affairs organized on-the-job training sessions by experts for the personnel in order to teach the legislation updated several times and minimize mistakes in correspondence and activities ([Annex_6.49_Financial_Affairs_Training](#)). As a result of the training, it has been observed that less errors were made by the concerned personnel. It was ensured that all the personnel signed the ethical agreement for public officials, and its provisions were implemented ([Annex_6.50_Ethical_Agreement](#)).

In order to ensure standardization and offer high quality services, in 2019, the Human Resources issued and put into effect several directives ([Annex_6.55_Leave_Directive_for_Academic_and_Administrative_Staff](#)), ([Annex_6.56_Security_Clearance_and_Archival_Investigation_Directive](#)), ([Annex_6.57_Disciplinary_Proceedings_Guide](#)), ([Annex_6.58_Hiring_Contract_Academics_after_the_Retirement_Age](#)). Within the year, an information meeting was held on norm staffing ([Annex_6.60_Information_Meeting_Norm_Staffing](#)), and several in-service training sessions were organized ([Annex_6.61_In-service_Training](#)) as a result of which processes were improved for better services.

AGU scrutinizes all academic applications through a very tough screening process. Minimum criteria were revised and set objectively and measurably for the appointment and promotion of academics considering a minimum quality threshold between different faculties. They are available on CoHE's website (https://www.yok.gov.tr/Documents/Akademik/AtanmaKriterleri/abdullah_gul_kriter.pdf).

AGU asks the applicants to submit a cover letter, statement of teaching, statement of research, statement of contribution (to the institution, academic field, and the society), 3 reference letters (at least one of them from the applicant's thesis advisor), to give a seminar in one's research field all in English. First, the department evaluates the application materials and the seminar. If the department sees the application appropriate, it forwards it to the faculty. Then, the faculty assesses the application; if it sees it appropriate, the application is forwarded to the Provost. Then, the Provost evaluates the application; if the Provost sees it appropriate, the application is forwarded to the Rector. If the Rector sees the application appropriate, then the official advertisement procedures are started. Once the official advertisement procedure is started and the open position is announced in the Official Gazette, it is possible that more than one application can be received. If that happens, all the application materials are sent to the appointed juries. Based on the application materials, each jury is asked to answer certain set of questions which try to find out if the candidate is appropriate for the vision, mission, goals, and targets of AGU's Strategic Plan. Usually, the pre-assessed candidate comes out as the best candidate, but from time to time it is possible that a better candidate applies to the same position. In that case, the position is granted to the better candidate. An AGU Faculty portfolio document is also produced (<http://www.agu.edu.tr/userfiles/tto/min.pdf>).

AGU prioritizes to recruit successful students to its faculties and departments. For this purpose, with the directives of the Rector, a Coordination Office of Prospective Students is established to coordinate the activities of volunteers for publicization and promotion activities at AGU (<http://adayogrenci.agu.edu.tr>). This office works with appointed academic and administrative personnel from AGU and a group of volunteering students to publicize and introduce AGU and its departments. These volunteers specifically introduce each undergraduate program and their work fields, practices, and post-graduation opportunities to the high school students all year long. They make regular high school visits, attend education fairs, and arrange publicity seminars in, around and out of Kayseri. For these activities, they visit about 20-30 different cities ranging from Nevşehir, Niğde, Sivas to Mersin, Adana, Ankara, and Izmir (https://www.instagram.com/agu_tag/?hl=en) Every year, members and volunteer students of this committee are renewed. After a whole year of publicity and promotion activities in different cities, a Publicity Days event is organized on the campus for about 15 days once the Central Placement Exam results are announced. Candidate students learn their rankings in this exam and get prepared to select the Higher Education Institution. This event takes place from the day of announcement of the exam results until the last day and time of the submission of the preference list in which student candidates order the universities they want to enroll at. Once the student placements are announced, initially a couple of evaluation meetings are held with the senior administration, the heads of the faculties and departments, and the Coordination Office of Prospective Students ([Annex_6.125_and_6.126_Student_Placements_Eval_Meetings](#)). Later, an initial evaluation report is generated about the placement results ([Annex_6.127_Initial_Eval_Report](#)). After that, a second round of meetings with each department, and their members are organized to evaluate the placement results specifically related to that department ([Annex_6.128_Attendee_Lists_of_Meetings](#)). After all of these evaluation meetings, a final analysis report regarding the latest placement results is created by the Coordination Office of Prospective Students ([Annex_6.129_Final_Analysis_Report](#)). Since high quality outputs are possible only with high quality students, academics, and facilities, AGU gives utmost importance to the recruitment of successful students. Hence, AGU arranges many meetings under the leadership of the Rector to assess the placement results, produce strategies for the publicity and promotion for the upcoming years ([Annex_6.130_and_6.131_Samples_Strategy_Meetings](#)).

