

# **KURUM İÇ DEĞERLENDİRME RAPORU**

**ABDULLAH GÜL ÜNİVERSİTESİ**

## 1. Özet

**ABSTRACT**

The purpose of this report is to prepare an overview of AGU's updated institutional information, quality activities carried out in the Leadership Management and Quality Assurance System, Education, R&D and Societal Contribution Frameworks in the year 2021 within the borders and measures outlined in the YÖKAK's (Turkey's Higher Education Quality Board) Institutional Self Evaluation Report (ISER) Guide V3.0 and the web interface prepared for the report entries. Besides; it aims to give information on what was done in 2021 about the areas open to progress determined after external evaluation in 2017 and external monitoring in 2020. It also aims to give information about what are the new strong sides developed after 2017 external evaluation and 2020 external monitoring. Furthermore; it tries to shed light on how Plan-Do-Check-Act (PDCA) cycles are closed in various processes and activities. Carried out at AGU.

As a new approach to handle quality issues at AGU a Quality Coordinatorship (QC) is established in 2021. The head of the coordinatorship is the Vice Rector responsible from the quality affairs. An expert is appointed at QC in March 2021. The need for the tasks carried out by the QC necessitated the appointment of another expert in the coordinatorship and 2<sup>nd</sup> expert is added to the team. QC coordinates 5-year strategic plan preparations, annual Institutional Self Evaluation Report (ISER) preparations, coordinates all the data collection duties across the university and processes them for different purposes, such as national and international rankings.

QC has coordinated 2021 ISER preparations this year. Subchapters of ISER is initially assigned to sub-committees related for each title by the QC. There are different sub-committees assigned for "Institutional Information", "Quality Assurance System", "Education", "Research and Development (R&D)", "Societal Contribution" and "Management" titles. The members of these sub-committees are revised and updated every year. The list of up-to-date committees and their members can be reached from the <http://kalite.agu.edu.tr/quality-sub-commissions> link. These sub-committees arrange regular meetings to discuss what should be done and how should be done, share the workload and produce the ISER chapters, draft summary and result sections related to their title. While producing the report chapter, the sub-committees take into account the units' self-evaluation reports and evidences produced by them, and past External Evaluation Report (EER) and External Monitoring Reports (EMR). Any additional information, material and/or evidence required by the sub-committees are requested from the related unit or office supposed to produce the information, material or evidence. Once each chapter is produced, QC consolidates the chapters produced by the sub-committees, edits and makes revisions on the report to establish a format, language and annex numbering unity across the report and makes sure the links provided in the report are active, working and updated. The head of the QC then goes over the whole report and does final editings.

Within the concept of **Leadership, Quality and Management**, the institution has a management model that will ensure its institutional transformation, implement leadership approaches, establish internal quality assurance mechanisms and internalize the quality assurance culture. The institution has a goal to improve quality in all areas including education, research & development and societal contribution. To achieve this goal institution takes necessary actions and implements required transformations quickly. Institution carries out all its management activities in a participatory approach with a focus on quality. Institution values feedbacks received from the internal and external stakeholders to be able to provide them an environment to work enthusiastically and cooperatively to yield high performance and productivity. Institution develops new projects and carries out pilot applications to be able to bring the new generation university concept into life based on the feedbacks received from the external stakeholders. The institution continuously develops and improves its physical infrastructure according to the budget allocated to her by the central government and has specific quality policies regarding the education, research & development and societal contribution in line with its mission, vision and values. These policies can be seen from <http://kalite.agu.edu.tr/quality-policy> web link. The institution has developed and applied these policies successfully which increased its visibility and recognizability. Institution has updated its organizational structure according to the needs by taking into account the 2017 external evaluation and 2020 external monitoring and stakeholders feedbacks. Although AGU Foundation (AGUV) does not interfere with the decision-making processes of the university, it has continued to support student and faculty human resources. Institution has a descriptive Quality Assurance System and Plan-Do-Check-Act (PDCA) Cycles for Quality Assurance System, Education, R&D, and Societal Contribution. As a new generation university, institution has established an "Internationalization and Quality Plan" comprising all the works needed to be realized including the action plans together with the description of responsible units/people until 2023 to be able to reach the goal of a worldwide known, recognized and accredited university. Biannual reports have been prepared for these works. There are international faculty and students at AGU where the language of education is 100% English and international mobility programs is being used effectively.

Within the Concept of **Education**, Institution has re-developed its signature courses of Global Problems & Responsibilities (GLB) by establishing a working and coordination team with the idea of increasing students' awareness and sensitivity, suggest solutions to the global problems and engage actively with all 17 Sustainable Development Goals (SDGs) of the United Nations (UN, 2021). Since 2016, AGU puts a lot of effort to raise awareness to apply SDGs in all administrative and academic departments. Institution also designed and developed a university-wide Career Planning course under the coordination of Education Committee by arranging meetings with representatives from each department, International Office, and Career Office. All university wide program records, including Program Outcomes (PO), objectives and Course-PO matrix were updated and published on each program's website to initiate and allow a systematic monitoring of course outcomes related with the PO. All the course policies have been re-considered and a new approach has been adopted for all programs to hybrid Hyflex education. Institution has announced a Hyflex Education strategy and transformed many of its classrooms to Hyflex classrooms across the university to facilitate Hyflex education which allows students to follow the course both from the classroom face to face and from a distance via an online Zoom platform outside the classroom. Synchronous components of Hyflex education for selected courses especially with higher number of students is delivered in Hyflex classrooms both face to face and online to avoid seat limit difficulties and to observe distance limits in classrooms especially during the pandemic era. Another very important development achieved in the last Quarter of 2021 is that the Faculty of Engineering and Faculty of Architecture has started the official application process of accreditation for all their undergrad programs since they all have given their 3<sup>rd</sup> year graduates and can observe the outcome of their programs that they have applied for over the years by following their graduates.

Within the Concept of **R&D**, Abdullah Gül University (AGU) is one of the leading research universities in Turkey that is committed to making significant contributions to the advancement of science, technology, education, and society. AGU creates new scientific knowledge and translates these into technological-economic-social values by conducting innovative research on global issues that is coupled with learner-centered novel educational methodologies and robust university-society interactions. The research at AGU reflects a good balance of theory and practice, and is conducted in highly collaborative inter-/trans-disciplinary environments by working closely with many prestigious national and international academic organizations, research institutes, and industrial partners.

Within the framework of the United Nations Sustainable Development Goals, the research at AGU focuses on competitive research areas, including Health and Medical Biotechnology, Smart Systems, Advanced Materials, Cities and Societies, Energy, and Innovation & Entrepreneurship. AGU believes that excellence in higher education and breakthrough in societal impact could only be achieved by genuinely blending research and education using innovative methodologies in a multiplicative manner. In all R&D activities carried out in the institution; PDCA cycle developed for R&D activities has been executed and the necessary activities in areas open to improvement have been conducted by the related units/responsible people. In the performance evaluation, appointment and promotion of faculty members; scientific researches, the outputs obtained therefrom, national and international R&D projects, joint and multidisciplinary projects, and the transformation of these researches to societal impact and economic value have been taken into account. Within this concept; the faculty members are encouraged to establish and work at R&D companies at regional Technopark, to carry out projects collaborating with industry and business world and to produce joint scientific multidisciplinary journal publications together with the industry partners. AGU Foundation (AGUV) financially supports successful researchers.

Regarding the **Social Impact (SI)** AGU prioritises the idea that a university should have a SI that shapes society in order to initiate appropriate solutions to contemporary social problems. Given that priority, AGU seeks to establish close relationships with all segments of society, including but not limited to public institutions, NGOs, private sectors, and community leaders. As a result, AGU's social contribution mission is to implement the Socio-Technical University

Model (STUM) through close and collaborative partnerships on both national and international scale. Our social contribution policy entails transferring scholarly activities into human resource training, innovative technological applications, lifelong educational practices, and community integration that allow academic knowledge to be used in society and disseminated and transformed into a social impact. Since the STUM requires the introduction of considerable social impact into traditional higher education goals (i.e., education and research), AGU appropriates dedicated budgets for social contribution for each research and education activity. As a result, the critical sources of social contribution at AGU ranges from human and financial resources to structural resources distributed across faculties and administrative divisions. Some units receive project grants from various external sources and establish cooperation/partnerships with private and public industrial institutions. Various financial supports from the central budget and some project funds are used to support SI activities at AGU. In line with the SI policy, developed in the AGU's 5-year 2017-2021 Strategic Plan all funded projects must be tackled at least one SDG. Those grants are included but not limited to BAP, TUBITAK, and EU projects. To achieve sustainability for high quality in SI, AGU has developed a monitoring system for enhancing the performance of AGU's SI production. The performance audit model includes a monitoring system to ensure each unit enhances its SI activities. According to the system, the academic and administrative units have been monitored by receiving a biannually SI report to the SI Commission through an electronic form. As a result, the university's long-term vision is to be a community-focused institution that serves the community in various ways, including by encouraging and fostering entrepreneurship among students and researchers. The institution has been ranked within the band of 101-200 among the world universities in the societal contribution category of Times Higher Education (THE) rankings for the last three consecutive years by reaching its international success goal.

## KURUM HAKKINDA BİLGİLER

### 1. Information About the Institution

#### 1.1. Abdullah Gul University Contact Details

Contact details of the Rector of Abdullah Gul University (AGU) is provided in Table 1.

**Table 1: Quality Committee of AGU**

Contact Details	
Prof. Cengiz YILMAZ Address: Abdullah Gul University, Sumer Campus, KAYSERİ Phone: 0 352 2248800 E-mail Address: <a href="mailto:cengiz.yilmaz@agu.edu.tr">cengiz.yilmaz@agu.edu.tr</a> Personal Web Page: <a href="http://rektor.agu.edu.tr">http://rektor.agu.edu.tr</a> Institutional Web Page: <a href="http://www.agu.edu.tr/">http://www.agu.edu.tr/</a>	Rector

AGU Quality Committee responsible for all aspects of quality issues across the university is provided in Table 2.

**Table 2: Quality Committee of AGU**

The Abdullah Gül University Quality Commission	
Prof. Dr. Cengiz YILMAZ	Commission President, Rector
Prof. Dr. İrfan ALAN	Member, Vice-Rector Responsible for Quality Affairs, Administrative and Financial Affairs; Principal of School of Foreign Languages, Director of Graduate School of Engineering and Sciences
Prof. Dr. Bülent YILMAZ	Member, Vice-Rector Responsible for Education Affairs, Chair of Department of Electrical and Electronics Engineering
Prof. Dr. Erk HACIHASANOĞLU	Member, Vice-Rector Responsible for Stakeholder Relations, Dean of Faculty of Managerial Sciences, Dean of Faculty of Humanities and Social Sciences
Prof. Dr. Mehmet ŞAHİN	Member, Faculty of Engineering
Prof. Dr. Alaattin ŞEN	Member, Dean of Faculty of Life and Natural Sciences
Prof. Dr. Vehbi Çağrı GÜNGÖR	Member, Dean of Faculty of Computer Sciences
Prof. Dr. Hakan USTA	Member, Faculty of Engineering
Prof. Dr. İbrahim AKGÜN	Member, Chair of Department of Industrial Engineering
Assoc. Prof. Dr. Burak ASILİSKENDER	Member, Chair of Department of Architecture
Assistant. Prof. Dr. Harika SÜKLÜN	Member, Chair of Department of Business Administration
Mehmet BÜYÜKSİMİTÇİ	Member, President of Kayseri Chamber of Industry
Ömer GÜLSOY	Member, President of Kayseri Chamber of Commerce
Ekrem ÇALIŞKAN	Member, Student Representative
Osman YILDIRIM	Member, Acting Secretary-General
Belgin AKYÜZ	Secretary, Head of Strategy Development Department

Quality Sub-Committees are established under the Quality Committee to better handle the quality related issues and prepare the annual Institutional Self Evaluation Report (ISER). The sub-committees and their members are listed in Table 3.

**Table 3: Quality Sub-Committees and Their Members**

INSTITUTIONAL INFORMATION	
Assoc. Prof. Dr. Harika SÜKLÜN	Commission President, Faculty of Managerial Sciences, Chair of Department of Business Administration
Asst. Prof. Dr. Zeliha SORAN ERDEM	Member, Faculty of Engineering, Department of Engineering Sciences
Onur ERDOĞAN	Secretary, Specialist at Financial Services
QUALITY ASSURANCE SYSTEM	
Prof. Dr. İbrahim AKGÜN	Commission President, Chair of Department of Industrial Engineering
Assoc. Prof. Dr. Kevser KAHRAMAN	Member, Faculty of Engineering
Asst. Prof. Dr. İsmail AKÇOK	Member, Faculty of Life and Natural Sciences, Department of Bioengineering
Asst. Prof. Dr. Faruk GÜVEN	Member, Faculty of Managerial Sciences
Asst. Prof. Dr. Mehmet Celil ÇELEBİ	Member, Faculty of Humanities and Social Sciences, Department of Political Science and International Relations
Osman YILDIRIM	Member, Acting Secretary-General
Belgin AKYÜZ	Member, Head of Strategy Development Department
Onur ERDOĞAN	Secretary, Assistant Specialist of Financial Services

## EDUCATION

Prof. Dr. Burak ASILİSKENDER	Commission President, Chair of Department of Architecture
Assoc. Prof. Dr. Harika SÜKLÜN	Member, Faculty of Managerial Sciences, Chair of Department of Business Administration
Assoc. Prof. Dr. Burak UZAL	Member, Faculty of Engineering, Chair of Department of Civil Engineering
Asst. Prof. Dr. Murat İNAN	Member, Faculty of Humanities and Social Sciences, Department of Sociology
Asst. Prof. Dr. Emel Başak GENCER AKÇOK	Member, Faculty of Life and Natural Sciences, Chair of Department of Molecular Biology and Genetics
Asst. Prof. Dr. Elif BENGÜ	Member, Faculty of Educational Sciences
Lecturer Dr. Daryl YORK	Member, Director of School of Foreign Languages
Fikri ULUSOY	Secretary, Head of Student Affairs Department

## RESEARCH AND DEVELOPMENT

Prof. Dr. V. Çağrı GÜNGÖR	Commission President, Dean of Computer Sciences Faculty, Chair of Department of Computer Engineering
Prof. Dr. Hakan USTA	Member, Faculty of Engineering
Assoc. Prof. Dr. Evren MUTLUGÜN	Member, Vice Dean, Faculty of Engineering
Asst. Prof. Dr. Alper İŞOĞLU	Member, Vice Dean, Faculty of Life and Natural Sciences, Dean of Students
Asst. Prof. Dr. Umur TÜRK	Member, Faculty of Managerial Sciences, Chair of Department of Economy
Asst. Prof. Dr. Evren Mehmet DİNÇER	Member, Faculty of Humanities and Social Sciences, Department of Sociology
Asst. Prof. Dr. Ahmet Erdem TOZOĞLU	Member, Faculty of Architecture, Department of Architecture
Lecturer Bora AKİNCE	Secretary, Technology Transfer Office

## SOCIETAL CONTRIBUTION

Prof. Dr. Sevil Dinçer İŞOĞLU	Commission President, Faculty Member of Life and Natural Sciences, Chair of Department of Bioengineering
Assoc. Prof. Dr. Evren MUTLUGÜN	Member, Vice Dean of Faculty of Engineering
Asst. Prof. Dr. Ahmet COYMAK	Member, Faculty of Humanities and Social Sciences, Chair of Department of Psychology
Asst. Prof. Dr. Talha ERDEM	Member, Faculty of Engineering, Department of Electrical and Electronics Engineering
Asst. Prof. Dr. F. Selen MADENOĞLU	Member, Faculty of Managerial Sciences, Department of Business Administration
Asst. Prof. Dr. Ahmet SORAN	Member, Faculty of Engineering, Department of Computer Engineering
Lecturer, Dr. Sinan AKYÜZ	Member, Faculty of Architecture
Lecturer, Dr. Tuba ARABACI ATLAMAZ	Member, Faculty of Educational Sciences
Lecturer Melike AYGÜN ÇAKIROĞLU	Member, Rectorate, Technology Transfer Office
Lecturer Nimet BULUT	Member, Coordinator of Erasmus Coordination Office, Head of the International Office
Selma MERT	Member, Head of the Library and Documentation Department
Aslı YALÇIN	Member, Construction and Technical Affairs, Architecture
Esra OKUMUŞ	Member, Library and Documentation Department, Officer
Lecturer Hilal DEMİREL	Secretary, Career and Professional Development Office

## MANAGEMENT SYSTEM

Prof. Dr. İrfan ALAN	Commission President, Vice-Rector, Dean of School of Foreign Languages, Director of Graduate School of Engineering and Sciences
Prof. Dr. Erk HACIHASANOĞLU	Member, Vice-Rector, Dean of Faculty of Managerial Sciences, Dean of Faculty of Humanities and Social Sciences
Prof. Dr. Burak ASILİSKENDER	Member, Chair of Department of Architecture
Osman YILDIRIM	Member, Secretary-General
Onur ERDOĞAN	Secretary, Assistant Specialist of Financial Services

### 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 largest industrial campuses of the Republic of Turkey, the Sumerbank Textile Plant. The Sumerbank Textile 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. It has been privatized starting in 1995, changed a lot of hands. When it became uncompetitive, the factory was closed. Before its usage right was transferred to AGU in 2012, the factory was in a deserted and worn out shape. Later, the 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 Sumer Campus have been renovated and re-functionalized by various architects as education, research and social spaces. Besides this city campus, **AGU** has a much larger campus called Mimar Sinan Campus which is still under construction located at the outskirts of the city.

[AGU Support Foundation \(AGUV\)](#) 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, AGUV has worked to support the development of the university in a noteworthy and effective manner.

#### 1.2.1. Students, Faculty Members, and Administrative Staff

In 2021, 910 students were enrolled in a total of 24 departments/programs where 12 of them are undergraduate, 7 of them are Masters and 5 of them are Ph.D. programs. As of December 2021, AGU had 2944 undergraduate and 220 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](#)). The 53.9% of our students are male, and the 46.1% are female. There are 254 international students, which constitutes about 8.63% of the student body. Table 4 and Table 5 summarize the distribution of 2021 student intake and the number of students per department, respectively. Table 6 and Table 7 display the number of academic and administrative staff, respectively.