A fair rather than equal distribution is prioritized in the distribution and management of the financial resources. The resources are managed and distributed among the Rectorate, faculties, schools, institutes, the office of the secretary general in a manner enabling maximum budget performance and an increase in the university's education, research and societal impact outcomes.

AGU wants to establish top level facilities both for the students and the academics as much as possible with the available sources. This includes the classroom facilities, education and research laboratories, maker space facilities, social and study spaces for students at the university halls. There are continuous efforts for the improvement of educational spaces: technological infrastructure of the classrooms, appropriateness of the classrooms for active learning activities, spaces for learning by doing activities, flipped classrooms, and learning environment, etc. ([Annex_6.132_through_6.141_Learning_Social_Infrastructure](#)). A sample document showing some of the facilities across the university can be reached from the following AGU's web page (<http://www.agu.edu.tr/userfiles/up/Ogrenci-El-Kitapcigi-v3.pdf>).

AGU has various laboratories around the campus ([Annex_6.142_2019_Lab_and_Personnel_List](#)). AGU made an official application to CoHE for the establishment of the Central Research Lab ([Annex_6.143_and_6.144_Central_Lab_Application_Forms](#)). Rules and regulations have also been developed for the Central Research Lab ([Annex_6.145_Central_Lab_Rules](#)). CoHE approved the application ([Annex_6.146_CoHE_Approval](#)). The laboratory rooms, equipment list, and the responsible personnel for the Central Research Lab are provided herewith ([Annex_6.147_Central_Lab_Rooms_Inventory_Personnel](#)). An introductory catalogue prepared for the AGU's Central Research Lab is also available ([Annex_6.148_Central_Lab_Introductory_Catalogue](#)). Besides, a web page is now online for the AGU Central Research Lab (<https://merlab.agu.edu.tr>).

The "Innovation in Teaching Award" was handed out the second time at the end of the 2018-2019 academic year ([Annex_3.45_Innovation_in_Teaching_Award](#)). For the purpose of encouraging and acknowledging best practices in teaching, in 2019, the AGU management initiated another award project entitled "Excellence in Teaching Award" ([Annex_3.46_Excellence_in_Teaching_Award](#)). It was awarded for the first time this academic year. The guidelines for nominating criteria, deadlines, evaluation, the award ceremony and the required supporting documents have been described ([Annex_6.149_CELT_Innovation_Award_Criteria](#)).

Recruitment/appointment of administrative personnel is secured with competence requirements based on job positions as stated in previous internal evaluation reports.

Movable and immovable resources are managed effectively as stated in previous internal evaluation reports.

In the 2019 National Student Satisfaction Survey (TÜMA) results, our institution ranked the 1st among state universities and 5th among all universities in the ranking of universities with the highest levels of satisfaction which can be seen on the 21st page of the report ([Annex_6.150_TUMA 2019 Student Satisfaction Survey Results](#)).

AGU has been gathering the required data since 2018 for Times Higher Education's University Impact Rankings (Sustainable Development Rankings). Universities request to be evaluated in three different categories of the Sustainable Development Goals. According to the rankings announced, AGU was chosen the 4th best in "Sustainable Cities and Communities" category, 32nd in "Climate Action", 58th in "Reduced Equalities", and placed among the best 101-200 universities in the World.

(https://www.timeshighereducation.com/rankings/impact/2019/overall#!/page/0/length/25/sort_by/rank/sort_order/asc/cols/undefined)

(https://www.timeshighereducation.com/rankings/impact/2019/sustainable-cities-and-communities#!/page/0/length/25/sort_by/rank/sort_order/asc/cols/undefined).

According to the 2019-2020 results of University Rankings by Academic Performance (URAP) carried out in Turkey, AGU ranked 2nd among the universities established after 2000 (same as last year and best Public University), 4th among universities with less than 6000 students (same as last year), 9th among universities which do not have a medical faculty (10th last year), 22nd among 108 public universities in Turkey (29th last year), 26th among 166 public and private universities in Turkey (34th last year) ([Annex_6.151 URAP Rankings](#)). URAP ranks the universities based on nine criteria: 1. Number of articles, 2. Number of articles per faculty member, 3. Number of citations, 4. Number of citations per faculty member, 5. Number of Scientific documents, 6. Number of scientific documents per faculty member, 7. Number of Ph.D. students, 8. The Ph.D. student ratio, 9. Number of students per faculty member.

According to the QS (Quacquarelli Symonds), one of the world-recognized ranking institute, AGU was listed in the EECA (Eastern Europe and Central Asia) Ranking for the first time this year even though it received its first students in 2013. AGU was ranked the 1st among the Turkish Universities in terms of citations per paper and the 2nd in the EECA, 6th among the Turkish Universities in terms of international faculty and 27th in the EECA, 9th among the Turkish Universities in terms of papers per faculty and 72nd in the EECA ([Annex 6.152_QS_Rankings](#)).

İnsan kaynakları yönetimi

Olgunluk Düzeyi: Kurumda stratejik hedeflerle uyumlu ve tüm alanları kapsayan insan kaynakları yönetim modeli sürdürülebilir ve olgunlaşmış uygulamalarla kurumun tamamında benimsenmiş ve güvence altına alınmıştır; bu hususta kurumun kendine özgü ve yenilikçi birçok uygulaması bulunmakta ve bu uygulamaların bir kısmı diğer kurumlar tarafından örnek alınmaktadır.

Kanıtlar

- [Annex_6.120 Academic Orientation for Students by CELT.pdf](#)
- [Annex_6.121 Academic Orientation for New Faculty by CELT.pdf](#)
- [Annex_6.122 Conversation Sessions Presentation_1.pdf](#)
- [Annex_6.123 Conversation Sessions Presentation_2.pdf](#)
- [Annex_6.124 Preparing Future Faculty Course Syllabus.pdf](#)
- [Annex_6.125 Student Placements Eval Meetings.pdf](#)
- [Annex_6.126 Student Placements Eval Meetings.pdf](#)
- [Annex_6.127 Initial Eval Report.pdf](#)
- [Annex_6.128 Attendee Lists of Meetings.pdf](#)
- [Annex_6.129 Final Analysis Report.pdf](#)
- [Annex_6.130 Samples Strategy Meetings.pdf](#)
- [Annex_6.131 Samples Strategy Meetings.pdf](#)
- [Annex_6.149 CELT Innovation Award Criteria.pdf](#)
- [Annex_6.150 TUMA 2019 Student Satisfaction Survey Results.pdf](#)
- [Annex_6.151 AGU URAP 2019 Results.pdf](#)
- [Annex_6.152 AGU - 2019 International Rankings.pdf](#)

Finansal kaynakların yönetimi

Olgunluk Düzeyi: Kurumda tüm alanları kapsayacak şekilde yürütülen finansal kaynakların yönetimi uygulamalarına ilişkin sonuçlar sistematik olarak izlenmekte, paydaş görüşleri alınmakta ve izlem sonuçları paydaşlarla birlikte değerlendirilerek önlemler alınmaktadır.