Table 4: 2021 Undergraduate Programs Departmental Quotas and Occupancy Rates

Program Name	OSYS Quota	OSYS Score Students Admitted	Unfilled Quotas	Occupancy Rate

<b>Faculty of Managerial Sciences</b>				
Business Administration	62	61	1	%98,3
Economy	52	52	0	%100
<b>Faculty of Architecture</b>				
Architecture	72	72	0	%100
<b>Faculty of Life and Natural Sciences</b>				
Molecular Biology and Genetics	62	62	0	%100
Bioengineering	62	62	0	%100
<b>Faculty of Humanities and Social Science</b>				
Political Science and International Relations	62	62	0	%100
Psychology	62	62	0	%100
<b>Faculty of Engineering</b>				
Electrical and Electronics Engineering	82	82	0	%100
Industrial Engineering	72	70	2	%97,2
Civil Engineering	72	60	12	%83,3
Mechanical Engineering	62	62	0	%100
Computer Engineering	72	70	2	%97,2
<b>Total Number of Quotas for all Faculties</b>	<b>794</b>	<b>777</b>	<b>17</b>	<b>97,8</b>

Table 5: Number of Students at the end of 2021

Schools/Faculties/Departments	Male	Female	Total
<b>GRADUATE SCHOOL OF ENGINEERING AND SCIENCE (GSoE&amp;S)</b>			
Bioengineering (M.Sc.)	8	8	16
Electrical and Computer Engineering (M.Sc.)	29	8	37
Architecture (M.Arch.)	4	14	18
Industrial Engineering (M.Sc.)	5	2	7
Advanced Materials and Nanotechnology (M.Sc.)	5	3	8
Sustainable Urban Infrastructure Engineering (M.Sc.)	6	2	8
Policy Analytics in Global Issues (M.Sc.)	0	0	0
<b>Sub Total of M.Sc. Program Students</b>	<b>57</b>	<b>37</b>	<b>94</b>
Bioengineering (Ph.D.)	2	13	15
Electrical and Computer Engineering (Ph.D.)	28	16	44
Industrial Engineering (Ph.D.)	5	4	9
Materials Science and Mechanical Engineering (Ph.D.)	7	10	17
Architecture (Ph.D.)	4	11	15
<b>Sub Total of Ph.D. Program Students</b>	<b>46</b>	<b>54</b>	<b>100</b>
<b>Total GSoES Program Students</b>	<b>103</b>	<b>91</b>	<b>194</b>
<b>GRADUATE SCHOOL OF SOCIAL SCIENCES (GSoSS)</b>			
Data Science for Business and Economics (M.Sc)	14	12	26
<b>FACULTIES</b>			
<b>Faculty of Engineering</b>			
Computer Engineering	226	71	297
Electrical and Electronics Engineering	240	58	298
Industrial Engineering	112	179	291
Mechanical Engineering	202	38	240
Civil Engineering	180	50	230
<b>Sub Total of Undergrad Engineering Program Students</b>	<b>960</b>	<b>396</b>	<b>1356</b>
<b>Faculty of Architecture</b>			
Architecture	92	180	272
<b>Faculty of Life and Natural Sciences</b>			
Molecular Biology and Genetics	71	181	252
Bioengineering	70	129	199
<b>Sub Total of Undergrad Life and Natural Sciences Program Students</b>	<b>141</b>	<b>310</b>	<b>451</b>
<b>Faculty of Managerial Sciences</b>			
Business Administration	116	132	248
Economy	73	73	146
<b>Sub Total of Undergrad Managerial Sciences Program Students</b>	<b>189</b>	<b>205</b>	<b>394</b>
<b>Faculty of Humanities and Social Sciences</b>			
Political Science and International Relations	63	87	150
Psychology	24	77	101
<b>Sub Total of Undergrad Humanities and Social Sciences Program Students</b>	<b>87</b>	<b>164</b>	<b>251</b>
<b>Total Number of Students</b>	<b>1586</b>	<b>1358</b>	<b>2944</b>

Table 6: Number of Academic Staff Per Unit at the end of 2021

UNIT	Prof.	Assoc. Prof.	Assist. Prof.	Lecturer	Research Assistant	Total
Rectorate	-	-	-	20	-	20
Faculty of Engineering	10	11	28	3	53	105
	1	1	10	3	12	27

Faculty of Life and Natural Sciences						
Faculty of Architecture	1		6	5	13	25
Faculty of Computer Sciences	-	1	1	1	3	6
Faculty of Managerial Sciences	1	1	5	2	11	20
Faculty of Humanities and Social Sciences	-	-	9	2	8	19
Faculty of Educational Sciences	-	-	2	1	1	4
School of Languages	-	-	-	34	-	34
School of Physical Education and Sports	-	-	-	-	-	-
Graduate School of Engineering and Science	-	-	2	-	1	3
Graduate School of Social Sciences	-	-	-	-	-	-
Graduate School of Educational Sciences	-	-	-	-	-	-
<b>TOTAL</b>	<b>13</b>	<b>14</b>	<b>63</b>	<b>71</b>	<b>102</b>	<b>263</b>
<b>Total Professors</b>	<b>90</b>					
<b>Total Academics Excluding Professors</b>				<b>173</b>		

Table 7: 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
123	37	2	-	11	173

1.2.2. AGU's Location and Infrastructure

AGU has two campuses in Kayseri province, namely, the Sumer Campus and the Mimar Sinan Campus. AGU currently uses the Sumer Campus in the city center. The Mimar Sinan Campus, which is about 20 kms 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 2021, the distribution of physical spaces for administrative and academic departments have been changed at the university. The data regarding physical spaces used by the administrative departments and academic departments in 2021 are given in Table 8 and Table 9, respectively.

Table 8: Physical Spaces Used by Administrative Units in Sumer Campus

Offices	Number of Offices for Staff	Office Space of Staff (m2)
Rector's Office	8	377,3
Public Relations Office	2	92,6
Internal Audit Unit Office	1	32,76
Revolving Fund Management Unit Office	1	17,7
Technology Transfer Office	2	74,74
Innovation Center / Career Center Office	3	350,76
Youth Office	1	37,37
Erasmus Office	1	98,72
Candidate Student Communication Coordinatorship Office	3	47,16
Creative Hub Office	1	96,2
AGU Academy Office	1	17,63
Faculty of Engineering Offices	11	216,64
Faculty of Life and Natural Sciences Offices	4	108,56
Faculty of Architecture Offices	5	123,15
Faculty of Management Offices	4	96,69
Faculty of Humanities and Social Sciences Offices	3	65,6
Faculty of Educational Sciences Offices	1	28,36
Faculty of Computer Science Offices	2	42,51
Graduate School of Engineering and Science Offices	4	80,00
Graduate School of Social Sciences Offices	1	24,6
School of Foreign Languages Offices	5	110,00
General Secretariat Offices	4	127,13
Strategy Development Department Offices	4	131,99
IT Department Offices	5	72,42
Administrative and Financial Affairs Department Offices	6	137,89
Library and Documentation Department Offices	3	33,48
Student Affairs Department Offices	4	146,05
Personnel (Human Resources) Department Offices	6	176,71
Health Culture and Sports Department Offices	8	211,95
Construction and Technical Affairs Department Offices	13	252,99
Legal Counsel Office	2	65,52
Security Services Department Offices	6	110,81
<b>TOTAL</b>	<b>125</b>	<b>3575,23</b>

Table 9: Physical Spaces Used by Academic Units on the Sumer Campus

School/ Faculty/ Institution	Academic Offices m2	Administrative Offices m2	Classrooms m2	Laboratories m2	Computer Labs m2	Library m2	Common Area m2	Exhibition/Foyer Area m2	Conference Halls m2	TOTAL m2
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<b>Common Areas</b>		285,35	686,00	1702,55	132,00	955,00	5575,81	2.146,00	650,00	<b>12.132,71</b>
<b>School of Foreign Languages</b>	285,00	110,00	1583,57		132,00	955,00	5575,81	2.146,00	650,00	<b>11.437,38</b>
<b>Faculty of Engineering</b>	1209,48	216,64	1343,40	1184,87	132,00	955,00	5575,81	2.146,00	650,00	<b>13.413,20</b>
<b>Faculty of Computer Sciences</b>	40,00	42,51	772,00		132,00	955,00	5575,81	2.146,00	650,00	<b>10.313,32</b>
<b>Faculty of Architecture</b>	195,00	123,15	772,00	584,00	132,00	955,00	5575,81	2.146,00	650,00	<b>11.132,96</b>
<b>Faculty of Managerial Sciences</b>	120,00	96,69	977,56		132,00	955,00	5575,81	2.146,00	650,00	<b>10.653,06</b>
<b>Graduate School of Engineering and Science</b>	138,00	80,00	64,00	1.313,00	132,00	955,00	5575,81	2.146,00	650,00	<b>11.053,81</b>
<b>Faculty of Life and Natural Sciences</b>	95,00	108,56	772,00	1.313,00	132,00	955,00	5575,81	2.146,00	650,00	<b>11.747,37</b>
<b>Faculty of Humanities and Social Sciences</b>	98,00	65,60	772,00		132,00	955,00	5575,81	2.146,00	650,00	<b>10.394,41</b>
<b>Graduate School of Social Sciences</b>		24,60	64,00		132,00	955,00	5575,81	2.146,00	650,00	<b>9.547,41</b>
<b>Model Fabrika</b>		74,74	77,26	<b>372,00</b>		955,00	5575,81	2.146,00	650,00	<b>9.850,81</b>
<b>TTO</b>		74,74		<b>446,96</b>		955,00	5575,81	2.146,00	650,00	<b>9.848,51</b>

### 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 and 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 THEM PREFERABLE BY 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 for Management Level**

##### **AIM 3. TO DEVELOP MANAGEMENT PROCESSES AND INFRASTRUCTURE IN A WAY TO INCREASE ACTIVITIES OF EDUCATIONAL RESEARCH, SOCIETAL IMPACT AND THE INTERACTION BETWEEN THEM. TO ENSURE THAT AGU'S INSTITUTIONAL DEVELOPMENT IS CARRIED OUT 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 Sumer 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 NEXT 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 its medium of instruction which is 100% 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 with a unique approach comprising teaching 4 basic skills independent from each other and 5 level in each skill. Besides School of Foreign Languages lays the foundation of autonomous and active learning in its approach. After completing the compulsory English education, students continue 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 3. 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 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 Center for the enhancement of Learning and Teaching has been established to handle learning and teaching-related issues more systematically and support both academics and students on educational matters by means of experts in their field. 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 5 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](#) which has started to receive its first grad students during the 2014-2015 academic calendar year.

The Graduate School currently offers 8 M.Sc. (7 of them are in Graduate School of Engineering and Sciences and 1 is in Graduate School of Social Sciences) and 5 Ph.D. programs (all in Graduate School of Engineering and Sciences), and all of them runs with English Medium of Instruction. In 2021, 17 graduate students joined the AGU alumni 4 of which are Ph.D. graduates. 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, AGU's Central Research Laboratory Project has been initiated in 2014 and many equipment within this concept have been purchased since then. 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 of the equipment purchased for and related with Central Research lab have been moved to the Central Research Facility after its completion. To administer the Central Research Facility more effectively, senior administration has determined a new organizational structure, along with regulations for its use.

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 revisited and updated through liaison with competent figures of science and industry, and revised through contributions of internal and external stakeholders. In line with this strategic aim, AGU has gained human resources and infrastructures of research, facilities, and laboratories which are necessary to conduct high quality and advanced research through the years. Various sustainable sources of income have also been planned. **AGU has the justified proud of having produced exceptional research articles in top-tier scientific journals in the world including Nature Materials, Nature Communications, and Advanced Materials, in which a very limited number of articles have been published from Turkey in the past.**

There are six Counsel of Higher Education (CoHE) approved Application and Research Centers at AGU. These 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. 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 projects. 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 2021 TTO organized 31 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. In 2021, AGU academics obtained 6 national and 2 international patents. Since 2013 AGU faculty members made 50 applications and hold 48 patents in total among them.

### **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 both in general and among the state universities in the 2021 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 Sumer Campus having a 1224 m<sup>2</sup> closed area with a 788 m<sup>2</sup> laboratory space (<http://merlab.agu.edu.tr>). In AGU-CRF, there are ten thematic research laboratories and twelve sub-laboratories affiliated with the main divisions of Engineering and Life and Natural Sciences. The research service in these thematic labs is professionally opened to the use of researchers at all levels under the supervision of 15 directors and 7 expert researchers. These thematic labs, Nano Imaging 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 10 different advanced research instruments. Research facilities at AGU-CRF have been effectively used by researchers at all levels (undergraduate and graduate students, faculty, and outside collaborators). On the other hand, AGU has started an initiative to list a detailed inventory of all the research equipment at AGU whether it be at AGU-CRF or other labs 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.

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), has started to be built in AGU’s Sumer 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 those 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. The Model Factory in Kayseri includes a model of basic production system of Battery powered spice mill machine, and deliver applied training and consultancy services for many sectors on the batch or continuous production lines. AGU hosts the only Model Factory established within the university campus in Turkey and is organically among the partners of the Model Factory. Model Factory contributed to the savings of around 62 million TL in 2021, thanks to the lean transformation training and consultancy services that AGU personnel also took part in, and the improvements made in the production processes of more than 50 companies in and out of Kayseri. Studies are continuing to integrate the processes of AGU and Model Factory in terms of education, research and social contribution.

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 offered to 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. LİDERLİK, YÖNETİM VE KALİTE

### 1. Liderlik ve Kalite

#### A.1. Leadership and Quality

##### A.1.1. The Management Model and Administrative Structure.

The University is managed based on the regulations of Turkish Higher Education Law No. 2547. To raise the quality, make it widespread among the units, increase the efficiency and effectiveness of the university-wide academic and administrative processes, each task is assigned to a committee or a board. Every year according to the needs and feedbacks received from the academic and administrative units the organizational structure of the university, boards and/or committees are reviewed and restructured to better address the issues and raise the quality. Academic and administrative issues and problems are first addressed in these committees; proper solutions, draft rules and regulations are produced and related decisions are taken. Respecting the hierarchy, the decisions are carried out from the lower units towards the upper units. The final decisions, rules and regulations are subject to the approval of both Faculty/Institute/School boards or executive committees and the Senate or University Executive Committee.

Erasmus Committee for example has developed the draft “AGU European Union Education and Youth Programmes Erasmus+ Program Application Rules” and then these draft rules are discussed in and passed from the Senate after suggested editions and put into application. (**Annex\_A.1\_AGU European Union Education and Youth Programmes Erasmus+ Program Application Rules**). The Students Representative Selection Committee has held many meetings, taken many decisions and selected the representative students of the related faculties and university. The related decisions can be seen in (**Annex\_A.2\_Student Representative Selection Committee Decisions**) AGU Student Clubs Committee has held many meetings, taken many decisions; 1<sup>st</sup> meeting decisions are attached as an example in Annex A.3. (**Annex\_A.3\_Sample 1<sup>st</sup> Students Clubs Committee Decisions**) Library Committee has held many meetings, taken many decisions; 5<sup>th</sup> meeting decisions are attached as an example in Annex A.4. (**Annex\_A.4\_Sample 5<sup>th</sup> Library Committee Decisions**) Occupational Health and Safety Committee has hold 3 meetings and taken decisions; 3<sup>rd</sup> meeting decisions are attached as an example in Annex A.5. (**Annex\_A.5\_Sample 3<sup>rd</sup> Occupational Health and Safety Committee Decisions**). Scientific Research Committee has held several meetings and taken decisions; 1<sup>st</sup> meeting decision related to the development of Draft Scientific Research Committee Projects Support Rules are attached as an example in Annex A.6. (**Annex\_A.6\_Draft Scientific Research Committee Projects Support Rules**). AGU Senate’s decisions taken in 2021 which regulates the quality issues are attached as Annex\_A.7. (**Annex\_A.7\_AGU Senate 2021 Decisions**).

Some of the committees which loses its functionality are closed, some of them are newly established and some are restructured according to the needs. List of updated committees and committee members are attached as Annex\_8 (**Annex\_A.8\_2021 AGU Committees**).

The organizational structure of the institution is revised according to the necessities and so are the boards and committees.

- [http://www.agu.edu.tr/userfiles//Ek2\\_akademikorganizasyonsemasi\\_v.pdf](http://www.agu.edu.tr/userfiles//Ek2_akademikorganizasyonsemasi_v.pdf)
- <http://mf.agu.edu.tr/mf-organization-chart>
- <http://mf.agu.edu.tr/mf-faculty-council>
- <http://mf.agu.edu.tr/cmp-faculty-executive-council>
- <http://mf.agu.edu.tr/mf-advisory-council>
- <http://flns.agu.edu.tr/komisyon>
- <https://arch.agu.edu.tr/boeluem-yonetimi>
- <https://arch.agu.edu.tr/komisyonlar>
- <http://fbe.agu.edu.tr/enstitu-yonetim>
- <http://fbe.agu.edu.tr/enstitu-kurulu>
- <http://fbe.agu.edu.tr/enstitu-yonetim-kurulu>
- <http://fbe.agu.edu.tr/enstitu-kalite-komisyonu>
- <http://www.agu.edu.tr/userfiles//Fuarlar/GSES/44.jpg>
- <https://bbf-tr.agu.edu.tr/Yonetim>

All the processes are defined to guarantee to reach the institution mission and strategic goals in accordance with the operations followed by the related committees/boards with the adopted rules and regulations that binds them as well. Almost all committees/boards have some upper framework laws or regulations overruled by the State and/or the CoHE. Tasks, authorities and responsibilities are defined in accordance with these rules and regulations.

[Higher Education Law numbered 2547](#) is a sample of such a binding law,

[Higher Education Quality Assurance Regulation of CoHE Higher Education Institutions Student Discipline Regulation](#) and [Graduate Education Regulation of CoHE](#) are among such binding regulations.

The institution itself develops, revises as needed and adopts its own regulations. [AGU Undergrad Education and Exam Regulation](#) [AGU Grad Education and Exam Regulation](#), [AGU School of Foreign Languages Prep Program Education and Exam Regulation](#) are among such regulation. All of these regulations are bound by the upper framework laws and regulations.

Among other rules and regulations drafted by committees and adopted by the Senate are [AGU Summer School Rules](#) [Exchange Program Rules](#) [AGU European Union Education and Youth Programs Erasmus+ Program Application Rules](#) [AGU Undergrad Programs Transfer Rules](#) [AGU School of Foreign Languages Prep Program Education and Exam Rules](#) [AGU Single Exam and Grade Raising Exam Rules](#) [AGU Undergrad Double Major Programs Rules](#) [AGU Undergrad Minor Program Rules](#) [AGU Undergrad Programs International Students Selection and Acceptance Rules](#) [AGU Grad Programs Special Topics and Thesis Courses Rules](#).

Rules and regulations related to each department operations are posted on their web sites. Personnel Department related [laws](#), [rules](#), [regulations](#) and [announcements](#) can be reached from the Personnel Department web page.

Administrative units give links for their organizational charts, job description forms, work flow charts, sensitive tasks from their own web site. Personnel Department related [organizational charts](#), [job description forms](#), [work flow charts](#), [sensitive tasks](#) can be reached from their own web sites.

Every academic unit prepares its own Annual Unit Self-Evaluation Report based on the Higher Education Quality Board Guidelines prepared for Institutional Self-Evaluation Reports where this year V3 Guideline is used. In each of these unit self-evaluation reports, academic units give information about their own management model and administrative structures with the same headings "A.1.1. Management Model and Administrative Structure" in this report. Some samples for the management model and administrative structures of different academic units are provided between Annex\_9 through 16. (**Annex\_A.9\_Prep School Self Evaluation Report**; pg. 2, **Annex\_A.10\_FLNS\_2021 Unit Self Evaluation Report**; pg. 12, **Annex\_A.11\_Faculty of Engineering Self Evaluation Report-2021**; pg. 8, **Annex\_A.12\_Faculty of Architecture Self Evaluation Report**; pg. 4, **Annex\_A.13\_Grad School of Engineering and Science Self Evaluation Report-2021**; pg. 2, **Annex\_A.14\_Social Sciences Institute Self Evaluation Report-2021**; pg. 4, **Annex\_A.15\_Faculty of Humanities and Social Sciences Self Evaluation Report-2021**; pg. 8, **Annex\_A.16\_Faculty of Managerial Sciences Self Evaluation Report-2021**; pg. 6).

Each Academic unit gives links for their organizational charts, work flow charts, job description forms, sensitive tasks, administrative activity reports, faculty council and faculty executive council from their own web site. Some of our faculty web page links for such info are provided below.

Faculty of Engineering [organizational charts](#), [work flow charts](#), [job description forms](#), [sensitive tasks](#), [administrative activity reports](#), [faculty council](#) and [faculty executive council](#) can be reached from their own web sites.

Faculty of Life and Natural Sciences [organizational charts](#), [work flow charts](#), [job description forms](#), [sensitive tasks](#), [administrative activity reports](#), [faculty council](#), [executive council and commissions](#) can be reached from their own web sites.

Faculty of Humanities and Social Sciences [management](#), [work flow charts](#), [job description forms](#), and [guide for administrative processes](#) can be reached from their own web sites.

Faculty of Architecture [management](#), [work flow charts](#), [job description forms](#), [sensitive tasks](#), [administrative activity reports](#) can be reached from their own web sites.

### **A.1.2. Leadership**

The AGU values which are "dare to dream, explore with passion, lead the change, aim for excellence, succeed ethically, become global, prevail together, show empathy, contribute to society, and praise style", are emphasized and their implementation in all aspects of university life are motivated in all meetings by the senior management. Considering that the stated values can only be put into effect in a participatory management environment, a management structure that uses inputs from the committees consisting of several stakeholders as the basis for decision making has been established. Committees formed within this scope convene at certain intervals and carry out their work. Thanks to this approach, harmonization and cooperation between the academic and administrative offices are ensured and direct information flow is realized. Besides, representatives outside AGU also participate in committees where relevant to support external stakeholder participation and AGU's quality assurance system. The internal and external stakeholder participation in committees can be seen from the committee's list provided in Annex\_A.17. (**Annex\_A.17\_Committees**).

In the 2017 External Evaluation Report prepared by YÖKAK, four of the strengths are stated as follows:

- The Institution has determined its vision, mission, strategic objectives, and performance indicators; the design of programs; and organizational structure as a result of the activities (search conferences, workshops, and surveys) conducted with the participation of many internal and external stakeholders with a

“common sense and quality” focus.

- There exists a dynamic and experienced Senior Management who follows, supports, and contribute to the international higher education quality culture.
- The Senior Management supports the establishment and implementation of a quality assurance system with determination.
- All academic and administrative personnel from the operational level to the strategic level participate in all efforts to create a quality assurance system with commitment, have internalized the vision and mission, and have a strong institutional culture and satisfaction.

Although the aforementioned four strengths are still considered to be continuing in the 2020 Monitoring Program Report, (**Annex A.18 2020 YÖKAK Monitoring Report; pg. 30**) the following area is still considered to be an area open to improvement because the internal satisfaction surveys conducted in 2020 indicate that there is a significant percentage of academic and administrative personnel dissatisfaction about several issues:

- Quality processes should be disseminated among the academic and administrative units and a quality culture should be created.

Therefore; in 2021 several measures taken are mainly aimed at improving communication with the academic and administrative personnel and disseminate the quality culture among the academic and administrative units. The impact of these measures is not known because no satisfaction surveys has been conducted yet. In 2022, satisfaction surveys are planned to be conducted and new measures will be taken as deemed necessary by taking into account the survey results.