Kanıtlar

- [Annex_6.132 Active Learning Classroom Facilities.pdf](#)
- [Annex_6.133 Conference Hall Facilities.pdf](#)
- [Annex_6.134 Dining Hall Facilities.pdf](#)
- [Annex_6.135 Exhibition Hall Facilities.pdf](#)
- [Annex_6.136 Fitness Center Facilities.pdf](#)
- [Annex_6.137 Laboratory Facilities.pdf](#)
- [Annex_6.138 Library Facilities.pdf](#)
- [Annex_6.139 Maker Space Facilities.pdf](#)
- [Annex_6.140 Sport Facilities Sport Facilities.pdf](#)
- [Annex_6.141 Student Leisure Time Facilities.pdf](#)
- [Annex_6.142 2019 Lab and Personnel List.pdf](#)
- [Annex_6.143 Central Lab Application Forms.pdf](#)
- [Annex_6.144 Central Lab Summary Application Forms.pdf](#)
- [Annex_6.145 Central Lab Rules.pdf](#)
- [Annex_6.146 CoHE Approval.pdf](#)
- [Annex_6.147 Central Lab Rooms Inventory Personnel.pdf](#)
- [Annex_6.148 Central Lab Introductory Catalogue.pdf](#)

3. Bilgi Yönetim Sistemi

AGU has started different initiatives to establish an institutional quality information system to improve quality processes integrating all information systems created for different purposes.

One of them is the Bologna Module of the University Information System (UIS), the first phase of which was put into effect in 2019. Via this first phase of the Bologna module, the following will be accessible: course catalog information, syllabus, course content, course objectives, learning outcomes, course policy, attendance policy, cheating policy, learning activities, course load, weekly schedule, assessment policy, course and program learning outcome matrix information. In this way, all the related information will be digitalized and will be available online to the concerned stakeholders. The development of other phases of the module is underway. When the development of all phases of the module is completed, all the course related materials required for accreditation

processes will be collected in a digital folder. Currently, the open source CANVAS Learning Management System (LMS) is used to assign readings, homework, and other flipped learning assignments to students, to ask for students to upload their homework or assignments to the CANVAS LMS, to assess their work, and to communicate with and give feedback to the students. When the development process of the Bologna Module is completed, it is expected that the CANVAS LMS and Bologna Module will be able to talk to each other and share information.

Another improvement provided in the UIS is the Erasmus Module which was put into effect in 2019. Through the Erasmus Module, it is possible to match online the courses that the AGU Erasmus/Exchange students take from the partner universities with the courses in the AGU curricula. It is possible to monitor the information and transfer the ECTS credits of the approved courses taken during the Erasmus/Exchange into their transcripts.

AGU has put into effect a new laboratory equipment information system over a web page to follow up all the laboratory equipment in different centers, faculties, and departments and make them available for all the faculty. All of the equipment purchased with faculty budgets, specific center budgets, or a specific project budget are tracked down and sorted out. The areas where they should serve best as well as the responsible units and the personnel are determined by a committee founded just for this purpose. The list of all laboratory equipment is published online for the faculty to see which equipment is available and can be requested for use to prevent multiple and unnecessary repetitive purchases (<http://files.agu.edu.tr/lab/>).

Different information management systems are used at the institution to collect data regarding different activities and processes, analyze those data, and create reports. These systems run as stated in previous internal evaluation reports. Key performance indicators to be followed by the institution are collected and shared with the relevant faculty, school, Office of the Secretariat General, departments, offices, centers, boards, committees, and commissions via the information management systems. Various information management systems are effectively used to collect information about performance indicators for the quality mechanisms and decision-making processes of office heads. The information management systems used by offices to collect data differ. BAPSIS is used to collect research data, AVESIS for activities of academic personnel, UIS for the management of student information, CANVAS and SCHOOLOGY for the management of student learning, INFORMATION SECURITY, THREATS AND ACTIVITY MANAGEMENT for protection of the university website and information management systems against cyber-attacks. All these different systems support quality management and other processes. Information for the internal and external institutional evaluation is recorded by relevant units, offices, centers, boards, committees, and commissions as activities are carried out according to past experience gained from internal and external evaluation processes and needs.

AGU is working on AGU-wide critical information collection, digitalization and open access issues to provide a better service to the internal and external stakeholders. Different data collection and digitalization meetings are carried out at different times ([Annex 6.153 Attendee List and Minutes Meeting for Dıgital Transformation at AGU](#)). Subcommittees are established to tackle down the problems in different subtitles such as education, research, societal contribution, and administration. The committees have been doing brainstorming and worked on the strategic roadmap for collecting critical information, digitalization, and open access issues ([Annex 6.154 Sample Attendee List and Minutes Open Access Meeting](#)). These committees especially spent time to determine which data are critical and need to be collected and followed. This work is a long-running process. On the other hand, for the digitalization and open access of the outputs related to the education, research, societal contribution, and administrative activities of AGU, a DSPACE web portal was put into effect in 2019 (<http://openaccess.agu.edu.tr/xmlui/>).

Every office is responsible for the safety, confidentiality, and reliability of the data they collect. Office heads warn and train their own personnel in this regard.

Moreover, the Department of Information Technology Services logs activities on Information Security, Threats, and Activity Management servers and network systems. In case of an interference with the information management systems, activities violating the security, confidentiality, and reliability, logs are retrospectively analyzed. The IP, time, place of interference and affected systems are determined to initiate necessary investigation.

Thanks to the departments, offices, boards, committees and commissions, the institutional memory is protected and its sustainability guaranteed.

Entegre bilgi yönetim sistemi

Olgunluk Düzeyi: Kurumda tüm süreçleri destekleyen entegre bilgi yönetim sistemine ve kullanımına ilişkin sonuçlar sistematik olarak izlenmekte, paydaş görüşleri alınmakta ve izlem sonuçları paydaşlarla birlikte değerlendirilerek önlemler alınmakta ve ihtiyaçlar/talepler doğrultusunda güncellemeler gerçekleştirilmektedir.

Kanıtlar

- [Annex 6.153 Attendee List and Minutes Meeting for Dıgital TRansformation at AGU.pdf](#)
- [Annex 6.154 Sample Attendee List and Minutes Open Access Meeting.pdf](#)

Bilgi güvenliği ve güvenilirliği

Olgunluk Düzeyi: Kurumda bilgi güvenliği ve güvenilirliğinin sağlanmasına yönelik uygulamalar sistematik olarak izlenmekte ve izlem sonuçları paydaşlarla birlikte değerlendirilerek önlemler alınmaktadır.

4. Destek Hizmetleri

Procurement criteria are determined by experts in technical specifications and administrative contracts based on the type of the service. There are technical specifications and administrative contracts for various service procurements such as car rental with drivers, personnel shuttle, dining services, electricity purchase, moving services. In all these service procurements, the technical and administrative specifications are drafted for the benefit of the institution, its employees and students. For possible deficiencies or flaws in the service quality, verbal and written warnings are made, and relevant articles are added into the contracts for the termination of services. Contracts are signed and put into effect after the scrutiny of the Office of the Legal Counsel ([Annex 6.155 Dining Technical Contract](#)).

Quality of the outside services procured is evaluated with feedback collected from academic or administrative personnel or students. Service providers are directly warned verbally or in writing. In case that verbal and written warnings are not enough for quality improvements, punitive articles stated in administrative contracts are executed for the desired quality level. Punitive articles might go as far as to the termination of a current service. Warning letters were issued to relevant companies, and penalties were imposed for the purpose of eliminating setbacks and deficiencies detected in 2019 ([Annex 6.51 Financial Affairs Inspections](#)).

In 2019, the Health, Culture, and Sports procured services for the cafeteria, dining, and stationery and renewed the lease agreements to add the Smoke-Free Campus policy ([Annex 6.62 Smoke Free Campus Policy](#)). A Dining Satisfaction Survey was undertaken, and based on its results, the catering firm was notified in writing ([Annex 6.64 Dining Satisfaction Survey and Report](#)), and later it was checked whether the detected setbacks and deficiencies were corrected.

Hizmet ve malların uygunluğu, kalitesi ve sürekliliği

Olgunluk Düzeyi: Kurumda, dışarıdan tedarik edilen tüm hizmetlerin ve malların kalitesini güvence altına almak üzere tedarikçilerle yakın işbirlikleri yürütülmekte, tedarikçilerin performansı ve memnuniyetleri sistematik olarak izlenerek paydaşlarla birlikte değerlendirilmekte ve gerekli önlemler alınmaktadır.