Within this scope; training, meetings and panels are organized in order to raise the quality awareness of all personnel and to foster a quality culture among all personnel and all units. Moreover, all academic and administrative personnel are systematically included in quality-related activities.

In 2021, a training session was conducted for the members of the extended quality committee consisting of administrative and academic personnel. The training was about plan-do-check-act cycle (**Annex A.19 PDCA Training Receipt, Annex A.20 PDCA Training Document**) Upper management participated in the training provided by YÖKAK, which is about preparing internal evaluation report according to the latest version of the report template (**Annex A.21 YÖKAK Training**). A training session was also arranged for KVKK (Personal Data Protection Law) (**Annex A.22 KVKK Training**).

All units at AGU have formed committees in order to plan, implement, monitor, and evaluate quality-related activities at the unit level. As part of this activities, all units have prepared their own internal evaluation reports in 2021. Academic Unit Self Evaluation Report examples are provided in Annex A.23 through 26 and other Unit Self Evaluation Report examples are provided in Annex A.27 through 30. (**Annex A.23 Faculty of Engineering Internal Evaluation Report 2021, Annex A.24 FNLS Internal Evaluation Report 2021, Annex A.25 GSENS Internal Evaluation Report 2021, Annex A.26 SFL Internal Evaluation Report 2021, Annex A.27 TTO Internal Evaluation Report 2021, Annex A.28 International Office Internal Evaluation Report 2021, Annex A.29 Career Office Internal Evaluation Report 2021, Annex A.30 Youth Factory Internal Evaluation Report 2021**).

#### ***A.1.3. Institutional Transformation Capacity***

As a research university seeking solutions to global problems with partnerships and learner-centered approaches, AGU continues its activities as a university that not only produces knowledge but transforms knowledge into personal and social values. AGU is a pioneer of 3rd generation state universities aiming to gain a respectable position in the academic community, adopting innovation, liberal understanding, entrepreneurship, aesthetic awareness, and the importance of ethical responsibility, not being indifferent to the needs of society, and aiming to shape the future. AGU was established as Turkey's first foundation-supported state university with the aim of leading the change in universities in a rapidly changing world, with its model structure for higher education designed by anticipating the future. This [unique higher education approach and university model](#) ensure that it continues its activities and maintains its originality, taking into account global trends, national targets, and stakeholder expectations.

AGU has determined its vision, mission, goals, and objectives in its 2018-2022 Strategic Plan. Four objectives and five strategic objectives for each objective were determined in this plan. Strategic objectives are defined under the main strategic objectives of the research, education, management processes, and social contribution. [A total of 49 performance indicators have been determined for strategic targets in AGU's 2018-2022 Strategic Plan](#) document on page 56. Change management is carried out in order to guarantee continuous improvement in the fulfillment of academic and administrative activities in line with the aims, mission, and objectives of the university. AGU examines and evaluates information and reports and prepares recommendations for measures to determine to what extent the objectives, targets, and performance indicators determined in the Strategic Plan have been achieved. Thus, this plan was internalized by spreading to all units of the university. Monitoring and evaluation activities related to the Strategic Plan are also reported annually (**Annex A.31 AGU Performance Monitoring Report 2021**), and their continuity is ensured by announcing them to the public through the University Administrative Activity Report (**Annex A.32 AGU Annual Administrative Activity Report 2021**). Besides, [2021 Performance Program Monitoring Report](#) is published on the Strategy Development Department web page.

The most important indicator of AGU's efforts to follow global trends is its international partnerships. AGU is committed to supporting the implementation of 17 Sustainable Development Goals (SDGs) by seeking solutions to global problems through partnerships developed with international, national, and local stakeholders within the scope of partnerships for goals. In this context, AGU had partnerships with the Sustainable Development Solutions Network (SDSN) of the global initiative of the United Nations, the SDG Academy (Sustainable Development Goals Academy), Global Solutions Initiative (GSI; A global joint venture to propose policy responses G20, G7, and other global governance forums to address major global problems), SDSN Youth, SDG Accord partnerships, as well as the United Nations High Commissioner for Refugees (UNHCR) and the United Nations Academic Impact initiative. AGU systematically cooperates with national and international government agencies to follow global trends. [It sets an example with the gains achieved through cooperation with these institutions](#). For example, [AGU partnered with the United Nations as part of the UN75 campaign](#) (UN 75th anniversary). This project is a series of events that bring AGU students, staff and stakeholders together to discuss the different United Nations Global Challenges and Sustainable Development Goals (SDGs) as well as formulate forecasts and recommendations for 2045, which will celebrate the UN's 100th anniversary.

As a third-generation university, AGU follows the priorities of the European Commission, the United Nations, and the Turkish Government. Therefore, immigrants and refugees are one of the main focuses of the university. It continues to contribute to improving access to essential services such as higher education, employability, and cultural integration. A letter of understanding was signed between AGU and the United Nations High Commissioner for Refugees (UNHCR) in order to develop social cohesion projects for disadvantaged groups as a result of various meetings held on various issues, especially in Kayseri. Within the framework of this protocol, [a roundtable meeting was held at AGU Creative Hub](#) in order to understand the problems of disadvantaged groups in Kayseri and to find solutions to them.

In addition, AGU reveals its intention on global trends by becoming a member of the world's prestigious ranking systems. Thanks to these [rankings](#), it monitors its current status in the field of education and social contribution and constantly compares it with higher education institutions. AGU keeps itself up-to-date by conducting studies on areas with low scores according to the results of the ranking systems, where information is entered periodically every year. For example, by demonstrating its pioneering position with its work in the field of social contribution, it has become the only Turkish university among the world universities to be in the 101-200 band for 3 consecutive years in the [Social Impact Ranking of Times Higher Education](#) one of the most prestigious higher education rating institutions in the world.

In accordance with the European Green Deal and the Paris Agreement, AGU also carries out studies for the zero-carbon target that all segments adapt to in the international arena. In this context, it undertakes to reduce carbon-intensive energy sources in line with its Strategic Plan and has policies and plans created to achieve this goal. As part of the climate action plan, it has been reporting and sharing its greenhouse gas emissions with a global perspective every year since 2018 within the scope of the International Standard "ISO 14064 Guidelines for Measurement and Reporting of Greenhouse Gas Emissions". In this context, it is the only university in Turkey that calculates and [reports](#) greenhouse gas emissions for 3 consecutive years. He also participated in the Race to Zero for Universities

and Colleges to demonstrate his efforts in this field. [Race to Zero](#) is a global campaign supported by UN Environment, Environmental Association for Universities and Colleges (EAUC), and Second Nature.

As the leading development agency of the United Nations, as part of the United Nations Development Program's efforts to achieve Turkey's Sustainable Development Goals, the Kayseri Model Factory project was implemented on the AGU campus in cooperation with the Ministry of Industry and Technology, in partnership with the Kayseri Chamber of Industry and the Kayseri Chamber of Commerce. [Kayseri Model Factory](#) is located in the same building as classrooms, laboratories, AGU TTO, and AGU Career Office and is fully integrated with the functions of AGU. This formation is an important step for University-Industry cooperation, and current developments are followed through meetings held with both industry and stakeholders.

In addition to all these international efforts, it closely follows national targets and continues its activities within this scope. In this context, it was included in the zero-waste project implemented in the national area and was entitled to receive the zero-waste certificate. AGU's studies on zero waste are being implemented with determination, and studies are continuing to monitor and plan preventive actions. The works carried out by the waste commission (placement of zero waste boxes, analysis of wastes, etc.) are also [reported](#) periodically.

AGU has the agile management competence that ensures the unit is ready for the future by taking into account the changes in the Higher Education ecosystem, global trends, national targets, and stakeholder expectations. With this competence, it closely follows the changes and takes the necessary steps to keep up with these changes. The most important asset when taking these steps is the existing stakeholders. AGU, which has many important stakeholders both in the national and international arena, is in constant communication with these stakeholders. Within the scope of the Management System Concept, the institution aims to ensure and develop internationalization processes, management processes that facilitate the work of researchers in developing innovative projects, and the effective participation of internal and external stakeholders in the management processes. The institution develops new projects and carries out pilot practices in order to implement the concept of a new generation university, based on the feedback it receives from external stakeholders through activities such as search conferences and workshops it organizes with them. For example, by giving importance to participatory understanding, which is one of the most important elements of Strategic Planning, meetings were held at our university with stakeholders and their opinions were taken. The opinions, demands, suggestions, and support of the stakeholders in the meetings held have been an important input in the strategic planning process. With these interviews, he determined the current situation in areas such as political, economic, socio-cultural, identified opportunities and threats, and made a SWOT analysis. As a result, it has revealed its roadmap in its Strategic Plan. In addition, an effective communication network has been established between the academic and administrative units of AGU and the administration. Within the scope of corporate continuity and continuous improvement culture, opportunities for feedback, monitoring, and internalization are constantly evaluated. In this context, apart from the one-on-one meetings and meetings, [internal](#) and [external](#) stakeholder surveys are held periodically.

AGU responds rapidly to the changes that occur with the motto of "[manage the change](#)" included in its values. For example, the infrastructure and curriculum of AGU, which predicted years ago that the time and place limits in education would disappear, were designed in accordance with online education, which was used as a lifeline in the COVID-19 epidemic. For this reason, it has also led universities in Turkey in this change during the COVID-19 process. As an institution that has adopted an innovative education approach and blended digitalization into its educational processes, AGU has been able to quickly fulfill the [adaptation requirements](#) that emerged during the COVID-19 process.

The problems faced by the students during this pandemic period were followed up and identified through the surveys and meetings conducted by the department heads and faculty members with the students, and students were informed about the points they should pay attention to during online education. Moreover; The institution has published a report called "AGU's Intervention in COVID-19" describing the management of the pandemic period and effective distance education practices. As a result of the activities carried out with this system, Turkey ranked first among state universities in [student satisfaction](#).

AGU was among the top 30 in the [WURI 2021 World Innovative Universities ranking](#) which includes the world's best universities such as Stanford University, Massachusetts Institute of Technology, Harvard, and Oxford. It achieved great success by being the 2nd in the world in the "Crisis Management" category, which was included in the evaluation criteria for the first time this year due to the COVID-19 pandemic, and the 6th in the world in the "Student Mobility and Accessibility" category. Being the only Turkish university in the top 100 in the last two years in a row, AGU has brought great success to both the university and Turkey.

AGU differs from other academic institutions in its uniquely global approach, strong focus on social impact, and effective teaching methods (including non-formal) that it uses. AGU keeps its education curricula constantly updated in line with stakeholder expectations, taking into account the changes in the higher education ecosystem and the needs of society. AGU has structured its curriculum for the Sustainable Development Goals of the United Nations. In this context, it aims to educate students on the Sustainable Development Goals and current Global Challenges by creating the [Global Challenge Curriculum \(GLB\)](#) which is compulsory for all students, with a unique application not found in other universities. Every student at AGU has to take this course and within the scope of this course, students design, implement and participate in many new and innovative social projects.

In addition, with the issue of digital learning on the agenda after the COVID-19 epidemic, AGU has decided to accept online courses taken from various digital learning platforms (Coursera, EdX, Udemy, Udacity, Futurelearn, MIT, Harvard, Stanford, and Columbia Universities related platforms) as elective courses. It has implemented [a system](#) that can receive credits (3, 4, or 5 ECTS).

AGU's education and training platforms continue their activities with the vision of raising a global citizen. In order to encourage entrepreneurship, AGU TTO provides free training and mentoring services to entrepreneur candidates as the implementing agency of [TÜBİTAK BİGG](#) 1512 Techno-Entrepreneurship Capital Support Program. In addition, within the scope of AGU Creative Hub, various trainings and workshops are organized to develop the creativity of entrepreneurs. [These events](#) are open to everyone's participation.

The institution, which has a learning-centered approach by adopting the new generation learning experience within the Education Concept, has adopted the mission of raising individuals who will shape the future, seek solutions to global problems, and establish the link between concept and practice. In this context, there are many courses that seek solutions to global problems and develop joint research projects, and these courses are constantly updated. The institution also issues a "[Non-Academic Transcript](#)", a list of non-academic activities, to graduates to encourage student participation in extracurricular activities.

Experts from different fields and successful businessmen are invited to both in-class and extra-curricular activities in order to support the personal and professional development of students and to follow sectoral changes. As part of the [AGU Career Talk](#), faculties and departments also organize meetings between students and influential people of industry and business.

AGU regularly expands and develops its research infrastructure according to current needs by implementing policies and guidelines for university-wide research facilities available to all researchers inside and outside the university. Accordingly, the [AGU Central Research Facility](#) (AGU-CRF) was officially established in 2019 in the new research building with a laboratory area of 788 m<sup>2</sup> with a closed area of 1224 m<sup>2</sup> on the Sumer Campus.

[AGU Technology Development Zone](#) was established in the line with the 10th Development Plan in the field of research. It will work to maximize university-industry cooperation, business-to-business joint R&D and innovation activities, and innovative entrepreneurship.

The most important assets of AGU in change management are the committees it owns and constantly updated in line with the needs. Different sub-committees have been appointed for the Corporate Information Title, the Education Title, the Research and Development Title, the Social Contribution Title, and the Management Title. Members of these sub-committees are reviewed and updated annually. [The current committee member list](#) is published on the website. AGU Quality Committee holds regular meetings to discuss the things to be done and the points to be considered in the preparation of the annual plan. Afterward, the

sub-committee organizes meetings with its members when necessary and shares the workload among the members, and creates the report section regarding their titles. The sub-committee takes into account the self-evaluation reports of academic and administrative units, past external evaluation and monitoring reports, and the materials produced as evidence for self and external evaluations. Any additional information, material, and/or evidence required by the sub-commission is requested from the relevant unit or office, which is required to submit information, material, or evidence. After each section has been established, a person appointed by the [Quality Committee](#), usually the vice-chancellor for quality affairs, prepares the summary and conclusions of the report with the support of information provided by the sub-committee, and reviews and edits the entire section. University Administration and Performance Assessment and Evaluation Committee are responsible for monitoring performance indicators and taking necessary corrective measures. For this purpose, data on performance indicators are collected and evaluated regularly, and the results are reported in the annual reports of each unit. Within the scope of the process, the responsible units present the results of the activities they have carried out within the determined period in the form of a [report](#). As a result, AGU systematically continues its work in the field of change management with its qualified human resources, commissions, and units.

#### ***A.1.4. Internal Quality Assurance Mechanisms***

The Quality Committee was restructured in 2020. The Committee is chaired by the Rector. One of the vice rectors acts as the deputy chair in order not to hinder the activities of the Committee in the absence of Rector. Vice rectors, deans, heads of some departments, some faculty members, student representative, and representatives from Kayseri Chamber of Commerce and Industry are members of the Committee.

For each main function, namely, Leadership Quality and Management, Research and Development, Education, Societal Contribution, [sub-committees](#) has been formed to conduct work related to the function on behalf of the Committee. The sub-committee conduct any necessary work assigned by the Committee in the context of the associated function before a decision is made by the Committee.

The Committee is supported by the Quality Coordinatorship that is currently staffed by two personnel. In addition to the University Quality Committee, each academic and administrative unit has established its own quality committees. The unit-level quality committees conduct quality-related activities at the unit level in accordance with the Quality Committee's directives (**Annex\_A.33\_Unit Level Quality Committees**)

A university-wide effort has been initiated to redefine processes in a structured way and prepare a Quality Processes Manual (**Annex\_A.34\_Directive for Quality Processes Manual**). In this context, main processes have been identified (**Annex\_A.35\_Main Quality Processes**), Plan-Do-Check-Act cycles for quality assurance, research, education, and societal contribution have been defined, and important processes have been scheduled (**Annex\_A.36\_PDCA Quality Assurance, Annex\_A.37\_PDCA Research, Annex\_A.38\_PDCA Education, Annex\_A.39\_Societal Contribution**) and they are also published on the following quality web pages.

([http://www.agu.edu.tr/userfiles//Kalite%20İngilizce/ek\\_9.pdf](http://www.agu.edu.tr/userfiles//Kalite%20İngilizce/ek_9.pdf), [http://www.agu.edu.tr/userfiles//Kalite%20İngilizce/ek\\_10.pdf](http://www.agu.edu.tr/userfiles//Kalite%20İngilizce/ek_10.pdf), [http://www.agu.edu.tr/userfiles//Kalite%20İngilizce/ek\\_11.pdf](http://www.agu.edu.tr/userfiles//Kalite%20İngilizce/ek_11.pdf))

Efforts to prepare a Quality Processes Manual is already ongoing and a draft is already prepared (**Annex\_A.40\_AGU Quality Manual**). The objective is to finalize the manual at the end of 2022. The details regarding the measurement, monitoring, and evaluation systematic based on the processes and quality calendar will be included in the Quality Processes Manual.

Identified plan-do-check-act (PDCA) cycles is considered as a new strength in the 2020 Monitoring Program Report. However, a need to implement these cycles, to realize concrete improvements systematically, and use feedback obtained from measurement, monitoring, and evaluation systems to improve processes still exist.

#### ***A.1.5. Public Disclosure (Transparency) and Accountability***

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 disclosure 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 actions.

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 and development or societal contribution, they either announce it to the public through their websites, social media accounts, [AGU News](#) electronic mailing groups or the AGU Press depending on its importance and relevance for the society. AGU News is prepared, checked, approved and published by a committee composed of academic staff. After this process, it is shared with internal and external stakeholders online. 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 detailing this process. However, the senior management carries out informal supervision and assessments regularly.

In line with the principle of transparency; the faculties, institutes, schools and their affiliated departments present information about their activities on their web pages to the public in an up-to-date, accurate and clear manner. In addition, they provide information about the activities to be done/carried out on the main web page of the University under the news/announcements tab. These pages are easily accessible.

Activity reports of each unit covering all the activities of the unit (financial, educational, administrative, etc.) are published on their respected web pages on a yearly basis. These highly detailed reports include the projects, publications, commission memberships of the academic staff; numerical data of students; numerical data of academic and administrative staff.

Non confidential board decisions of the units are shared through their web pages. Detailed information and data about the undergraduate and grad programs of the faculties and institutes are shared in their web pages with the public, especially with the candidate students and their families within the scope. In this context, students are hosted at the university, our laboratories are introduced, high schools are visited and information is shared.

Management of each unit carries out its activities in an accountable manner to the internal auditor, CoHE and Court of Accounts. The unit budget is used in a transparent manner based on the effective, economic and efficient expenditure policy in line with the needs of the unit under the responsibility of unit's head. It is presented to the public with an annual report prepared by the university as well as by the individual units in a transparent manner. Unit staff are informed about the relevant processes with their involvement in the procurement processes through various tender, control, inspection, and acceptance commission memberships. Sample links of these transparent information sharing through Institutional Facebook, Instagram and Twitter accounts and Blog pages for Studios are presented below as evidences.