Kanıtlar

- [Annex_6.155_Dining_Technical_Contract.pdf](#)

5. Kamuoyunu Bilgilendirme ve Hesap Verebilirlik

In line with the information provided in previous internal evaluation reports, the institution works effectively and accountably.

Some processes are followed for accountability and transparency. There are internal and external evaluations as well as audits of the Court of Accounts and CoHE. Moreover, the institution still works on realizing sharing and feedback processes suggested in the institutional strategic plan with regard to accountability and transparency. The Office of the Internal Audit also monitors departments and offices with the directive of the Rector. This process allows the senior management to spot errors and take corrective measures.

Transparency and objectivity are aimed with information sharing in its various types. Whichever unit, office, center, board or committee carries out an activity for education, research-development or societal contribution, they either announce it to the public on their websites, social media accounts, AGU News, electronic mailing groups or by the AGU Press depending on its importance and relevance for the society. (<http://agunews.agu.edu.tr/node/26>). AGU News is read by a committee composed of academic staff, checked, and approved. After this process, it is shared with internal and external stakeholders online and in print. Event announcements are also made following the control and approval of relevant offices and then shared on virtual platforms. The institution's ethical values are observed in information sharing. The institution does not have a written document breaking down this process. However, the senior management carries out informal supervision and assessments regularly.

Kamuoyunu bilgilendirme

Olgunluk Düzeyi: Kurumun kamuoyunu bilgilendirme faaliyetlerine ilişkin bulgular izlenmekte, paydaş görüşleri alınmakta ve izlem sonuçları paydaşlarla birlikte değerlendirilerek önlemler alınmaktadır.

Hesap verme yöntemleri

Olgunluk Düzeyi: Kurumun hesap verme faaliyetleri sonucunda elde edilen bulgular izlenmekte, paydaş görüşleri alınmakta ve izlem sonuçları paydaşlarla birlikte değerlendirilerek önlemler alınmaktadır.

SONUÇ VE DEĞERLENDİRME

AGU has been designed as a university model that aims to integrate the functions of education and research, and to create synergy between the two functions with a view to contributing to the society and finding solutions to global problems.

AGU has put forward its strategies in research, education, management, and societal contribution within the context of its vision and mission to be a prestigious international university which has internalized innovation and creativity, which generates knowledge and contributes to the science and society at high levels by transforming knowledge into value. AGU prepared its 2018-2022 Strategic Plan based on this design foregrounding high quality in all its functions, processes, and activity areas (culture, personnel, students, objectives, processes).

AGU aims to establish a certain quality culture over time. Even though certain quality level has been realized with regard to standardization and institutionalization of the processes, institutionalization is an ongoing process itself, and the activities to disseminate the quality processes to all academic and administrative offices still continue. Within this scope, training, meetings, and panels are organized to raise the quality awareness of all personnel and to foster the culture of quality. In the future, it is aimed to increase the number of such activities and improve them. Execution of activities in the way they are written and completion of the quality cycle (plan-do-check-act) in all activities are deemed essential.

There is already an institutional system to measure, monitor, and evaluate research, education, management, and societal impact processes objectively and transparently with contribution and assessments of internal and external stakeholders on a regular basis. All the processes are coordinated by the Quality Committee established within AGU under the presidency of the AGU Rector. Although there are different information management systems in place, a university-wide digitalization effort has been initiated to improve the institutional system by gathering and analyzing timely and critical data on the academic and administrative performance. The initiative is being led and managed by a committee that is comprised of academic and administrative personnel from different departments. In order to establish a basis for continuous improvement of all processes, an effort to prepare a handbook for the quality assurance system of the university has been initiated. The handbook is going to define how to measure, monitor, evaluate, and improve all processes. It will also define interrelationships between the processes and how the feedback from external and internal stakeholders will be incorporated into the continuous improvement cycle. The activities for the preparation of the strategic plans of the units still continue.

AGU wants to pioneer the 3rd generation university concept in all its activities including but not limited to education, research, and societal contribution. In accordance with its aim, AGU has been using a new innovative "3-Dimensional Curriculum (3DC) Strategy" since its establishment: The first dimension, Personal Development Path (PDP), focuses on personal development so that the students mature psychologically, socially, and culturally. The second dimension, Global-Local (Glocal) Challenges Path, focuses on "Glocal" issues such as Entrepreneurship and Innovation, Health and Food, Cities and Societies, Immigration, and Sustainability. The third dimension, Professional Development Path, focuses on technical and vocational development of the students.