- <http://agunews.agu.edu.tr/>
- <http://eee.agu.edu.tr>
- <http://erasmus.agu.edu.tr/news/6190/Erasmus+%20Günleri%20-%202021/%2014-15-16%20Ekim>
- <http://es.agu.edu.tr>
- <http://fins.agu.edu.tr/>

- <http://flns.agu.edu.tr/faaliyet-raporu>
- <http://flns.agu.edu.tr/fakulte-akademik-Kurul-kararlari>
- <http://flns.agu.edu.tr/fakulte-kurulu>
- <http://flns.agu.edu.tr/fakulte-yonetim-kurulu>
- <http://flns.agu.edu.tr/program-butce-hk>
- <http://icdenetim.agu.edu.tr>
- <http://icdenetim.agu.edu.tr>
- <http://library.agu.edu.tr/hassas>
- <http://library.agu.edu.tr/misyon>
- <http://library.agu.edu.tr/organizasyon>
- [http://library.agu.edu.tr/stratejik\\_plan](http://library.agu.edu.tr/stratejik_plan)
- <http://library.agu.edu.tr/surec>
- <http://library.agu.edu.tr/yonerge>
- <http://sbe.agu.edu.tr>
- <http://www.agu.edu.tr/>
- <http://www.agu.edu.tr/news>
- [http://www.agu.edu.tr/userfiles//95\\_sayfa.pdf](http://www.agu.edu.tr/userfiles//95_sayfa.pdf)
- <http://www.agu.edu.tr/userfiles//Fuarlar/GSES/56.jpg>
- <http://www.agu.edu.tr/userfiles//Fuarlar/GSES/57.jpg>
- <http://www.agu.edu.tr/userfiles//Fuarlar/GSES/60.pdf>
- <http://www.agu.edu.tr/userfiles//Fuarlar/GSES/95.png>
- <http://www.agu.edu.tr/userfiles//Fuarlar/GSES/96.png>
- [http://www.agu.edu.tr/userfiles//Fuarlar/GSES/Mail\\_M%C3%BClakat\\_Sonucu.png](http://www.agu.edu.tr/userfiles//Fuarlar/GSES/Mail_M%C3%BClakat_Sonucu.png)
- <https://arch.agu.edu.tr/agu-arch-works>
- <https://arch.agu.edu.tr/faaliyet-raporlari>
- <https://avesis.agu.edu.tr/>
- <https://ba.agu.edu.tr>
- <https://econ.agu.edu.tr>
- <https://fms.agu.edu.tr>
- <https://forms.gle/cBqss1yAYhcm6Pnr6>
- <https://giris.tubitak.gov.tr/kullaniciadiilegiris.htm>
- <https://hss.agu.edu.tr>
- <https://ie.agu.edu.tr>
- <https://intoffice.agu.edu.tr/agu-in-the-rankings>
- <https://intoffice.agu.edu.tr/contact-io>
- <https://intoffice.agu.edu.tr/international-partners>
- <https://intoffice.agu.edu.tr/magna-charta>
- <https://intoffice.agu.edu.tr/mobility-recognition>
- <https://intoffice.agu.edu.tr/newsletter>
- <https://kutuphane-tr.agu.edu.tr/>
- <https://kutuphane-tr.agu.edu.tr/faaliyetrapor>
- <https://mys.hmb.gov.tr/login>
- <https://oidb-tr.agu.edu.tr>
- <https://personel-tr.agu.edu.tr/duyurular>
- <https://sayistay.gov.tr/reports/3600-abdullah-gul-universitesi>
- <https://sayistay.gov.tr/reports/3600-abdullah-gul-universitesi>
- [https://strateji-tr.agu.edu.tr/uploads/sliders/strateji\\_faaliyet\\_2020.pdf](https://strateji-tr.agu.edu.tr/uploads/sliders/strateji_faaliyet_2020.pdf)
- <https://twitter.com/agucaerer>
- <https://twitter.com/aguendustri>
- <https://twitter.com/eeeagu>
- [https://www.erasmusdays.eu/?\\_sfm\\_event\\_pays=133](https://www.erasmusdays.eu/?_sfm_event_pays=133)
- <https://www.facebook.com/aguendustrimuhendisligi/>
- <https://www.facebook.com/KutuphaneAGU/>
- <https://www.instagram.com/agu.eee/>
- <https://www.instagram.com/agucaerer/>
- <https://www.instagram.com/aguendustri/?hl=tr>
- <https://www.instagram.com/agukutuphane/>
- [https://www.yetenekkapisi.org/university\\_dashboard](https://www.yetenekkapisi.org/university_dashboard)
- <https://www.youtube.com/channel/UC3rudzKcqYGBGDqynwwoFw>
- <https://youth-tr.agu.edu.tr/haber/ague-genclik-fabrikasi-2021-buelten-1>
- [oidb@agu.edu.tr](mailto:oidb@agu.edu.tr)

## Yönetim modeli ve idari yapı

**Olgunluk Düzeyi:** Kurumun yönetim ve organizasyonel yapılanmasına ilişkin uygulamaları izlenmekte ve iyileştirilmektedir.

### Kanıtlar

- [Annex\\_A.1\\_AGU European Union Education and Youth Programmes Erasmus+ Program Application Rules.pdf](#)
- [Annex\\_A.2\\_Student Representative Selection Committee Decisions.pdf](#)
- [Annex\\_A.3\\_Sample 15th Student Clubs Committee Decision.pdf](#)
- [Annex\\_A.4\\_Sample 5th Library Committee Decisions.pdf](#)
- [Annex\\_A.5\\_Sample 3rd Occupational Health and Safety Committee Decisions.pdf](#)
- [Annex\\_A.6\\_Draft Scientific Research Committee Projects Support Rules.pdf](#)
- [Annex\\_A.7\\_AGU Senate 2021 Decisions.pdf](#)
- [Annex\\_A.8\\_2021 AGU Committees.pdf](#)
- [Annex\\_A.9\\_Prep School Self Evaluation Report-Part-01.pdf](#)
- [Annex\\_A.10\\_FLNS\\_2021 Unit Self Evaluation Report.pdf](#)

- [Annex\\_A.11\\_Faculty of Engineering Self Evaluation Report-2021.pdf](#)
- [Annex\\_A.12\\_Faculty of Architecture Self Evaluation Report-2021.pdf](#)
- [Annex\\_A.13\\_Grad School of Engineering and Science Self Evaluation Report-2021.pdf](#)
- [Annex\\_A.14\\_Social Sciences Institute Self Evaluation Report-2021.pdf](#)
- [Annex\\_A.15\\_Faculty of Humanities and Social Sciences Self Evaluation Report-2021.pdf](#)
- [Annex\\_A.16\\_Faculty of Managerial Sciences Self Evaluation Report-2021.pdf](#)

#### Liderlik

**Olgunluk Düzeyi:** Liderlik uygulamaları ve bu uygulamaların kalite güvencesi sistemi ve kültürünün gelişimine katkısı izlenmekte ve bağlı iyileştirmeler gerçekleştirilmektedir.

#### Kanıtlar

- [Annex\\_A.17\\_2021 AGU Committees.pdf](#)
- [Annex\\_A.18\\_2020\\_YOKAK\\_Monitoring\\_Report.pdf](#)
- [Annex\\_A.19\\_PDCA\\_Training\\_Receipt.pdf](#)
- [Annex\\_A.20\\_PDCA\\_Training\\_Document.pdf](#)
- [Annex\\_A.21\\_YOKAK\\_Training.png](#)
- [Annex\\_A.22\\_KVKK\\_Training.png](#)
- [Annex\\_A.23\\_Engineering Faculty Internal Evaluation Report 2021.pdf](#)
- [Annex\\_A.24\\_FNL S Internal Evaluation Report 2021.pdf](#)
- [Annex\\_A.25\\_GSENS Internal Evaluation Report 2021.pdf](#)
- [Annex\\_A.26\\_SFL Internal Evaluation Report\\_2021.pdf](#)
- [Annex\\_A.27\\_TTO Internal Evaluation Report 2021.pdf](#)
- [Annex\\_A.28\\_Int Office Internal Evaluation Report.pdf](#)
- [Annex\\_A.29\\_Career Office Internal Evaluation Report 2021.pdf](#)
- [Annex\\_A.30\\_Youth Factory Internal Evaluation Report.pdf](#)

#### Kurumsal dönüşüm kapasitesi

**Olgunluk Düzeyi:** İçselleştirilmiş, sistematik, sürdürülebilir ve örnek gösterilebilir uygulamalar bulunmaktadır.

#### Kanıtlar

- [Annex\\_A.31\\_AGU Performance Monitoring Report 2021.pdf](#)
- [Annex\\_A.32\\_AGU Annual Administrative Activity Report\\_2021.pdf](#)

#### İç kalite güvencesi mekanizmaları

**Olgunluk Düzeyi:** İç kalite güvencesi sistemi mekanizmaları izlenmekte ve ilgili paydaşlarla birlikte iyileştirilmektedir.

#### Kanıtlar

- [Annex\\_A.33\\_Unit Level Quality Committees.pdf](#)
- [Annex\\_A.34\\_Directive for Quality Process Manual.pdf](#)
- [Annex\\_A.35\\_Main Quality Processes.pdf](#)
- [Annex\\_A.36\\_PDCA Quality Assurance.pdf](#)
- [Annex\\_A.37\\_PDCA Research.pdf](#)
- [Annex\\_A.38\\_PDCA Education.pdf](#)
- [Annex\\_A.39\\_Societal Contribution.pdf](#)
- [Annex\\_A.40\\_AGU Quality Manual.pdf](#)

#### Kamuoyunu bilgilendirme ve hesap verebilirlik

**Olgunluk Düzeyi:** Kurumun kamuoyunu bilgilendirme ve hesap verebilirlik mekanizmaları izlenmekte ve paydaş görüşleri doğrultusunda iyileştirilmektedir.

## 2. Misyon ve Stratejik Amaçlar

### A.2. Mission and Strategic Aims

#### A.2.1. The Mission, Vision and Policies

At the heart of the AGU's vision and mission lies a university model that creates synergy between the functions of education, research, and societal impact with an innovative point of view. The vision, mission, and performance indicators were determined with a strategic management perspective, a participatory understanding, and a future-oriented focus.

AGU prepared the 2018-2022 Strategic Plan emphasizing high quality in all its functions, processes, and activity areas (culture, personnel, students, objectives, 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, working groups including faculties and departments were formed. In accordance with the prioritization resulting from stakeholder analysis, meetings were held with internal and external stakeholders in order to take stakeholders' views into account. The views of stakeholders were analyzed and then submitted to the Strategic Planning Committee by working subgroups. Strategic Planning Committee developed 2018-2022 AGU Strategic Plan **Annex\_A.41\_Strategic Plan** in the light of stakeholders' feedback and the works of subgroups. All these processes were coordinated by the Quality Committee.

Policy documents regarding Education, Quality Assurance, Management, Research, and Societal Contribution have been revised by the participation of several stakeholders (**Annex\_A.42\_Quality Assurance Policy, Annex\_A.43\_Research Policy, Annex\_A.44\_Education Policy, Annex\_A.45\_Societal Contribution Policy, Annex\_A.46\_Management Policy**). Efforts to define sub-processes in detail are already going on. Policy documents have been announced on the [Quality Committee's web site](#).

There are several applications in the context of policy documents. These applications are detailed in the relevant sections.

Efforts to prepare 2023-2027 AGU Strategic Plan has been initiated taking into account Strategic Planning Guide **Annex\_A.47\_2023-2027 Strategic Plan Preparation Program**).



### A.2.2. Strategic Aims and Objectives

In the AGU Strategic Plan, four aims and five strategic objectives for each aim are determined. Strategic objectives are directly related to the vision and mission and have been determined under the main strategic aims of research, education, management processes, and societal contribution (**Annex\_A.48\_Strategic Plan, pg. 54-56**). The units responsible for monitoring the progress of the objectives and taking necessary measures as well as the units to cooperate are defined for each objective separately (**Annex\_A.48\_Strategic Plan, pg. 57-76**). A total of 49 performance indicators have been identified for the strategic objectives (**Annex\_A.48\_Strategic Plan, pg. 77-81**).

The University Management and the Performance Assessment and Evaluation Committee (33<sup>rd</sup> Committee in the Committee list provided for 2021 in the quality web page) are responsible for the aforementioned 49 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 (**Annex\_A.49\_Eng Fac Strategic Plan Monitoring, Annex\_A.50\_GSoES Strategic Plan Monitoring, Annex\_A.51\_GSoSS Strategic Plan Monitoring**) to the Department of Strategy Development. The Strategy Development Department consolidates the activity reports of various units and reports back to the Performance Assessment and Evaluation Committee and the Rector. The Performance Assessment 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 activities concerning the Strategic Plan are also reported annually and announced to the public with the **Administrative Activity Report (Annex\_A.52\_AGU Performance Program Report 2021)**.

Stakeholders' opinions also play an important role in AGU's quality assessment and improvement processes. Focus group sessions, surveys, and meetings are carried out as necessary and periodically in order to get feedback regarding the processes. Details for these activities are presented in relevant sections (e.g., education) of this report. The feedback received from the stakeholders is assessed and action plans are developed in relevant committees. Directives to take necessary decisions to implement the action plans at the boards of relevant units and the Senate have been given to units (**Annex\_A.53\_Directive**).

In the 2017 External Evaluation Report prepared by YÖKAK, two of the strengths are stated as follows:

- The Institution has determined its vision, mission, strategic objectives, and performance indicators; the design of programs; and organizational structure as a result of the activities (search conferences, workshops, and surveys) conducted with the participation of many internal and external stakeholders with a "common sense and quality" focus.
- All academic and administrative personnel from the operational level to the strategic level participate in all efforts to create a quality assurance system with commitment, have internalized the vision and mission, and have a strong institutional culture and satisfaction.

In the 2020 Monitoring Program Report, the aforementioned strengths are still considered to be continuing (**Annex\_A.54\_2020\_YOKAK\_Monitoring Report, pg. 30**). However, some concerns regarding the performance reports of the units are stated. The main concerns are that the reports of the units include information about the goals related to the general action plans rather than unit-specific action plans. This being the case, it is suggested that when the goals are not realized, the goals should be questioned whether they are realistic or not and that the template used to collect information should be changed so that the causes of not reaching the goals can be entered and discussed by the units in order to review the goal setting process. The template has not been changed; however, the units are requested to put explanations as necessary.

### A.2.3. Performance Management

The University Management and the Performance Assessment and Evaluation Committee (33<sup>rd</sup> Committee in the Committee list provided for 2021 in the [quality web page](#)) are responsible for the aforementioned 49 performance indicators and taking necessary corrective measures. For this purpose, data related to performance indicators are collected from the units annually. Directives that require the performance evaluation results and the feedback from internal and external stakeholders to be assessed and action plans to be developed at the board meetings and the Senate have been sent to the units. The process has not matured yet; however, meetings to track the progress have been held.

The university-level realizations for main strategic aims of research and development, education, management processes, and societal contribution are 64.95%, 36.4%, 56.3%, and 132.66%, respectively. Except for societal contribution, the realization levels are low. These results are mainly attributed to the university budget cuts due to austerity measures by the central government, lower than expected expansion of faculty members projected in the 5-year Strategic Plan of 2018-2022, and higher than expected undergrad student population projected in the 5-year Strategic Plan of 2018-2022, limitations resulting from COVID-19 pandemic, insufficient human resources capacity, and excessive work burden on the academic personnel and administrators.

AGU aims to be at the top segment of the university rankings using different indicators (Times Higher Education, QS, etc.). In this context, performance indicators that match with the criteria of the relevant rankings have been identified as key indicators. For example; the international undergraduate/master's/PhD student count, the interdisciplinary project count, the accredited program count, the number of companies and institutions with which an internship agreement is made, the number of available international exchange programs, the number of students/employees who have benefited from an international exchange program, the international scholar count, the number of companies founded by the university's academic personnel at the Technopark, the number of projects with societal contribution, the number of projects realized in collaboration with the private sector and their budgets, citation and publication counts per academic are among the key performance indicators. AGU considers these rankings as a part of quality assurance system. In this regard, key performance indicators are also tracked and measures to improve them are taken by Ranking and University Index Committee. AGU, as a result of its efforts in this context, made several achievements in 2021.

- Placed in the 101-200 range in the [Times Higher Education \(THE\) Impact Ranking](#).
- Ranked 27th and 2nd in the World's Universities with Real Impact (WURI) Ranking among the [innovative universities](#) and [crisis management](#)
- Ranked 200<sup>th</sup> in the [QS Emerging Europe & Central Asia \(EECA\) Rankings](#)
- Ranked 1st among all universities in Turkey in the [University Satisfaction Survey](#) conducted by Üniversite Araştırmaları Laboratuvarı (ÜniAR).

### Misyon, vizyon ve politikalar

**Olgunluk Düzeyi:** Misyon, vizyon ve politikalar doğrultusunda gerçekleştirilen uygulamalar izlenmekte ve paydaşlarla birlikte değerlendirilerek önlemler alınmaktadır.

### Kanıtlar

- [Annex\\_A.41\\_Strategic Plan.pdf](#)
- [Annex\\_A.42\\_Quality Assurance Policy.pdf](#)
- [Annex\\_A.43\\_Research Policy.pdf](#)
- [Annex\\_A.44\\_Education Policy.pdf](#)
- [Annex\\_A.45\\_Societal Contribution Policy.pdf](#)
- [Annex\\_A.46\\_Management Policy.pdf](#)

- [Annex\\_A.47\\_2023-2027 Strategic Plan Preparation Program.pdf](#)

## Stratejik amaç ve hedefler

**Olgunluk Düzeyi:** Kurum uyguladığı stratejik planı izlemekte ve ilgili paydaşlarla birlikte değerlendirerek gelecek planlarına yansıtılmaktadır.

## Kanıtlar

- [Annex\\_A.48\\_Strategic Plan.pdf](#)
- [Annex\\_A.49\\_Eng Fac Strategic Plan Monitoring.pdf](#)
- [Annex\\_A.50\\_GSoES Strategic Plan Monitoring.pdf](#)
- [Annex\\_A.51\\_GSoSS Strategic Plan Monitoring.pdf](#)
- [Annex\\_A.52\\_University Performance Program Report 2021.pdf](#)
- [Annex\\_A.53\\_Directive.pdf](#)
- [Annex\\_A.54\\_2020\\_YOKAK\\_Monitoring Report.pdf](#)

## Performans yönetimi

**Olgunluk Düzeyi:** Kurumda performans göstergelerinin işlerliği ve performans yönetimi mekanizmaları izlenmekte ve izlem sonuçlarına göre iyileştirmeler gerçekleştirilmektedir.

## 3. Yönetim Sistemleri

### A.3. Management Systems

#### A.3.1. Information Management Systems

[The University Information System \(UIS\)](#) is used as the student information system. With this system, the following information can be accessed: students' demographic information, courses, and grades took, success status, course catalogue information, curriculum, course content, course objectives, learning outcomes, course policy, participation policy, copy policy, learning activities, course load, weekly schedule, assessment policy, course and program learning outcome matrix information. Faculty members submit their lecture notes through this system and academic advisors can follow the information of their students through this system.

In this way, all relevant information is digitized and made available online to relevant stakeholders.

Another system in UIS is Erasmus Module. Thanks to the Erasmus Module, it is possible to match the courses taken by AGU Erasmus/Exchange students from partner universities online with the courses in the AGU curriculum. It is possible to follow the information of the approved courses taken during Erasmus/Exchange and transfer the ECTS credits to their transcripts.

The CANVAS Learning Management System (LMS) gives undergraduate and graduate students the opportunity to read, assign homework and other translated study assignments, ask students to upload their assignments to CANVAS LMS, evaluate their work, communicate with students, and give them feedback. With these systems, faculty members are able to share all the materials related to the course with the students, as well as to see the situation of the students about the course and their progress in the course.

The SCHOODOLOGY Learning Management System (LMS) is used to carry out the education and training activities at the School of Foreign Languages (SFL). Prep students are obliged to use Schoology LMS to be able to follow the course materials, reading, listening, watching and speaking assignments, upload their homeworks, communicate with their lecturers, to attend discussion sessions and to do other autonomous and active learning activities.

AGU uses [a laboratory equipment information system on a web page](#) to keep track of all laboratory equipment in different centers, faculties, and departments and make them available to all faculties. All equipment purchased with faculty budgets, specific central budgets, or a specific project budget is tracked and organized. In addition to the responsible units and personnel, the areas where they should provide the best service are determined by a committee established for this very purpose. The list of all laboratory equipment is posted online so that the faculty can see what equipment is available, and their use can be requested to avoid multiple and unnecessary repeat purchases.

A project process management system called [BAPSIS](#) is used to manage all operations related to research projects supported by AGU. These projects are also accessible from AGU's website. In this system, all information and processes related to the project can be seen and followed. The personal and research information of the faculty members is transferred directly to YÖKSİS with a module created in BAPSIS.

AVESİS is used as the Academic Data Management System for R&D activities. In AVESİS, data (publications, citations, projects, patents, awards, etc.) related to the scientific studies of all academic staff in the university are collected and statistics and reports related to all these studies can be created.

In addition to the systems related to education and research activities mentioned above, AGU WEB Content Management System (CMS) system is used. Announcements are entered on the web page of the university with this system.

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. These systems are given below.

Electronic Document Management System (EDMS) is used in all kinds of writing and paperwork, both internal and external. With our Document Management System, documents are distributed and archived within the framework of authorization and access rights.

Public Accounts Information System (KBS), Finance Management System (MYS), and the State Accounting System (BKMYBS) are used to integrate spending units and accounting unit stages of financial transactions, and to provide an electronic communication environment between spending units and accounting units. In addition, Netiket system is used for extra payments. Personnel Information System (PBYS), and employee Salary Software Program (KAMUTECH) are used for personnel information and payments.

Electronic Public Procurement Platform (EKAP) and the E-Sales Portal of the State Supply Office (DMO) are used for purchases. Transactions related to movable materials are carried out through the Portable Registration Management System (TKYS). In this way, movable transactions are carried out in line with the healthy and proper management of movable records, ensuring accountability and transparency.

SGB.NET is used as the system that provides the necessary data to carry out all the financial affairs of our university to the electronic environment and to fulfill the duties stipulated by the law numbered 5018 and the secondary legislation and to establish the internal control system.

It is among the other systems used in the E-Budget, which is an e-government project that aims to support the financial management processes of public institutions, provide implementation unity and consolidation procedures, share information and application, and make budget and appropriations.

Movables Record Control Management System: It is a system used to carry out the institution's transfer and counting of all movables.

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.

In AGU, web document interfaces (Microsoft Forms, Google Docs, Office 365, OneDrive) and integrated data programs (Microsoft Teams) are used to monitor processes, enter and monitor active information. For more complex data collection processes Qualtrics, provided by Kingston University's secure servers in the UK, is used.

Moreover, all kinds of communication, information, and requests are made by departments and units through corporate e-mail accounts.

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. Sub-committees are established to tackle down the problems in different subtitles such as education, research, societal contribution, and administration. The committees are working on the strategic roadmap for collecting critical information, digitalization, and open access issues.

All these different systems support quality management and other processes in AGU. Activities are carried out according to past experiences gained from internal and external evaluation processes and needs, internal and external corporate evaluation information is recorded by the relevant units, offices, centers, boards, committees, and commissions.

Some of our announcements are uploaded on the University's web page, and a system called AGU WEB CMS is used for this purpose. Some of the reports are also advertised on the individual unit's web page.

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. Sample of evidences are listed below:

-

- <http://erasmus.agu.edu.tr/listeler>
- <http://ekders.agu.edu.tr/>
- <http://flns.agu.edu.tr/>
- <http://katalog.agu.edu.tr/yordam/>
- <http://kps.agu.edu.tr/Login.aspx>
- <http://pbs.agu.edu.tr/>
- <http://pbs.agu.edu.tr/login/auth>
- <http://www.agu.edu.tr/userfiles/Yazi%20Isleri/ebysyonergesi.pdf>
- <https://agu.schoolology.com/login?&school=49890877> <https://canvas.agu.edu.tr/login/canvas>
- <https://apsis.agu.edu.tr/Default2.aspx>
- <https://apsis.agu.edu.tr/SatinalmaDuyurulari.aspx>
- <https://avesis.agu.edu.tr/>
- <https://bidb-tr.agu.edu.tr/mevzuat>
- <https://canvas.agu.edu.tr/login/canvas>
- <https://depo.agu.edu.tr/s/EnxK4kBE7AJSMMB>
- <https://ebys.agu.edu.tr/enVision/Login.aspx>
- <https://egitimpanel.cbiko.gov.tr/Sistem-Giris>
- <https://ekap.kik.gov.tr/EKAP/Default.aspx?ReturnUrl=%2fEKAP%2f>
- <https://giris.tubitak.gov.tr/kullaniciadiilegiris.htm>
- <https://hitap.sgk.gov.tr/HitapWeb/login>
- <https://kamueuygulama.sbb.gov.tr/>
- <https://kariyerkapisi.cbiko.gov.tr/>
- <https://kayseri.kamutech.com/uye-giris?ReturnUrl=%2fOrganizasyon-sec>
- <https://kesenek.sgk.gov.tr/KesenekWeb/>
- <https://kesenek.sgk.gov.tr/KesenekWeb/>
- <https://muhasebat.hmb.gov.tr/kbs-uygulamaları>
- <https://mys.hmb.gov.tr/login>
- <https://programbutce.sbb.gov.tr/>
- <https://sis.agu.edu.tr>
- <https://uis.agu.edu.tr/>
- <https://uis.agu.edu.tr/buis/Login.aspx>
- <https://uis.agu.edu.tr/buis/Login.aspx>
- [https://uyg.sgk.gov.tr/Sigortali\\_Tescil4c\\_Web/](https://uyg.sgk.gov.tr/Sigortali_Tescil4c_Web/)
- [https://webgate.ec.europa.eu/cas/login?loginRequestId=ECAS\\_LR-9884477-hjA3xMwm8XwpsF5xczUBI6y8xzQIAYzTkGyFMO4i42zwoM62evCSQ3UPDUSW4C4MDBGbyYMr4Xqy5BSmXzslAJ-jpJZscgsW0KNV3w3XgA6SO-rbvEzPSdQIICZIIWxUrUZSKM8XiWvV8fluneharjklaxCJ7279uBGJL0TCVvWmsSBZnIQAbC4R15xzyrXnJW](https://webgate.ec.europa.eu/cas/login?loginRequestId=ECAS_LR-9884477-hjA3xMwm8XwpsF5xczUBI6y8xzQIAYzTkGyFMO4i42zwoM62evCSQ3UPDUSW4C4MDBGbyYMr4Xqy5BSmXzslAJ-jpJZscgsW0KNV3w3XgA6SO-rbvEzPSdQIICZIIWxUrUZSKM8XiWvV8fluneharjklaxCJ7279uBGJL0TCVvWmsSBZnIQAbC4R15xzyrXnJW)
- <https://www.dmo.gov.tr/Esatis>
- <https://www.kbs.gov.tr/TMYS/gen/login.htm>
- <https://yoksis.yok.gov.tr/>

#### ***A.3.2. Management of Human Resources***

There are 263 academic and 173 administrative staff, servicing 2724 undergraduate and 220 graduate students in the university. University has human resources

management policies, which define rulesets and regulations of administrative and academic units. Academic and administrative roles, tasks, responsibilities and work-flows are clearly described and published online via related units [webpages](#) to ease the local and public access.

AGU uses both physical and digital platforms to carry out leadership, management, quality, education, R&D, and social contribution activities, arrange meetings, communicate with its academic and administrative staff, follow work-flows and assignment, collect and processes data, send and receive documents and communicate with internal and external stakeholders and authorities. All official writings and acts are tracked and archived by Electronic Document Management System (EBYS in Turkish); personnel data of all staff are saved and monitored by *NETIKET* and *HITAP software programs*; academic data is followed by *AVESİS, YOKSİS*, and all staff activities are reviewed by *E-UYGULAMA (E-application)* and *E-BÜTÇE (e-budget)* applications.

AGU follows an open, fair and transparent process for recruiting new academics. Minimum criteria were set objectively and measurably for the appointment and promotion of academics considering a minimum quality threshold which is developed based on the academic and professional competences for different faculties. The minimum appointment and promotion criteria for the academics are publicized on [AGU's own web page](#) and related [Council of Higher Education \(CoHE\) web page](#).

The university 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, to give a public seminar in English in his/her research field.

Units are asked to hire new staff by [monitoring their human-resource capacities](#) with a bottom-up approach.

Faculty members and Research Assistants are reviewed based on their annual Faculty Academic Reports (FAR) not only with their education and research activities but also societal contribution and professional service to their field. [While Assistant Professors are reviewed and re-appointed biannually, Associate and Full Professor positions are granted based on the objective and measurable appointment and promotion criteria as mentioned before.](#) AGU also promotes all faculty with *Academic Promotion Payment (YÖK Akademik Teşvik Ödeneği)* according to the national announced rules and regulations. All applicants are announced publicly on AGU's web site with their gradings to foster academic impact. Education performance of the faculty is also monitored with the course evaluation surveys which is also used in academic recruitment process and promotion.

AGU has adopted a participatory management structure in its units. In this regard, almost all decisions regarding the assignment of [duties and responsibilities](#) to academic and administrative personnel are taken in the meetings with the participation of personnel. Fairness, transparency, and workload balance are observed in all assignments.

As an example, Department of Industrial Engineering is using project management software, Trello Application, which is accessible by all personnel for assignments. AGU follows national rules and regulations for recruiting administrative staff with high qualifications regarding foreign languages and the services they will perform.

In order to increase the motivation of academic and administrative staff and students, plans to provide high quality and modern office/research lab spaces, classrooms, educational laboratories, common areas, housing and dormitories with a quota, canteen, cafeteria, physical sports, social and cultural facilities and services together with the required infrastructures are prepared and put into practice. This positive environment helps achieving high quality education, research and societal impact at AGU. AGU also provides English Language courses to its administrative staff to develop their English language skills for them to better communicate with international students and staff to achieve a better international environment.

AGU organizes [surveys](#) periodically about daily life on campus, lunch-meal selection or accessibility to other resources to improve all services provided. AGU follows a systematic contact with all its stakeholders to monitor its service and improve its quality with surveys and meetings.

After Covid-19 pandemic, AGU is servicing distance education and structured part-time administrative service, and using digital systems and applications in all service fields. Distance education is supported not only with video conference and meeting applications such as Zoom, learning management systems such as Canvas in undergrad and grad programs, and Schology in School of Foreign Languages, but also with brainstorming or teamworking applications like Mural, Miro or Padlet. All applications are selected with a common mind set and decision of faculty and students after many intense meetings right after the first weeks of lock-down. AGU also announced distance education regulations on its web page and re-structured content, delivery and assessment methodology of all courses. AGU has been organizing trainings to its faculty to increase their training performance and introduce new and contemporary applications in top-tier universities periodically. AGU has also established meetings for students on career development, peer integration or personal assistance in pandemic situations. Administrative staff has also been trained on active administration systems and communication. There have been various online activities to support personal and career development of faculty, students and administrative staff, and university-wide communication and integration. AGU have also [prepared a report](#) about its response to the Covid-19 pandemic.

### **A.3.3. Management of Financial Resources**

AGU is provided an allowance every year from the central government budget. These allowances are distributed among faculties and other units according to their needs. For that, the university administration makes preparations, carries out a series of meetings and decides how much budget should be allocated to a specific unit. These meetings are held with the participation of the head of these units which has a legal right to have a budget to be able to distribute allowances fairly and efficiently among the units. Financial 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 increasing the university's education, research and societal impact outcomes.

Department of Administrative and Financial Affairs tracks, monitors and executes all [purchasing requests](#) of academic and administrative units with a common form developed for all units. The department shows utmost attention to comply with the [state regulations](#), and announces every auction track in [its web page](#) in a transparent manner. The budget performance results and the summary of auctions carried out by the department are attached as [Annex\\_A.55](#) and [56. \(Annex\\_A.55 Department of Administrative and Financial Affairs Budget Application Results, Annex\\_A.56 Department of Administrative and Financial Affairs Summary of Auctions\)](#)

Department uses digital applications to save all tracks by using State Spending Information System (KBS), Movables Record Management System and Spending Information Management System (MYS).

A fair rather than equal distribution is prioritized in the distribution and management of the financial resources. AGU aims to provide top level facilities as much as possible with the available resources both for the students and the academic and administrative staff.

AGU uses detailed regulations and [work-flow-charts](#) for every expense and payment (income/budget planning and execution, expense and payment transactions, duty-allowance, accounting-management) in its academic and administrative units.

All process is carried out transparently as the faculty members are aware of the management of financial resources. The management ensures that the faculty members are informed about the resources provided to their departments. Faculties provide a certain level of budget annually to the departments under its administration to support the teaching and research activities. Faculty members also apply to national institutions such as TÜBİTAK, the Ministry of Industry, Disaster and Emergency Management Presidency and EU-funded projects to get external financial support for their research.

### **A.3.4. Process Management**

All academic and administrative units follow the legal procedures defined by the laws, rules and regulations set by the government in their routine work flows.

All defined processes and process management procedures in quality, management, leadership, education, research, and societal impact are described in detail in "A. Quality, Management and Leadership", "B. Education", "C. Research", "D. Societal Contribution" titles and their sub-titles respectively.

Especially, the detailed explanations about the processes and process management procedures are described with supporting evidences in "A.1.1. Management Model and Administrative Structure", "A.1.2. Leadership", "A.1.3. Institutional Transformation Capacity", and "A.1.4. Internal Quality Assurance Mechanism" sub-sections of this Chapter. The reader is kindly referred to these sub chapters to avoid repetitions and duplications.

To ensure the quality of processes and procedures in education, university has decided to apply for accreditation to have an internationally accepted programs and

initiated required preparations. Rector assigned a Rector Advisor for the Bologna Adoption and Accreditation to manage, coordinate and follow the related processes and supported it with the Bologna and Accreditation Committee (**Annex\_A.57\_Bologna-Accreditation Committee**). Committee has organized many training and seminar activities in 2021 to support preparations required for the accreditation applications for the departments.

To ensure the quality in research, Rector assigned a Rector Advisor for Research, and constituted Research Committee to review, manage and improve research activities.

To ensure the quality in services to students, Rector assigned a Student Dean, a Rector Advisor as well for the Student Affairs, and constituted an Advisory Board for the Dean of Students Office. This advisory board will review, manage and improve student services and report to the Rector.

University [announced a distance-education](#) strategy to support and coordinate their education facilities online and face to face.

### **Bilgi yönetim sistemi**

**Olgunluk Düzeyi:** Kurumda entegre bilgi yönetim sistemi izlenmekte ve iyileştirilmektedir.

### **İnsan kaynakları yönetimi**

**Olgunluk Düzeyi:** Kurumda insan kaynakları yönetimi uygulamaları izlenmekte ve ilgili iç paydaşlarla değerlendirilerek iyileştirilmektedir.

### **Finansal yönetim**

**Olgunluk Düzeyi:** Kurumda finansal kaynakların yönetim süreçleri izlenmekte ve iyileştirilmektedir.

### **Kantlar**

- [Annex\\_A.55\\_Department of Administrative and Financial Affairs Budget Application Results.pdf](#)
- [Annex\\_A.56\\_Department of Administrative and Financial Affairs Summary of Auctions.pdf](#)

### **Süreç yönetimi**

**Olgunluk Düzeyi:** Kurumda süreç yönetimi mekanizmaları izlenmekte ve ilgili paydaşlarla değerlendirilerek iyileştirilmektedir.

### **Kantlar**

- [Annex\\_A.57\\_Bologna-Accreditation Committee.pdf](#)

## **4. Paydaş Katılımı**

### **A.4. Stakeholder Participation**

#### **A.4.1. Internal and External Stakeholder Participation**

AGU has been playing the role of scientific bridge that connects academia and society, including profit and non-profit organizations and individuals. Therefore, collaboration with internal and external stakeholders at AGU has become the mission of the institution. From the basic level of academic unit (departments) to faculties and to higher level of hierarchy, stakeholder management has become never-ending process throughout the organization. A number of evidence selected from many examples is included in the Annex\_A.58. (**Annex\_A.58\_Related Links**)

A rich summary of stakeholder relations with a focus on societal impact is given in “A.1.3. Institutional Transformation Capacity” section of this report even though stakeholder participation in other areas such as education, researches are mentioned as well. The reader is kindly referred to that section of the report.

Stakeholder participation especially in Quality, Education and Research are discussed in the “A. Quality, Management and Leadership”, “B. Education”, and “C. Research” chapters respectively. The reader is kindly referred to those chapters of the report.

Besides; detailed information on stakeholder participation for individual faculties, institutes, or schools can be reached from their own 2021 annual unit self-evaluation reports under the same “A.4.1. Internal and External Stakeholder Participation” heading. The samples of these reports were provided as Annexes in the previous sections of this report in Annex\_A.9 through A.16. **As examples; the reader can have a look at** Annex\_A.9\_Prep School Self Evaluation Report; pg. 24, Annex\_A.10\_FLNS\_2021 Unit Self Evaluation Report; pg. 26, Annex\_A.11\_Faculty of Engineering Self Evaluation Report-2021; pg. 47, Annex\_A.12\_Faculty of Architecture Self Evaluation Report; pg. 8, Annex\_A.13\_Grad School of Engineering and Science Self Evaluation Report-2021; pg. 5, Annex\_A.14\_Social Sciences Institute Self Evaluation Report-2021; pg. 9, Annex\_A.15\_Faculty of Humanities and Social Sciences Self Evaluation Report-2021; pg. 15, Annex\_A.16\_Faculty of Managerial Sciences Self Evaluation Report-2021; pg. 12).

#### **A.4.2. Student Feedbacks**

**Student feedbacks are systematically received through surveys** prepared by the Center for the enhancement of Learning and Teaching (OELT) and applied via UIS. **The survey results are reviewed, processed and necessary actions are taken depending on the faculties, institutes, schools and their departments.**

Detailed information on student feedbacks for individual faculties, institutes, and schools can be reached from their own 2021 annual unit self-evaluation reports under the same “A.4.2. Student Feedbacks” heading. The samples of these reports were provided as Annexes in the previous sections of this report in Annex\_A.9 through A.16. **As examples; the reader can have a look at** Annex\_A.9\_Prep School Self Evaluation Report; pg. 26, Annex\_A.10\_FLNS\_2021 Unit Self Evaluation Report; pg. 28, Annex\_A.11\_Faculty of Engineering Self Evaluation Report-2021; pg. 54, Annex\_A.12\_Faculty of Architecture Self Evaluation Report; pg. 9, Annex\_A.13\_Grad School of Engineering and Science Self Evaluation Report-2021; pg. 6, Annex\_A.14\_Social Sciences Institute Self Evaluation Report-2021; pg. 10, Annex\_A.15\_Faculty of Humanities and Social Sciences Self Evaluation Report-2021; pg. 15, Annex\_A.16\_Faculty of Managerial Sciences Self Evaluation Report-2021; pg. 13).

In the Faculty of Engineering, student feedbacks are collected through individual departments.

**In Civil Engineering Department,** in addition to the university-wide student surveys prepared by (OELT) and applied through UIS, departmental student questionnaire investigating the evaluation criteria for each program outcome is applied, whether the program outcomes have been achieved or not are measured, later the results are evaluated by the departmental education committee and the department head, and possible improvement actions for the education program are determined and applied. Besides, the courses, assignments, reports and projects by which the program outcomes are obtained are taken into consideration during the evaluation process.

**In Computer Engineering Department,** [university-wide student surveys](#) prepared by (OELT) and applied through UIS is used every semester. While the results of this questionnaire are evaluated in the department and necessary actions are taken, they are shared with the top university admin and concerned units as well for possible actions.

**In Engineering Sciences Department,** student centered teaching and learning is the sole focus of the department where service courses such as Math, Physics, Chemistry and Biology are provided by the department. Surveys prepared by the Center for the enhancement of Learning and Teaching (OELT) are applied to students at the end of each semester to evaluate the course and the lecturer. Based on the qualitative and quantitative data collected regularly from the surveys and

their evaluations, required corrective measures have been taken for active learning and student-centered learning activities to increase quality.

**In Industrial Engineering Department**, in addition to the university-wide student surveys carried out by the OELT, the department regularly arranges online meetings with students to collect their feedbacks. Moreover, the department also employs its own [evaluation questionnaires](#). Each course has also its own WhatsApp group to facilitate quick feedback. The feedback obtained from all these sources is discussed and considered in departmental meetings.

**Similar procedures are applied in other departments as well.**

**In Faculty of Managerial Sciences** in addition to the university-wide student surveys, decisions of the Departmental Board which include the interests of students are published on the department websites to increase the transparency and decrease the information asymmetry. Students send their suggestions and complaints to a departmental e-mail address ([ba.agu.edu.tr](mailto:ba.agu.edu.tr), [econ.agu.edu.tr](mailto:econ.agu.edu.tr)) or to their academic advisors by e-mail. The recommendations and complaints of the students are evaluated, and necessary measures are taken to increase the quality.

- <http://cd.agu.edu.tr/index.php/s/LO1QPF1njCt2gxE>
- <http://cd.agu.edu.tr/index.php/s/CytZ8zNmUdgBztn>
- [Evidence\\_ECON345\\_EVALUATION\\_SURVEY](#)
- <http://cd.agu.edu.tr/index.php/s/dc7BLyvE5Q5z0yz>

#### **A.4.3. Graduates (Alumni) Relationship Management**

AGU is in close relation with AGU Career and Employability Office and the follow-up of the graduates of AGU are carried out through the AGU Career and Employability Office.

Detailed information on Graduates (Alumni) Relationship Management for individual faculties and institutes can be reached from their own 2021 annual unit self-evaluation reports under the same “A.4.3. Graduates (Alumni) Relationship Management” heading. The samples of these reports were provided as Annexes in the previous sections of this report in Annex\_A.11, A.13 and A.14. Prep school prepares the students to their respected faculties and institutes and does not give any graduate, some faculties have not given any graduates yet, and some faculties does not follow their graduates themselves and leave the follow up to Career and Employability Office. **As examples of those faculties and institutes who follow up their graduates, the reader is kindly referred to look at Annex\_A.11\_Faculty of Engineering Self Evaluation Report-2021; pg. 56, Annex\_A.13\_Grad School of Engineering and Science Self Evaluation Report-2021; pg. 6, Annex\_A.14\_Social Sciences Institute Self Evaluation Report-2021; pg. 10).**

**Some departments such as Industrial Engineering** maintains its own alumni WhatsApp group in addition to the services provided by the AGU Career and Employability Office. News about alumni promotions, workplace information, wishes and greetings etc. are communicated through these groups, which have proved to be effective, given the small number of alumni. During the departmental meeting in late 2020, however, the need for a more sophisticated system has been recognized, as it would not be feasible any longer to track the alumni via just WhatsApp groups, and the graduation committee in the department has started its studies to develop a better tracking system, but the department has still used ad hoc methods (i.e., WhatsApp groups) in 2021. The department also [arranges meetings](#) to make alumni come together with the current students.

#### **İç ve dış paydaş katılımı**

**Olgunluk Düzeyi:** Paydaş katılım mekanizmalarının işleyişi izlenmekte ve bağlı iyileştirmeler gerçekleştirilmektedir.

#### **Kanıtlar**

- [Annex\\_A.58\\_Related Links.pdf](#)

#### **Öğrenci geri bildirimleri**

**Olgunluk Düzeyi:** Tüm programlarda öğrenci geri bildirimlerinin alınmasına ilişkin uygulamalar izlenmekte ve öğrenci katılımına dayalı biçimde iyileştirilmektedir. Geri bildirim sonuçları karar alma süreçlerine yansıtılmaktadır.