Each department has its own approach beyond the traditional course-based curricula in order to close the gap between theory and practice via a hands-on approach. Their designs are structured to trigger learning according to the needs of real-world problems, and also to improve students' motivation/engagement while they produce tangible outcomes. As examples of good practices, some courses in Industrial and Civil Engineering can be shown where they are carried out at factories/organizations and students gain first-hand experiences from the people who are working on real world problems. The Electrical-Electronics Engineering Department uses a Capsule-based approach as the department is chosen the pilot department to implement the new university model. Global Courses are composed of student-produced content including papers, presentations, ideas, projects, posters, videos, as well as games in small groups, in order to provide solutions for complex global problems. These courses, led by multidisciplinary teaching teams, also enable faculty members to bring their disciplinary expertise into the classroom and use active learning methods.

The 3D Curriculum Strategy has resulted in the following achievements: AGU's interdisciplinary approach helped faculty members develop their skills and strengthen institutional bonds. Students' skill development has been significant and appreciated by the industry. Great direct impact on the community has been noticed, thanks to the student-led/community-oriented projects of the Glocal/Personal Development paths.

All these activities to realize the 3D Curriculum Strategy were put into action in accordance with the design phase of the project supported by the Ministry of Science, Industry and Technology. A final Summary Report has been prepared showcasing the AGU model and converted into a form of booklet with the title "Innovative University Design: AGU Model" ([Annex_7.1_Innovative_University_Design_AGU_Model](#)). AGU now is in the application phase of this project.

Program records have been revised on the scope of institutional learning outcomes and the THEQF. Course details have also been revisited, and brief records have been modified. The University Information System (UIS) Bologna Module has been designed in collaboration with the departmental Bologna coordinators. The module has become accessible to faculty members for course info-pack uploads. Bologna Accreditation Committee reviewed graduate and undergraduate programs, and restructured their curriculum development to make their technical and non-technical prerequisite-elective course distributions much more visible.

The Center for the Enhancement of Learning and Teaching (CELT) continued to organize events, such as conversation sessions with the Electrical and Electronics Engineering Department faculty members and teaching assistants. In collaboration with the Graduate School of Engineering and Science, CELT also offered the "Preparing Future Faculty" course for new and former graduate students to introduce the principles of teaching. A new award called "Excellence in Teaching" has been initiated to encourage and acknowledge best practices in the role of teaching.

AGU facilities, infrastructure, and organizations for the active development of students were improved in 2019 with the support of various Offices. For example, the working hours for the Library were extended. The number of student clubs reached 21. The Fitness Center became active for the students' use in addition to the elective sports courses. Various extracurricular classes and organizations also continued in 2019. Accommodation capacity for graduate students has been increased.

The AGU Career and Employability Office was strengthened with new personnel and started to offer new services. The Office organized various activities, workshops, and training sessions with prominent speakers. It also improved its mechanism to track the alumni and its communication with them. Each month, a story of a graduate is published in the AGU News to inspire current students. It also established a Student Club to facilitate the relationship between the university and the alumni.

One of the high priorities of the university is to integrate research activities at AGU with its education and societal services. In order to support and improve the research infrastructure, AGU founded the Central Research Facility (AGU-CRF) in 2019. The Facility offers 1224 m² closed area and 788 m² lab space for nine thematic laboratories, aiming to be an attraction research and development center for successful researchers from academy and industry in our country, including the talented graduate students. Under CoHE's 100/2000 scheme, the number of graduate students enrolled in the program has reached 45.

The Technology Transfer Office was transformed into a company at the end of 2018 and strengthened with new employees to improve its services. Throughout 2019, the Technology Transfer Office expanded its operations with its new personnel, organized project-related training, and applied to national and international projects.

Giving a high level of importance to quality, AGU works to increase quality in academic and administrative offices continuously. Quality processes develop dynamically as feedback is collected from each unit and precautions are implemented quickly. Satisfaction surveys are carried out on a regular basis for students.