#### **Mezun ilişkileri yönetimi**

**Olgunluk Düzeyi:** Kurumdaki programların genelinde mezun izleme sistemi uygulamaları vardır.

## **5. Uluslararasılaşma**

### **A.5. Internationalisation**

#### **A.5.1. Internationalization Process Management**

As a new generation university, institution has established an “Internationalization and Quality Plan” comprising all the works needed to be realized including the action plans together with the description of responsible units/people until 2023 to be able to reach the goal of a worldwide known, recognized and accredited university. Biannual reports have been prepared for these works. There are international faculties and students at AGU whose education language is 100% English, and international mobility programs are being used effectively.

The 2015-2020 Internationalization policy was designed after the workshop with the participation of internal and external stakeholders. ([Annex\\_A.59\\_Internationalization Strategy Document 2015-2020](#)). The 2021-2025 policy has also been prepared and is in the approval process.

[The International Office](#) is the department who is responsible mainly from internalization processes. The office plays a central and supporting role in coordinating international processes including a range of activities such as student recruitment, admission and orientation processes to establish and maintain international collaborations that enable student and employee mobility.

AGU Erasmus Office carries out internationalization process together with the stakeholders, especially with the International Office. The duties and responsibilities of the relevant personnel for the studies carried out outside the Erasmus Office are also clearly stated. Contribution of Erasmus Office to Internationalization Strategies are:

- To encourage participation in European Union (EU) Education Programs, especially Erasmus+ program.
- Increasing the number of international agreements (There are 40 bilateral agreements.)
- To ensure that AGU students and staff benefit from Erasmus+ programs
- To increase the number of international projects at AGU
- To increase the number of foreign personnel and students coming to AGU
- To increase the international recognition of AGU
- To encourage the organization of international events at AGU

**A.5.2. Internationalization Resources**

The internationalization activities are carried out by the International Office under the responsibility of a Vice-Rector. The allocation of resources is administered under the supervision of the same Vice Rector. Development, coordination, support and follow-up of internationalization strategy is the duty of International Office. The financial, physical and human resources that are allocated to the International Office are deemed adequate. (Annex\_A.62\_International Office Activity Report).

The Erasmus Office coordinates the student and staff exchange in the framework of the European Union's Erasmus Program. The budget for this program is provided by the European Union Commission. This budget is administered in accordance with relevant laws and regulations and the grant contract is signed with the Turkish National Agency. The list of projects coordinated by AGU Erasmus Office is shown in Table 10 where it shows the name, type, allocated budget, expenditure and the period valid.

**Table 10. The list of projects coordinated by AGU Erasmus Office**

Name of the Project	Type	Coordinator	Budget	Expenditure	Start and End Dates
2018-1-TR01-KA103-049921	KA103	AGU	121.900,00 €	114.933,06 €	1 June 2018-31 May 2021
2018-1-TR01-KA103-053602	KA103 Consortium	AGU	51.450,00 €	48.300,00 €	1 June 2018-31 May 2021
2018-1-TR01-KA107-053463	K107 International Credit Movement	AGU	11.210,00 €	7.947,00 €	1 June 2018- 31 July 2021
2019-1-TR01-KA103-065887	KA103 Consortium	AGU	50.300,00 €	11.047,00 €	1 June 2019-31 May 2022
2019-1-TR01-KA103-062698	KA103	AGU	120.000,00 €	108.868,38 €	1 June 2019-31 May 2022
2020-1-TR01-KA103-081775	KA103	AGU	119.550,00 €	8.040,00 €	1 June 2020-31 July 2023
2020-1-TR01-KA103-083057	KA103 Consortium	AGU	48.150,00 €	No expenditure	1 June 2020-31 May 2023

The performance reports are regularly submitted to the National Agency. The budget which is not used is returned back to the National Agency. The office allocates quotas to all relevant units for both student and staff exchange and transfers unused quota to units that demands extra quotas. Even though the quota usage by some departments for exchange opportunities is low, the policies encourage equitable use in overall. (Annex\_A.63\_Erasmus List-1, Annex\_A.64\_Erasmus List-2, Annex\_A.65\_Erasmus List-3, Annex\_A.66\_Erasmus List-4).

**A.5.3. Internationalization Performance**

The International Office monitors closely the adaptation of international students to the country and university and offers them all kinds of supports for their academic problems. The international protocols and partnerships are monitored and evaluated, and if necessary, measures are taken based on the criteria set by the Selection and Evaluation Committee for International Students and the International Office, and by the International Mobility Offices (e.g. the Erasmus Office under the brand name of AGU Youth Factory), respectively. (Annex\_A.67\_Monitoring Protocols and Collaborations, Annex\_A.68\_2021 AGU Strategic Plan Monitoring Report)

**Uluslararasılaşma süreçlerinin yönetimi**

**Olgunluk Düzeyi:** Kurumda uluslararasılaşma süreçlerinin yönetimine ilişkin organizasyonel yapılanma tamamlanmış olup; şeffaf, kapsayıcı ve katılımcı biçimde işlemektedir.

**Kanıtlar**

- [Annex\\_A.59\\_Internationalization Strategy Document 2015-2020.pdf](#)
- [Annex\\_A.60\\_Erasmus\\_Staff\\_Mobility Agreements.xlsx](#)
- [Annex\\_A.61\\_Erasmus\\_Student\\_Mobility Agreements.xlsx](#)

**Uluslararasılaşma kaynakları**

**Olgunluk Düzeyi:** Kurumun uluslararasılaşma kaynakları birimler arası denge gözetilerek yönetilmektedir.

**Kanıtlar**

- [Annex\\_A.62\\_International Office Activity Report.pdf](#)
- [Annex\\_A.63\\_Erasmus List-1.pdf](#)
- [Annex\\_A.64\\_Erasmus List-2.pdf](#)
- [Annex\\_A.65\\_Erasmus List-3.pdf](#)
- [Annex\\_A.66\\_Erasmus List-4.pdf](#)

**Uluslararasılaşma performansı**

**Olgunluk Düzeyi:** Kurumun geneline yayılmış uluslararasılaşma faaliyetleri bulunmaktadır.

**Kanıtlar**

- [Annex\\_A.67\\_Monitoring Protocols and Collaborations.pdf](#)
- [Annex\\_A.68\\_2021 AGU Strategic Plan Monitoring Report.pdf](#)

**B. EĞİTİM VE ÖĞRETİM****1. Program Tasarımı, Değerlendirmesi ve Güncellenmesi**

## B.1. Design, Assessment and Update of Programs

### B.1.1. Design and Approval of Programs

In the 2020-2021 academic year, AGU developed and started an undergraduate Psychology program under [School of Humanities and Social Sciences](#) and a graduate program in [Policy Analytics in Global Issues](#) (Master's) under the Graduate School of Engineering and Science. The programs and curriculums are based on the Turkish Higher Education Qualifications Framework (TYYÇ/THEQF) and the European Network for Quality Assurance in Higher Education (ENQA) standards. During the development of new programs, departmental boards and faculty members met with professionals and other academicians from different disciplines, Education Commission and the Bologna Coordinator to evaluate and share ideas in preparing the curriculums (**Annex B.1 AGU PSY The List of Internal and External Stakeholders for the Psychology Undergraduate Program**). Later on, suggestions are evaluated by the departmental board and the program and curriculum are presented to the University Senate for the evaluation and approval/disapproval of the Senate.

AGU's signature courses of Global Problems & Responsibilities (GLB) were developed and included in the curriculum as mandatory general education courses in 2016. Since 2016, [AGU spends efforts to make SDGs](#) widespread among all administrative and academic departments. The main purpose of GLB courses was to make students gain awareness and sensitivity and bring solutions and engage actively with all of the 17 goals (SDGs) that are developed by the United Nations (UN, 2021). Since global problems are on the rise, the application of SDGs has become a central item in every country's agenda. At the beginning of the Spring 2021, a Coordinator, and a GLB Committee were appointed to redesign and reevaluate GLB courses and implement them in university-wide education. Under the Coordinator, GLB Committee prepared a proposal and submitted it for the approval of AGU Education Committee (EC). Proposal has been approved by the two bodies, EC and the Senate. [Redesigned courses are tied to SDGs](#) (**Annex B.2 Syllabus GLB 101 and Annex B.3 Syllabus GLB 205**) and learning outcomes are evaluated in February 2022.

The Presidential Office of the Human Resources department of the Republic of Turkey required a specific Career Planning course for each academic department from all universities. At AGU, Career Planning courses were designed by internal meetings including representatives from each department, International Office, and Career Office under the coordination of university Education Committee. Departmental and school boards also reviewed their curriculums and re-arranged the required credit hours to complete the program. Career planning courses were adopted by each department after being approved by the Senate. Here is an example of a [Career Planning Course for the Electrical & Electronics Engineering Department](#).

### B.1.2. Course Distribution Balance of Programs

All curriculums were reviewed according to the career planning course addition. The implementation was carried out by the department's teaching staff and reviewed by Education Committee. Bologna Accreditation Committee of each academic unit reviews the programs and restructures its curriculum to make the technical, non-technical, prerequisite and elective course distributions much more balanced and visible.

### B.1.3. Compatibility of Course Outcomes with Program Outcomes

Program outcomes (PO) of the departments have been determined in line with the institutional learning outcomes of AGU and the Turkish Higher Education Qualifications Framework (THEQF) as well as the recommendations from stakeholders. The learning outcomes (LO) of the courses in each program have been defined and matched with POs. Course-program outcomes matrix of the departments is announced on departmental web pages as listed in Table 11 below. The monitoring of the correspondence of the course outcomes with the program outcomes has been checked by the relevant department boards and necessary actions are taken when deemed necessary.

Table 11. Course-program outcomes matrix of the departments

Faculty	Department	Course-PO Matrix
Faculty of Engineering	Computer Engineering	<a href="http://www.agu.edu.tr/userfiles//bilgisayar/AGUCompPOs.pdf">http://www.agu.edu.tr/userfiles//bilgisayar/AGUCompPOs.pdf</a>
	Civil Engineering	<a href="http://www.agu.edu.tr/userfiles//insaat%20muhendisligi/Course_POs_Matrix.pdf">http://www.agu.edu.tr/userfiles//insaat%20muhendisligi/Course_POs_Matrix.pdf</a>
	Electrical & Electronics Engineering	<a href="https://eee.agu.edu.tr/egitimimiz">https://eee.agu.edu.tr/egitimimiz</a>
	Industrial Engineering	<a href="https://ie.agu.edu.tr/program-ciktilari-ve-eslesmeler">https://ie.agu.edu.tr/program-ciktilari-ve-eslesmeler</a>
	Mechanical Engineering	<a href="https://me.agu.edu.tr/lisans">https://me.agu.edu.tr/lisans</a>
Faculty of Architecture	Architecture	<a href="https://arch.agu.edu.tr/program-bilgileri">https://arch.agu.edu.tr/program-bilgileri</a>
Faculty of Managerial Sciences	Business Administration	<a href="https://ba.agu.edu.tr/uploads/docs/Kalite/Program%20C%CC%A7%C4%B1kt%C4%B1lar%C4%B1.pdf">https://ba.agu.edu.tr/uploads/docs/Kalite/Program%20C%CC%A7%C4%B1kt%C4%B1lar%C4%B1.pdf</a>
	Economy	<a href="https://econ.agu.edu.tr/uploads/_quarantine/Ekonomi%20B%C3%B6l%C3%BCm%C3%BC%20Dersler-Program%20C%87%C4%B1kt%C4%B1lar%C4%B1%20%2820.09.2021%29.pdf">https://econ.agu.edu.tr/uploads/_quarantine/Ekonomi%20B%C3%B6l%C3%BCm%C3%BC%20Dersler-Program%20C%87%C4%B1kt%C4%B1lar%C4%B1%20%2820.09.2021%29.pdf</a>
Faculty of Humanities and Social Sciences	Political Science and International Relations	<a href="https://pols.agu.edu.tr/uploads/files/SBU%C4%B0_Program_%C3%87%C4%B1kt%C4%B1lar%C4%B1.pdf">https://pols.agu.edu.tr/uploads/files/SBU%C4%B0_Program_%C3%87%C4%B1kt%C4%B1lar%C4%B1.pdf</a>
	Psychology	<a href="https://psyw4.agu.edu.tr/curriculuminfo">https://psyw4.agu.edu.tr/curriculuminfo</a>
Faculty of Life and Natural Sciences	Molecular Biology and Genetics	<a href="https://mbg.agu.edu.tr/kalite">https://mbg.agu.edu.tr/kalite</a>
	Bioengineering	<a href="https://bioeng.agu.edu.tr/kalite">https://bioeng.agu.edu.tr/kalite</a>

### B.1.4. Course Design Based on Student Workload

Departments follow [Article 19](#) of the university rules to set the student's workload. Students are normally expected to take 30 ECTS course load with some flexibility of higher course load and upper limitations based on the student's performance.

The evaluation of education is carried out by the course evaluation surveys applied to students (intra-semester and end-semester), evaluation surveys of the departments themselves, and feedback from the faculty members. Student evaluations of the courses and the workload are carried out based on objective and anonymous surveys. In these surveys students' self-expression opportunities are diversified as much as possible.

On the process of designing new university-wide Career Planning course by the directives of Presidency of The Republic of Turkey HR Office, course loads of the first-year programs were reviewed and checked by the departments.

Courses are delivered online during 2020-2021 Spring semester due to the COVID-19 pandemic. AGU announced a distance education strategy to support and expand its education facilities: University reconsidered all the course policies and adopted all programs to [distance education](#) with synchronous and asynchronous components, and declared its online education policies. According to the new rule-sets of Ministry of Health, University decided to offer a hybrid model starting



from 2021-2022 Fall semester. All courses are updated within this scope and delivered both online and face to face in hybrid and Hy-Flex mode with synchronous and asynchronous components. Course hours are reorganized to guarantee at least one hour of the course conducted face to face by observing the distance measures with a less dense groupings in the classrooms, and the rest conducted synchronous online or asynchronous online. Classrooms are re-structured with audio-visual tools (Hy-Flex Classrooms equipped with camera, microphone, internet access and distance learning tools) to allow those students who won't be able to attend the face-to-face sessions follow the lesson from a distance because of distance measures and seat limitations due to pandemic and health precautions. 30 large classrooms in the university are converted to Hy-Flex classrooms allowing 30 seats in pandemic conditions whereas they allow 45 seats under normal conditions.

University constituted a Bologna and Accreditation Committee to support accreditation processes. (**Annex\_B.4\_Bologna-Accreditation Committee**) Bologna and Accreditation Committee organized trainings and seminars, on June 23 (PDCA), June 29 (ECTS, Accreditation Process), July 3 (Course Catalogue, ECTS) and August 2 (Bologna & Accreditation Process) in 2021 to define the ECTS credit calculation and support fair course-load distribution in programs and courses. All trainings and training materials were shared through AGU-Cloud. (**Annex\_B.5\_AGU-Cloud\_Bologna-Page**)

### **B.1.5. Monitoring and Updating Programs**

Course records for program updates are evaluated by each Board of Department and then the Board of the relevant Faculty. As a result of the evaluations, revisions are made if necessary, and new course proposals are submitted to the University Education Committee and then to the Senate. For proposing a new course, the course record form is used (**Annex\_B.6\_Course Record Form**). Forms approved by the Senate are included in the course information packages and the program is updated. All programs have prepared their Program Records and course information packages in accordance with EU Bologna Process which include information about the programs, program objectives, program outcomes, etc. and they have been shared with all the stakeholders via related [program web sites](#). Besides, all departments make their self-evaluations for the follow-up of the program content and outcomes in the related unit self-evaluation reports prepared annually.

In 2021, two university-wide program updates including addition of common courses to the curriculum of the programs were carried out. One of the new common courses added to the curriculum in all the programs at AGU is CP 100 Carrier Planning course which aims to increase employability of the students in suitable fields based on their education and skills while establishing a career awareness in the early period of their higher education. The course record of CP 100 Carrier Planning is provided as evidence (**Annex\_B.7\_CP 100 Course Record**).

Another university-wide program update is the addition of Digital Learning Platform (DLP) Transfer Elective Courses to the curriculum for all the programs at AGU. These electives are constituted for the recognition of credit mobility and transferring non-technical or elementary level technical courses taken from digital learning platforms. The addition of DLP Transfer Elective Courses to the curriculum aims enriching students' perspective and background knowledge on different topics and fields beyond the resources of the university. Course record of a DLP Transfer Elective Course is given as an example from the curriculum of the department of civil engineering (**Annex\_B.8\_CEX 131 Course Record**) The similar courses with department-specific course codes are also added to the curriculum for all the other departments at AGU.

Department of Architecture finalized a reviewing process of its curriculum and reset ECTS credits of several mandatory courses in their program, based on the student and instructor reviews. All these updates are followed and reviewed by Education Committee and approved by the Senate. (**Annex\_B.9\_Arch\_Department Board**). University-wide GLB course has been monitored since 2016 with mid-term, end of term course evaluations and focus group studies. In 2021 Fall, an update in the design and implementation of the GLB courses is implemented.

The Office for Enhancement in Learning and Teaching (OELT) performed annual focus group assessment sessions dealing with the education quality in all active programs. The observations, concerns and critiques are shared and evaluated in a meeting with the Department Chairs, student-related administrative units, Vice Rectors, and the Rector. The expectations of the students are 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 related faculty member, Department Chair, Dean, and the Provost. A similar approach is used for each module for the School of Foreign Languages.

The accreditation of undergraduate programs is encouraged by the Rectorate and faculty Deaneries. Hence, there are ongoing efforts in the departments of all faculties having active undergraduate programs to finalize the preparations for application to the relevant accreditation bodies such as ABET, MÜDEK, MiAK-MAK and AACSB. Specifically, all the departments in Faculty of Engineering started the official application process for MUDEK, and Faculty of Architecture started official application process for MiAK-MAK accreditation towards the end of 2021.

### **B.1.6. Management of Education and Training Processes**

Education Committee holds regular weekly meetings to discuss student and instructor feedbacks, share good-case examples, develop policies, and coordinate education methodologies and facilities. Committee regularly monitors University Information Services (UIS), Canvas and Schoology Learning Management Systems, and course deliveries to guarantee learner centered high-quality and high-performance education. In addition to the Education Committee, the university assigned an Advisor for Rector for Accreditation to manage and coordinate accreditation processes in all programs.

Canvas and Schoology Learning Management Systems are extensively used by the faculty members and instructors to announce and follow course works while delivering the courses in faculties and prep program.

#### **Programların tasarımı ve onayı**

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

#### **Kanıtlar**

- [Annex\\_B.1\\_AGU-PSY\\_The-List-of-Internal-and-External-Stakeholders-for-the-Psychology-Undergraduate-Program.pdf](#)
- [Annex\\_B.2\\_Syllabus\\_GLB\\_101\\_.pdf](#)
- [Annex\\_B.3\\_Syllabus\\_GLB\\_205\\_.pdf](#)

#### **Programın ders dağılım dengesi**

**Olgunluk Düzeyi:** Programlarda ders dağılım dengesi izlenmekte ve iyileştirilmektedir.

#### **Ders kazanımlarının program çıktılarıyla uyumu**

**Olgunluk Düzeyi:** Ders kazanımlarının program çıktılarıyla uyumu izlenmekte ve iyileştirilmektedir.

#### **Öğrenci iş yüküne dayalı ders tasarımı**

**Olgunluk Düzeyi:** Programlarda öğrenci iş yükü izlenmekte ve buna göre ders tasarımı güncellenmektedir.

## Kantlar

- [Annex\\_B.4\\_Bologna-Acreditacion Committee.pdf](#)
- [Annex\\_B.5\\_AGU-Cloud\\_Bologna-Page.png](#)

## Programların izlenmesi ve güncellenmesi

**Olgunluk Düzeyi:** Program çıktıları bu mekanizmalar ile izlenmekte ve ilgili paydaşların görüşleri de alınarak güncellenmektedir.

## Kantlar

- [Annex\\_B.6\\_Course Record Form.pdf](#)
- [Annex\\_B.7\\_CP 100 Course Record.pdf](#)
- [Annex\\_B.8\\_CEX 131 Course Record.pdf](#)
- [Annex\\_B.9\\_Arch\\_Department Board.pdf](#)

## Eğitim ve öğretim süreçlerinin yönetimi

**Olgunluk Düzeyi:** Kurumda eğitim ve öğretim yönetim sistemine ilişkin uygulamalar izlenmekte ve izlem sonuçlarına göre iyileştirme yapılmaktadır.

## 2. Programların Yürütülmesi (Öğrenci Merkezli Öğrenme, Öğretme ve Değerlendirme)

### B.2. Execution of Programs (Student Centered Learning, Teaching and Assessment)

#### B.2.1. Teaching Methods and Techniques

The COVID-19 pandemic became a significant issue in Turkey starting from March 2020. In response to the situation and related governmental decision, AGU has made a transition to distance education in April 2020. All COVID-19 related changes are not considered by AGU as temporary patchwork, but significant steps towards the university's development in a new educational era. AGU turned delivery method of education crisis into an opportunity for designing an innovative "hybrid and flexible educational model" to be launched in 2021. This model consists of asynchronous, synchronous and Hy-Flex learning sessions.

AGU intentionally stays away from one-model-fits-all approach and offers an opportunity for its faculty members and students to choose the method that will fit their needs/conditions and pandemic related safety precautions and regulations. This educational model has benefited from the precious contributions of the different academic department heads, IT Office and the Center for the Enhancement of Learning and Teaching (OELT).

Teaching Methods and Techniques used in the Prep School can be reached from the 2021 annual unit self-evaluation report under the same "B.2.1. Teaching Methods and Techniques" heading. **The reader can have a look at Annex\_A.9\_Prep School Self Evaluation Report; pg. 40.**

**AGU has designed, developed and launched a new educational model.** Having gained much experience and expertise in classroom and online education practices and thoroughly evaluating the (dis)advantages of both, AGU has decided to design and develop a new model aiming at making the most of both worlds. This Hybrid and Flexible model (Hy-Flex) combine the following:

#### 1. Asynchronous online teaching & learning:

- a) Materials and sessions are recorded for students to be watched on their own time.
- b) Examples of asynchronous materials are pre-class reading, off-line quizzes, take home exams, reflections, discussion board forums, etc.
- c) All asynchronous materials are to be developed by AGU faculty members; other materials are provided as supplementary materials

#### 2. Synchronous online teaching & learning:

- a) Lectures
- b) Virtual brainstorming sessions
- c) Debates
- d) Individual and team activities
- e) Individual and team presentations and discussions

#### 3. A model that combines both online and face-to-face students within the same session which is called Hy-Flex model. Hy-Flex teaching & learning model offers:

- a) limited and alternated attendance (a portion of the students attend the classroom activities face-to-face while others join the session online, face-to-face group attends the classroom activities online in the subsequent week or session)
- b) students a flexibility to attend their classes online or face-to-face (flexibility with time)
- c) reduced number of students to meet in the classroom for pandemic and health reasons and precautions
- d) students an opportunity to attend a lecture when they do not feel well (or when they are under quarantine) and not risk fellow students
- e) an opportunity for laboratories to be open for hands-on training that may not be possible otherwise
- f) live streaming and recorded sessions, revisits of recordings for a better learning for the students
- g) low-cost solution for pandemic related safety precautions and regulations
- h) and enables the university to keep the campus open even during the climate of the pandemic

#### 4. Digital Learning Platform Courses:

AGU has decided to recognize courses from Digital Learning Platforms (DLP) such as Coursera, Edex, and MOOC. To that extend, Education Committee has prepared draft rules that integrates how DLP courses will be integrated into the curriculums and it what circumstances they will be accepted. The draft rules worked by the Education Committee has been brought to the Senate and the related decision is taken. Starting from the 2020-2021 Spring semester, AGU students have started enrolling courses on DLP initially with Coursera. Education Committee work on the courses, check their contents and schedules, and announce courses that could be accepted as non-departmental elective. Committee reviews the process and takes feedbacks both from the students and the platform and develops rules and regulations. **(Annex\_B.10\_EDUX)**

#### B.2.2. Measurement and Evaluation

AGU continues to apply formative evaluation with only few of the courses having only online or only face to face exams on campus.

Detailed information on Assessment and Evaluation for individual faculties and institutes can be reached from their own 2021 annual unit self-evaluation reports under the same "B.2.2. Assessment and Evaluation" heading. The samples of these reports were provided as Annexes in the previous sections of this report in Annex\_A.9 through A.16. **As examples; the reader can have a look at Annex\_A.9\_Prep School Self Evaluation Report; pg. 42, Annex\_A.10\_FLNS\_2021**

Unit Self Evaluation Report; pg. 35, Annex\_A.11\_Faculty of Engineering Self Evaluation Report-2021; pg. 103, Annex\_A.12\_Faculty of Architecture Self Evaluation Report; pg. 13, Annex\_A.13\_Grad School of Engineering and Science Self Evaluation Report-2021; pg. 9, Annex\_A.14\_Social Sciences Institute Self Evaluation Report-2021; pg. 15, Annex\_A.15\_Faculty of Humanities and Social Sciences Self Evaluation Report-2021; pg. 21, Annex\_A.16\_Faculty of Managerial Sciences Self Evaluation Report-2021; pg. 23).

### **B.2.3. Student Admission, Recognition and Approval of Prior Learning**

Open Criteria for Student Admissions: AGU admits Turkish students who have graduated from high schools or equivalent institutions through the centralized entrance exam administered by the Student Selection and Placement Center (OSYM).

International students who have graduated from high schools or equivalent institutions can apply to AGU on the condition that they meet the admission criteria. The Entrance Examination for Foreign Students (YOS) is not administered at AGU and YOS results of other universities are not accepted. For all admission criteria, please visit [the web page](#). (**Annex\_B.11\_Undergraduate Education Exam Regulations, Annex\_B.12\_Undergraduate Education Transfer Directive**)

Recognition of Prior Learning: Course substitution conditions for undergraduate programs went into effect upon publication in the Official Gazette on 21.12.2020 and are stated in the [AGU Undergraduate Education and Examination Regulation](#).

Recognition of Prior Learning for the Prep School can be reached from the 2021 annual unit self-evaluation report under the same "B.2.3. Student Admission, Recognition and Accreditation of Prior Learning" heading. **The reader can have a look at Annex\_A.9\_Prep School Self Evaluation Report; pg. 44.**

Defined processes and existing practices to follow the student's academic and professional progress: To follow the academic and professional progress of our students, the Application and [Research Center for Career and Professional Development](#) was established upon the publication of its guidelines on the Official Gazette on 18 July 2015.

### **B.2.4. The Certification of Qualifications and the Diploma**

Graduation Requirements and Degrees: Graduation requirements for undergraduate programs were updated and the updated requirements went into effect upon publication in the Official Gazette on 21.12.2020 and are stated in the AGU [Undergraduate Education and Examination Regulation](#) which can be reached from the student affairs department [web page](#). AGU graduates are given a transcript and a diploma supplement.

Excluding the students admitted through the central placement exam, [application criteria for the inter-institutional and internal-lateral transfers](#) is provided. [International student quotas and application criteria](#) are also provided.

Admission criteria for the [Double Major \(CAP\)](#) and [Minor Programs](#) are available at the following rules and Guidelines which can be reached from the student affairs department web page. (**Annex\_B.13\_AGU Undergraduate Education and Exam Regulations**)

## **Öğretim yöntem ve teknikleri**

**Olgunluk Düzeyi:** Öğrenci merkezli uygulamalar izlenmekte ve ilgili iç paydaşların katılımıyla iyileştirilmektedir.

### **Kanıtlar**

- [Annex\\_B.10\\_EDUX.pdf](#)

## **Ölçme ve değerlendirme**

**Olgunluk Düzeyi:** Öğrenci merkezli ölçme ve değerlendirme uygulamaları izlenmekte ve ilgili iç paydaşların katılımıyla iyileştirilmektedir.

## **Öğrenci kabulü, önceki öğrenmenin tanınması ve kredilendirilmesi**

**Olgunluk Düzeyi:** Öğrenci kabulü, önceki öğrenmenin tanınması ve kredilendirilmesine ilişkin süreçler izlenmekte, iyileştirilmekte ve güncellemeler ilan edilmektedir.

### **Kanıtlar**

- [Annex\\_B.11\\_Undergraduate Education Exam Regulations.pdf](#)
- [Annex\\_B.12\\_Undergraduate Education Transfer Directive.pdf](#)

## **Yeterliliklerin sertifikalandırılması ve diploma**

**Olgunluk Düzeyi:** Uygulamalar izlenmekte ve tanımlı süreçler iyileştirilmektedir.

### **Kanıtlar**

- [Annex\\_B.13\\_Undergraduate Education Exam Regulations.pdf](#)

## **3. Öğrenme Kaynakları ve Akademik Destek Hizmetleri**

### **B.3. Learning Resources and Academic Support Services**

#### **B.3.1. Learning Environment and Resources**

AGU has CANVAS and Schoology Learning Management Systems that can fully fulfill educational needs. They are user-friendly, ergonomic-the learning environment and resources foster student-student, student-teaching staff, student-material interaction. Moreover, regarding the re-open process in the ongoing COVID-19 pandemic, in 2021, 30 classrooms are transformed to Hy-Flex classrooms. These classrooms were equipped with cameras, microphones, internet and other digital infrastructure so that the students who cannot attend in-class sessions can follow the lectures via Zoom. These classrooms enable to blend face-to-face and online education and provide flexibility for students about choosing an education format in terms of their needs. For online sessions of courses, zoom platform is used as a learning environment.

The departments also equip classrooms or laboratories with necessary equipment. For example, for industrial engineering department, in addition to the university-wide resources (e.g., library and classrooms), the department has its own computer laboratory with 40 PCs, each equipped with special software for optimization, simulation and data analytics (Sim & Opt Lab) and a laboratory with an automated manufacturing system consisting of industrial robots, conveyors, and 3-D printers (Industry 4.0 Lab). Model Factory also gives service to students in some courses.

The primary goal of the Library and Documentation Department, which has a usage area of 958.83 m<sup>2</sup> and a seating capacity of 169 people, not only provides study spaces, computers, audio-visual facilities to students for both individual and group studies but also printed and electronic access to a variety of resources required by the University to support education, research and societal impact activities. Information resources are provided in line with the needs of the university faculty members, students and the researchers. Training programs are organized to ensure the effective use of these resources.

AGU Library has a powerful source of books and journals (e.g., printed books, e-books, subscriptions to reputable publishers, etc.) and also has rich online electronic subscriptions. It is a library that grows rapidly every year.

In 2021, 360 printed books and 18 M.Sc./Ph.D. theses of AGU graduates were added to the library catalog. The library has a total of 24,034 printed books, 13,920 electronic books, 573 DVDs and 68 AGU grad school graduate theses. In addition, access is provided to 37,267 electronic journals, 251,917 foreign electronic books, 5,336,331 foreign electronic theses, 19 databases and 4 e-learning platforms. Every year, between 1,500 and 2,000 new publications are added to the collection. In addition to these resources, the Pearson MyLab portal which is used in some of the online courses given during the pandemic was purchased for faculty members who wish to use this platform with their students.

Even though the average number of printed sources per student is 8,16, the number of e-publications per student is 107,68. So, the average number of all resources (printed and electronic) per student is 116,04.

In 2021, nearly 9000 users are served in the library. Rich electronic collection in the library can be accessed by AGU academics, faculty members, undergrad and grad students, researchers, and administrative staff from a distance without coming physically to the library by proper proxy settings, VPN application and the VETIS Platform to which the library is subscribed. So, they are able to continue their research activities outside the campus.

Webinars on research techniques, access to information, use of web pages and databases are provided for academics and faculty members. The university-wide organized activities and seminars are listed in the library website. Samples of these are as follows:

- <http://katalog.agu.edu.tr/yordam/>
- <https://kutuphane-en.agu.edu.tr/>
- [http://www.agu.edu.tr/userfiles/yeni%2010%20Neden/kutuphane/2020\\_Ku%CC%88tu%CC%88phane\\_Birim\\_Faaliyet\\_.pdf](http://www.agu.edu.tr/userfiles/yeni%2010%20Neden/kutuphane/2020_Ku%CC%88tu%CC%88phane_Birim_Faaliyet_.pdf)
- <http://katalog.agu.edu.tr/yetisbt/?dil=tr&p=0&veritabani>
- <http://library2.agu.edu.tr/>
- <https://kutuphane-tr.agu.edu.tr/e-books>
- <http://openaccess.agu.edu.tr/xmlui/>
- [Hyflex Information Sharing](#)

### **B.3.2. Academic Support Services**

AGU has a Career and Professional Development Office established with the aim of providing support and open up the doors for career opportunities for the students and graduates. It offers guidance, placement and monitoring programs to help students.

In addition to this, students enrolled in AGU are assigned an advisor from among the full-time faculty members from their own departments once they are registered. The guidance and monitoring of the students in the education process starting from the first semester is carried out by the advisors. These advisors monitor the student's progress throughout the years and advise the student during his/her entire university education and carry out a mentorship that helps the student develop his/her own path within the rules and regulations.

- <http://career.agu.edu.tr/>
- <http://od.agu.edu.tr/> (Office of the Dean of Students)
- <http://od.agu.edu.tr/kariyer-gelisim-ofisi> (Mentoring program)
- [http://fbe.agu.edu.tr/danisman\\_atamasi](http://fbe.agu.edu.tr/danisman_atamasi)

### **B.3.3. Facilities and Infrastructures**

#### **Dormitories:**

In order to meet the accommodation needs of the students, university provides a limited dormitory facility for male and female students with a 505 total student capacity. The dormitories, which are within a walking distance to Sumer Campus are in the form of apartments and the students are offered a comfortable accommodation.

The dormitories have 24-hour hot water and unlimited internet access. Common study areas have been provided in each building for the students,

Questionnaires are applied to assess the satisfaction level of the students in the dormitories. In addition, all requests, suggestions and complaints of the students are received via the UIS dormitory module and [yurt@agu.edu.tr](mailto:yurt@agu.edu.tr). These requests, suggestions and complaints are evaluated and resolved as soon as possible and the students are provided feedback via the same system.

For the health and safety of students living in the dormitories, quarantine blocks due to pandemic have been provided both for boys and girls and are used as necessary.

Information brochures on subjects such as substance abuse and technology addiction are periodically distributed to the students as part of the fight against addiction, and the information posters on the boards in the student dormitories are renewed.

#### **Dining Halls, Canteen-Cafeteria Areas:**

In order to meet the dining needs of the students and staff, two dining halls in the campus are provided with a total capacity of 800 people. An average of 1,500 people per day receives food service from these dining halls. Besides, there are 6 canteens/cafeterias located on the Sumer Campus which serve students and staff.

To guarantee the health and safety of the service receivers, regular inspections are carried out regarding the dining, canteen and cafeteria services by a "Committee for Examining Canteens and Cafeterias" headed by a Faculty Member whose field is Food Engineering.

Negotiations are constantly held with the catering company regarding the hygiene of the cafeteria, quality of the meals. Requests, suggestions and complaints of the students and staff about the dining, canteen and cafeteria services are received through [dining@agu.edu.tr](mailto:dining@agu.edu.tr) e-mail address. They are collected and recorded by the Department of Health, Culture and Sports, forwarded to the "Committee for Examining Canteens and Cafeterias" and relevant responsible authorities in the university. Necessary actions are taken, warnings and financial punishments in line with the contracts are applied to the service providers when necessary. Satisfaction surveys are conducted periodically in order to receive suggestions and complaints from the students and staff to better address the issue and improve the quality of services.

#### **Sports Facilities**

AGU has an indoor sports center (fitness center) and 1 basketball-volleyball-tennis-badminton multi-use court in the open area. There are 2 billiard tables and 5 table tennis tables in the common closed areas in the Rectorate building. In the Student Village (Dormitories) where accommodation services are carried out, there are 1 basketball court, 1 tennis court, 1 open football field and outdoor table tennis tables. AGU students are especially interested in football, basketball, volleyball, badminton, court tennis, table tennis and billiards sports branches on campus. All sports equipment necessary for the sports activities except for the sports wearing are provided and given to students as requested. The students can benefit from sports facilities by making an online reservation. AGU Rectorate

and Department of Health, Culture and Sports work to meet the sports needs of higher education youth. In this context, in order to support the students in the sports field, the Department of Health, Culture and Sports serves in the fitness-conditioning hall with the latest technology fixed weight machines, free weights and cardio devices (treadmill, bicycle, elliptical bicycle, rowing), aerobics, yoga, Pilates studio, far east sports studio (arranged to be able to do kick-boxing, aikido, taekwondo, judo, etc.) and hiking-cycling tracks among the greenery on campus. Besides, the School of Physical Education and Sports holds various courses (Skiing, Snowboarding, Tennis, Ice Skating, Table Tennis, Golf, Horse Riding, Modern Dance, Turkish Folk Dance, Step-Aerobics, Orienteering, Archery, Darts and Nature -Health walks).

#### **Other Facilities:**

There is one photocopy center and 13 food and beverage vending machines available on Sumer Campus for the students and staff.

Samples of supporting evidences can be reached from the following web links:

- <https://sks-en.agu.edu.tr/>
- <https://sks-tr.agu.edu.tr/yurtlar-hakkinda>
- <https://sks-tr.agu.edu.tr/spor>
- <https://sks-tr.agu.edu.tr/saglik>
- <https://sks-tr.agu.edu.tr/yemek-hizmeti-genel-bilgiler>
- <https://sks-tr.agu.edu.tr/kantin-kafeteryalar>

#### **B.3.4. Disadvantaged Groups**

AGU has filed a second application with CoHE in 2021 for the barrier-free university with the efforts and preparations carried out by the Barrier Free Campus Committee. The findings obtained from the barrier-free university application together with the Barrier-Free Unit Directive are systematically monitored by the Barrier Free Campus Committee and measures are taken within the appropriated budget by evaluating the results of the follow-up together with the relevant stakeholders.

Access to education opportunities for disadvantaged, vulnerable and under-represented groups (disabled, poor, minority, immigrant, etc.) is ensured by considering equality, equity, diversity and inclusion.

At AGU, an Accessible Unit Coordinatorship exists to provide counseling programs on effective communication skills, coping with difficulties, gaining social skills, and career support for students with disabilities.

Necessary information and direction signs for the implementation of accessible university and campus have been placed in the interiors of all active buildings on the campus. (**Annex\_B.14\_Disadvantaged\_groups\_facilities-1, Annex\_B.15\_Disadvantaged\_groups\_facilities-2**)

On the other hand, AGU TTO makes positive discrimination towards disadvantaged groups in all its activities. For example, within the scope of the “Fly for Future” project, an extra 5 points are given when evaluating women entrepreneurs. Women entrepreneurs and disadvantaged groups are among the priority applicants to benefit from AGU F3 Incubation Center services. In addition, it also provides online services for disadvantaged groups in its activities.

The Children’s University of AGU provides training and consultancy services to gifted children, their families and teachers. (**Annex\_B.16\_Children University-1, Annex\_B.17\_Children University -2**)

- <https://engelsiz-tr.agu.edu.tr/engelsiz-birim-yoenergesi>
- <https://akademi-tr.agu.edu.tr/topluma-katki>
- <https://tto.agu.edu.tr/SDG>

#### **B.3.5. Social, cultural and Sportive Activities**

##### **Student Club Activities:**

Social and cultural activities of the students are carried out within the scope of the Student Clubs Directive. The social and cultural activities of the students are coordinated by the Student Clubs Coordination Board under the Student Deanship. The secretarial procedures of the Board are carried out by the Department of Health, Culture and Sports. Students are encouraged to establish clubs in their fields of interest and to organize social, technical and cultural activities by taking active roles in these clubs. The event request forms prepared by the student clubs are evaluated by the Student Clubs Coordination Board, and the events deemed appropriate are submitted to the approval of Rector’s Office. Activities approved by the Rector’s Office are held, and activity reports and other proving documents are requested from the relevant clubs after the events. Financial support is provided by the Department of Health, Culture and Sports for activities organized by student clubs. For all kinds of requests and suggestions coming from the student clubs, [kulup@agu.edu.tr](mailto:kulup@agu.edu.tr) e-mail address is used. Requests sent to this e-mail address are evaluated online by the Student Clubs Coordination Board and responses to the requests are given as quickly as possible. (**Annex\_B.17\_Event Annual Report**)

The AGU Inter-cultural Series event were launched as an interactive gathering where AGU members of a certain nationality/origin have the opportunity to present their country and culture to the rest of the AGU community as well as to the participants interested in joining the event from outside the university. (**Annex\_B.18\_Event Request Form**). These events are organized by the AGU International Office in collaboration with the AGU International Association and the students who present their country. These Series are the opportunity to share information on: Geography, History, Values, Traditions, Music, Dance, Language, Sports, Cuisine, Religion, and etc. Presenters are provided the opportunity to display slideshows, music, photos, videos, performances, and snacks.

##### **Extra Curricular Activity Courses:**

Various extracurricular activity courses such as pencil drawing, sign language, marbling art, diction, and first aid are organized separately in each academic year in the spring and fall semesters. Within this concept, courses were organized in 2021 in cooperation with the Kayseri Kocasinan Public Education Center Directorate and relevant certificates were given to the participants.

- <https://sks-tr.agu.edu.tr/spor>
- <https://sks-tr.agu.edu.tr/sosyal-tesisler>
- <https://sks-tr.agu.edu.tr/saglik>
- <https://intoffice.agu.edu.tr/interculturalseries>
- <https://intoffice.agu.edu.tr/intercultural-workshops>
- <http://cmp.agu.edu.tr/cmp-ogrenci-kulupleri>
- [A Joint Activity of AGU Psychology department with NNY psychology department](#)
- <http://od.agu.edu.tr/student-clubs>

#### **Öğrenme ortam ve kaynakları**

**Olgunluk Düzeyi:** Öğrenme kaynaklarının geliştirilmesine ve kullanımına yönelik izleme ve iyileştirilme yapılmaktadır.