For a newly founded technical university where the medium of instruction is English such as AGU and where quality in all aspects is on the forefront, there is an increasing need for flexibility and investment support from relevant state institutions. This support might be in the form of allowing to employ highly qualified international faculty as much as possible, helping to establish funds for start-up budgets for university funded Scientific Research Projects (BAP) especially if there is not a Medicine Faculty which allows to accumulate quite a sum of BAP budget, or changing the legislation so that the BAP budget is provided as a separate expense item.

In 2019, to increase the students' satisfaction, help them set targets, and boost their motivations, the Rector initiated separate meetings with students from different years to explain the values to which AGU gives importance and listen to the students, get their feedback to improve the services provided to them in the university. AGU decided to embrace and promote the following values (<http://www.agu.edu.tr/agu-values>) and expect their graduates to bring these values into their lives: Daring to Dream, Exploring with Passion, Leading the Change, Aiming for Excellence, Succeeding Ethically, Prevailing Together, Showing Empathy, Contributing to Society, Becoming Global, Praising Style.

AGU has developed a set of criteria for its own interdisciplinary graduate programs in line with the UN Sustainable Development Goals by examining the global trends in interdisciplinary higher education programs.

As a result of quality improvement activities undertaken at the University, the following achievements have been obtained on national and international scales:

According to the Times Higher Education's University Impact Rankings (Sustainable Development Rankings), AGU was chosen the 4th best in "Sustainable Cities and Communities" category, 32nd in "Climate Action", 58th in "Reduced Equalities", and placed among the best 101-200 universities in the World. (https://www.timeshighereducation.com/rankings/impact/2019/overall#/page/0/length/25/sort_by/rank/sort_order/asc/cols/undefined) (https://www.timeshighereducation.com/rankings/impact/2019/sustainable-cities-and-communities#/page/0/length/25/sort_by/rank/sort_order/asc/cols/undefined).

According to the 2019-2020 results of University Rankings by Academic Performance (URAP) carried out in Turkey, AGU ranked 2nd among the universities established after 2000 (same as last year and best Public University), 4th among universities with less than 6000 students (same as last year), 9th among universities which do not have a medical faculty (10th last year), 22nd among 108 public universities in Turkey (29th last year), 26th among 166 public and private universities in Turkey (34th last year) ([Annex_6.151_URAP_Rankings](#)). As an important figure of merit for the research output, AGU is placed in the top of Turkish university rankings in terms of scientific articles and citations per academic staff. According to the 2019 data of URAP, the average of scientific articles published in internationally indexed journals per academic staff is 91/79=1.15 at AGU. URAP ranks the universities based on nine criteria: 1. Number of articles, 2. Number of articles per faculty member, 3. Number of citations, 4. Number of citations per faculty member, 5. Number of Scientific documents, 6. Number of scientific documents per faculty member, 7. Number of Ph.D. students, 8. The Ph.D. student ratio, 9. Number of students per faculty member.

According to the 2019 National Student Satisfaction Survey of the University Assessments and Research Laboratory (ÜniAR) conducted with 35 thousand 715 participants from 188 universities, AGU ranks the 1st amongst state universities and 5th amongst all national universities. The survey evaluates general satisfaction levels at universities under the categories of "satisfactory learning experience," "fulfilling campus and life," "richness of learning opportunities and resources," and "personal development and career support."

According to the QS (Quacquarelli Symonds), one of the world-recognized ranking institute, AGU was listed in the EECA (Eastern Europe and Central Asia) Ranking for the first time this year even though it received its first students in 2013. AGU was ranked the 1st among the Turkish Universities in terms of citations per paper and the 2nd in the EECA, 6th among the Turkish Universities in terms of international faculty and 27th in the EECA, 9th among the Turkish Universities in terms of papers per faculty and 72nd in the EECA ([Annex 6.152_QS_Rankings](#)).

These accomplishments provide solid evidence supporting and celebrating the attempts of AGU to become an internationally acknowledged higher education institution with differentiated emphasis on contributions to the close and broader society both in the short- and long-term.