#### **Akademik destek hizmetleri**

**Olgunluk Düzeyi:** Kurumda öğrencilerin akademik gelişimi ve kariyer planlamasına ilişkin uygulamalar izlenmekte ve öğrencilerin katılımıyla iyileştirilmektedir.

#### Tesis ve altyapılar

**Olgunluk Düzeyi:** Tesis ve altyapının kullanımı izlenmekte ve ihtiyaçlar doğrultusunda iyileştirilmektedir.

#### Dezavantajlı gruplar

**Olgunluk Düzeyi:** Dezavantajlı grupların eğitim olanaklarına erişimine yönelik uygulamalar izlenmekte ve dezavantajlı grupların görüşleri de alınarak iyileştirilmektedir.

#### Kanıtlar

- [Annex\\_B.14\\_Disadvantaged\\_groups\\_facilities-1.png](#)
- [Annex\\_B.15\\_Disadvantaged\\_groups\\_facilities-2.png](#)
- [Annex\\_B.16\\_Children\\_Universiy-1.png](#)
- [Annex\\_B.17\\_Children\\_Universiy-2.png](#)

#### Sosyal, kültürel, sportif faaliyetler

**Olgunluk Düzeyi:** Sosyal, kültürel ve sportif faaliyet mekanizmaları izlenmekte, İhtiyaçlar/talepler doğrultusunda faaliyetler çeşitlendirilmekte ve iyileştirilmektedir.

#### Kanıtlar

- [Annex\\_B.17\\_Event Annual Report.pdf](#)
- [Annex\\_B.18\\_Event Request Form.pdf](#)

### 4. Öğretim Kadrosu

#### B.4. Teaching Staff

##### B.4.1. Appointment, Promotion and Assignment Criteria

AGU follows an open, fair and transparent process for recruiting new academics. Minimum criteria were set objectively and measurably for the appointment and promotion of academics considering a minimum quality threshold which is developed based on the academic and professional competences for different faculties. The minimum appointment and promotion criteria for the academics are publicized on [AGU's own web page](#) and related [Council of Higher Education \(CoHE\) web page](#). The related criteria which is open to public observe academic merit and ensure equal opportunity. Advisor to the Rector for Research works on the review and update of the Appointment and Promotion Criteria by taking feedbacks from Deans, Department Chairs and Faculty via meetings. After the updated criteria set passes from the Senate; it will be sent to Presidential Office to be published on Official Gazette to take effect in 2022. All the appointment, promotion, and assignment procedures are carried out in line with the Higher Education Law No. 2547 and Higher Education Personnel Law No 2914. On the other hand, AGU follows CoHE's extra criteria to employ international teaching staff as shown in the [CoHE's web link](#).

The university asks all the applicants considered to be appointed to submit a cover letter, statement of teaching, statement of contribution to the institution-academic field-and the society, and to give a public seminar in English in his/her research field.

Faculty members and Research Assistants are reviewed based on their annual Faculty Academic Reports (FAR) not only with their education and research activities but also societal contribution and professional service to their field. While Assistant Professors are reviewed and re-appointed biannually, Associate and Full Professor positions are granted based on the objective and measurable appointment and promotion criteria [as mentioned before](#). AGU also promotes all faculty with *Academic Promotion Payment (YÖK Akademik Teşvik Ödeneği)* according to the national announced rules and regulations. All applicants are announced publicly on AGU's web site with their gradings to foster academic impact. Education performance of the faculty is also monitored with the course evaluation surveys which is also used in academic recruitment process and promotion.

The required positions to achieve the required tasks in relevant departments and faculties are reported to the Rector's Office by the relevant Faculty with an evaluation of the number of students, teaching quality, research needs and opportunities. For the positions found appropriate by the Rector's Office, a staff position permit is requested from the Council of Higher Education.

- ([http://www.agu.edu.tr/userfiles/Personel%20Daire%20Başkanlığı/AGÜ\\_Akademik\\_Yükseltirme\\_ve\\_Atan.pdf](http://www.agu.edu.tr/userfiles/Personel%20Daire%20Başkanlığı/AGÜ_Akademik_Yükseltirme_ve_Atan.pdf))
- ([https://api.yok.gov.tr/Storage/agu/2019/ProofFiles/Annex\\_3.53\\_Employment\\_Promotion\\_Assignment\\_Directive.pdf](https://api.yok.gov.tr/Storage/agu/2019/ProofFiles/Annex_3.53_Employment_Promotion_Assignment_Directive.pdf))
- ([http://www.agu.edu.tr/userfiles/Fuarlar/GSES/Ara%C5%9Ft%C4%B1rma\\_G%C3%B6revlisi\\_Faaliyet\\_Rap.pdf](http://www.agu.edu.tr/userfiles/Fuarlar/GSES/Ara%C5%9Ft%C4%B1rma_G%C3%B6revlisi_Faaliyet_Rap.pdf))
- (<https://www.mevzuat.gov.tr/MevzuatMetin/1.5.2547.pdf>) (Law No. 2547)
- (<https://www.mevzuat.gov.tr/MevzuatMetin/1.5.2914.pdf>) (law. No. 2914)
- (<https://www.yok.gov.tr/Documents/Yayinlar/Yayinlarimiz/the-law-on-higher-education.pdf>)
- (<https://www.mevzuat.gov.tr/MevzuatMetin/1.5.2914.pdf>)
- (<http://cd.agu.edu.tr/index.php/s/kA3Jd9kAUL6nSxo>) (Advisory service for doctorate students)
- (<http://cd.agu.edu.tr/index.php/s/sFoXc7I63fZJSst>) (Academic staff assignments according to their field of expertise)
- ([Academic staff assignments according to their field of expertise](#)) (Data Science)
- (<https://www.resmigazete.gov.tr/eskiler/2018/11/20181109-3.htm>) (Regulation for appointment)
- (<http://www.agu.edu.tr/userfiles/Yabanc%C4%B1%20Diller%20Belgeler/gorevlendirmelerdeyulacakesasla.pdf>) (Regulation for assignment)

Some departments have their own specific Research Assistants (RA) annual re-appointments criteria. Industrial Engineering Department is one of them. The department has a minimum criterion to re-appoint an RA from the following set:

- Article submitted to journals within the scope of SCI and SSCI
- Article published in journals within the scope of SCI and SSCI
- Article submitted to other peer-reviewed journals
- Article published in other peer-reviewed journals
- International peer-reviewed conference paper (abstract)
- International peer-reviewed conference paper (full article) / book chapter
- Other conference papers/presentations
- AGU Industrial Engineering Technical Report
- Scientific research project
- Seminars
- Course teaching assistantships

- Postgraduate courses
- Ph.D. qualifying exam
- Duties requested by the Department Chair

#### B.4.2. Teaching Competencies and Development

Center for the enhancement of Learning and Teaching (OELT) arranged various trainings for faculty members on teaching and learning for their continued development whose examples can be see below:

1. Pedagogy for Distance Education: Tools and Tactics 30 March 2021 (METU Distance Learning Center Director Prof. Dr. Kürşat Çağiltay)
2. Digital Technology Training 30 November 2021 (Cappadocia University academic staff is also invited)
3. Digital Technology Training 12 August 2021 (Cappadocia University academic staff is also invited)
4. Work/Life Balance. 30 June 2021.
5. Assessment Dilemma. [Tehi ATHENA European University Colloquial Talks in Modern Teaching and Trends](#), 9 June 2021.
6. De-coding Creativity. AGU TTO. 23 January & 5 June 2021.

Holistic Me, [Coronavirus and Beyond: Soft skills for university learning and research. The ATHENA European University Colloquial Talks in Modern Teaching and Trends](#). 1 March 2021.

#### B.4.3. Incentives and Rewards for Educational Activities

As a result of COVID-19 the "teaching in excellence" & "innovative teaching" awards are put on hold and redesigned for 2022.

##### 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.

##### Öğretim yetkinlikleri ve gelişimi

**Olgunluk Düzeyi:** Öğretim yetkinliğini geliştirme uygulamalarından elde edilen bulgular izlenmekte ve izlem sonuçları öğretim elamanları ile birlikte irdelenerek önlemler alınmaktadır.

##### Eğitim faaliyetlerine yönelik teşvik ve ödüllendirme

**Olgunluk Düzeyi:** Teşvik ve ödül uygulamaları izlenmekte ve iyileştirilmektedir.

## C. ARAŞTIRMA VE GELİŞTİRME

### 1. Araştırma Süreçlerinin Yönetimi ve Araştırma Kaynakları

#### C.1. Management of Research Process and Research Resources

##### C.1.1. Management of Research Processes

AGU has focused on producing high quality research outputs since its establishment and has defined itself as an innovative research university. Having a naturally flexible and dynamic structure due to its newly established nature, AGU is able to reach the goals it has determined within the framework of its innovative vision relatively more easily, and to produce assertive and guiding outputs in research management processes. Acting with the awareness of this position, AGU has established a common research policy in 2016 with the participation of all academic units of the university, academic staff and external stakeholders (business and industry world, NGOs, public institutions), especially in relation to research processes. AGU's research focus in this sense has been determined as the "sustainability theme". The "17 SDGs" determined by the United Nations since 2018 have been placed on the basis of the policy as areas where AGU research projects must contribute. Accordingly, AGU has a research management focusing specifically on (1) health medical biotechnology, (2) energy, (3) smart systems, (4) societies and cities, (5) advanced materials, (6) innovation and entrepreneurship. Strategy has been determined and their links with the United Nations SDGs have been revealed. As the basic elements of the policy, it is expected that all research projects, including the theses carried out in AGU, will reveal their clear contributions to sustainable development goals, and the researcher human resource knowledge, skills and competence development processes are also designed to comply with these expectations.

AGU encourages research and development activities that are in line with the academic priorities defined in its strategic plan 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\_C.1\_AGU Organizational Chart**).

The following strategic aims regarding research are provided in AGU's 2018-2022 Strategic Plan Document (**Annex\_C.2\_AGU Strategic Plan Document 2018-2022, pg. 54**).

- Aim 1. Ensuring conduct of high quality and advanced research,
- Aim 4. Being a university, which supports and develops contributing to society and fostering entrepreneurship in all its activities whether in education or research in accordance with AGU's vision "to be the pioneer of the new generation universities".

In terms of research, aim 4 means ensuring conduct of interdisciplinary research activities that offer solutions to global problems and claim a place in future scientific advancements, and 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 activities in the AGU's 2018-2022 Strategic Plan starting from pg. 57. There are 7 research related objectives with their performance indicators which are provided below in Table 12 thorough 18 with the 2021 target and realized values.

**Table 12. Objective 1 of Aim 1 and Its Performance Indicators of AGU's 2018-2022 Strategic Plan**

<b>Objective:</b> Increasing the number of activities that will expend AGU's visibility in national and international scientific circles (conferences, symposiums, workshops, etc.) during the planned period.			
<b>Performance Indicators</b>	<b>Starting Value @ 2017</b>	<b>Proposed for 2021</b>	<b>Realized in 2021</b>
Performance Indicator -1: Number of Events	10	20	54

(Conferences/Symposia/Workshops)			
Performance Indicator - 2: Number of Participants	680	940	1210

**Table 13. Objective 2 of Aim 1 and Its Performance Indicators of AGU's 2018-2022 Strategic Plan**

<b>Objective:</b> 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 2021	Realized in 2021
Performance Indicator -1: Number of International Master Students	0	215	7
Performance Indicator - 2: Number of International Doctoral Students	0	4	2
Performance Indicator - 3: Number of Postdoctoral Researchers	0	4	5

**Table 14. Objective 3 of Aim 1 and Its Performance Indicators of AGU's 2018-2022 Strategic Plan**

<b>Objective:</b> 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 2021	Realized in 2021
Performance Indicator -1: Laboratory Area (m <sup>2</sup> )	1673 m <sup>2</sup>	7,900 m <sup>2</sup>	4054,27 m <sup>2</sup>
Performance Indicator - 2: Number of Laboratories	26	140	54

**Table 15. Objective 4 of Aim 1 and Its Performance Indicators of AGU's 2018-2022 Strategic Plan**

<b>Objective:</b> 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 2021	Realized in 2021
Performance Indicator -1: Number of Workshops	7	10	-
Performance Indicator - 2: Number of Search Conferences	4	6	-
Performance Indicator - 3: Workshops/Search Conferences	225	300	-

**Table 16. Objective 5 of Aim 1 and Its Performance Indicators of AGU's 2018-2022 Strategic Plan**

<b>Objective:</b> 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 2021	Realized in 2021
Performance Indicator -1: Number of research projects carried out by researchers from different disciplines at AGU	19	38	38
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	8	1

**Table 17. Objective 2 of Aim 4 and Its Performance Indicators of AGU's 2018-2022 Strategic Plan**

<b>Objective:</b> 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 2021	Realized in 2021
Performance Indicator -1: Number of theses and research projects that contributes to society	3	28	49
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	8	18

**Table 18. Objective 4 of Aim 4 and Its Performance Indicators of AGU's 2018-2022 Strategic Plan**

<b>Objective:</b> Supporting international project partnerships and increasing the number of projects during the planned period			
Performance Indicators	Starting Value @ 2017	Proposed for 2021	Realized in 2021
Performance Indicator -1: Number of initiatives (proposals, applications) for developing international project partnerships	4	32	8
Performance Indicator - 2: Number of international project partnerships (training/seminar/meeting count)	4	19	13

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 AGU, 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 undergrad and grad 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](#). The undergrad and grad 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 2021, graduate students received [lab safety training](#) and started research in their respective labs. In 2021, the Occupational Health and Safety Commission worked actively, and took relevant precautions concerning workers' health, ventilation, and location of warning signs at the institution. (**Annex\_C.3\_AGU Occupational Safety Evaluation Report 2021**).

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 techno parks, carry out projects within university-industry cooperation, and write articles or make presentations including industrial partnerships. As of 2021, 11 start-up companies from AGU are active in science parks, 9 of which have been set up by faculty members and 2 by research assistants to offer consultancy and carry out R&D projects with a positive contribution to the region. The list of the start-up companies established and run by AGU academics is provided in Table 19. Moreover, AGU Technology Transfer Office (TTO) is working as an implementation partner of TÜBİTAK BİGG (Individual Youth Enterprise) program and AGU faculty members applied to that program to establish their start-up with TÜBİTAK support. (**Annex\_C.4\_AGU TTO Training Sessions 2021**)

**Table 19. Companies owned in Technopark by AGU academic staff as of 2021**

No	Name of Company	Date of Establishment	Place	Information of Academics
1	Betonarge Madencilik Yapı Malz.Araş.Gel.Dan.Hizm.San. Ve Tic.Ltd.Şti.	18/7/2011	Erciyes Technopark	Burak Uzal
2	Vehbi Çağrı Güngör, Akademi Arge	15.07.2014	Erciyes Technopark	Çağrı Güngör
3	Kasım Taşdemir	20.05.2015	Malatya Technopark	Kasım Taşdemir
4	T2 LAB Proje ve Teknoloji Geliştirme Danışmanlık Eğitim Hizmetleri Tic. Ltd. Şti	09.07.2021	Erciyes Technopark	Buket Metin
5	Nanome Nanoteknoloji Arge Danışmanlık san. ve tic.ltd.şti	7.08.2017	Erciyes Technopark	Evren Mutlugin
6	Chemicamed Kimya Anonim Şirketi	18.10.2019	Erciyes Technopark	Ali Duran
7	Opsentia Arge Yazılım Danışmanlık Sanayi Ticaret Limited Şirketi	28.08.2018	Erciyes Technopark	Kutay İçöz
8	Teknooc Ar-Ge İnovasyon Ltd. Şti	12.07.1905	Erciyes Technopark	Cihan Çiftçi
9	Mavi Menzil Yazılım İleri Teknoloji Ltd Şti	4.09.2018	ODTÜ Technopark	Levent Yavuz
10	MTM Biyoteknoloji Sanayi ve Ticaret LTD. ŞTİ	09.07.2021	Erciyes Technopark	Fatih Altındış
11	Karboard Spor Ekipmanları Limited Şirketi	02.11.2021	Erciyes Technopark	Çağatay Yılmaz

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\_C.5\_Central Research Lab Catalogue**).

Other research labs and [equipment inventory list](#) found in all those labs are attached herewith (**Annex\_C.6\_AGU Labs**), (**Annex\_C.7\_Annual Report of Central Research La**).

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. Kayseri Model Factory was established as a joint stock company on 31.01.2020 with the partnership of Kayseri Chamber of Industry, Kayseri Chamber of Commerce and AGU. (**Annex\_C.8\_Model Factory Establishment**). Kayseri Model Factory is aimed to be a model for the lean manufacturing and digitalization of manufacturing in the industry. The current stage of the Model Factory is summarized in the presentation attached (**Annex\_C.9\_AGU Model Factory Info Pack**) Many trainings, site visits have been held for this purpose in 2021. (**Annex\_C.10\_Model Factory Performance Data**).

### **C.1.2. Internal and External Resources**

At AGU, policies and processes that will enable the effective use of the equipment in the research infrastructure by external users, especially the Central Laboratory, have been defined. In this context, our entire infrastructure, which is open to external users, is shared on the [Ministry of Industry and Technology website](#). AGU has a total of 36 research laboratories, 25 in the Faculty of Engineering, 7 in the Faculty of Life and Natural Sciences, 3 in the Faculty of Architecture and 1 in the Faculty of Management. The full list of the state-of-the-art facilities is available in the [Central Research Facility's own website](#), from which internal and external users can make reservations.

In AGU, where research, education and societal impact are seen as a whole, a significant part of our research laboratories are also used for educational purposes.

Fast and lean mechanisms have been established to eliminate all bureaucratic obstacles regarding both the use of the AGU infrastructure by external users and the processes of AGU researchers to use the infrastructure of other institutions. For the mutual use of research infrastructures, bilateral cooperation agreements with relevant research centers have been established when necessary. Model Factory, which especially appeals to the use of external stakeholders from industry, is one example of these initiatives. With AGU, Kayseri Chamber of Industry, Kayseri Chamber of Commerce and Organized Industrial Zone, the Model Factory project, which is focused on the use of external funds and supported by the Ministry of Industry and Technology, aims to continue training and consultancy activities to increase the efficiency and digitalization of the companies in the region.

AGU creates physical infrastructure and financial sources for its research and development activities, and has policies and strategies guaranteeing their effective use. AGU's research strategy is based on making innovative and high-quality contributions to science and society 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 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 shown in Table 20 as follows:

**Table 20. Library Resources Available for Research Activities at AGU as of 2021**

Library Resources	Count
Total Number of Printed Books	24,046
Number of Electronic Books (purchased)	13,920 copies
Number of Electronic Books (subscribed)	265,837
Number of Database (subscribed)	19
Number of Database (EKUAL-TÜBİTAK-ULAKBİM)	42

All electronic databases can be accessed 7/24 thanks to the remote access service of the [library](#) without time or space limitations.

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 commissions. With the purpose of enhancing the research infrastructure, AGU Central Research Facility /[AGU Central Research Lab](#) (AGU-CRF / AGU CRL) offers 1,224 m2 closed area and 788 m2 lab space for ten thematic laboratories, aiming to be an attraction research and development center for successful researchers from academy and industry in our country. (**Annex\_C.11\_Central Research Lab Catalogue**). AGU Labs in general has an impressive [equipment inventory](#).

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](#).

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 2021 by AGU scientists within the university-industry cooperation involved leading industrial, R&D and state institutions such as Kayseri Ulaşım A.Ş., HAVELSAN, TUSAŞ, ASELSAN, FNSS, YATAŞ, and UNDP.

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 commission 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. 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, Creativity, Entrepreneurship Ecosystem - Angel Investment and Mentorship. More than 300 participants joined these training sessions in 2021. 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. In 2021, AGU TTO, as the implementing organization of the TÜBİTAK BİGG program, supports entrepreneurs in applying to the TÜBİTAK BİGG program.

The Scientific Research Projects (BAP) Commission 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.

"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 (BAPSYS).

Both departments and academics' research performance can be monitored on the BAP Project Process Management System at AGU (BAPSYS).

In addition to the BAP Office, the AGU-TTO was established to support academics as the unit has prepared projects and established cooperation with the industry and coordinated university-industry cooperation activities. Offices of BAP and [AGU-TTO](#) work in coordination to complement each other.

In 2021, the [Academic Data Management System \(AVESIS\)](#) was updated 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.

In line with the AGU Strategy Document, AGU academics are supported and encouraged to make project applications for external funding through [TÜBİTAK](#), [KOSGEB](#), 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 AGU, 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 2021, 25 TÜBİTAK projects (with a total budget of 17.7 million TL) and 4 AGU-BAP projects (with around 80K TL budget) as well as university-industry collaboration projects (with a total budget of 1.5 million TL) were supported (**Annex\_C.12\_AGU BAP Projects 2021**) (**Annex\_C.13\_AGU TÜBİTAK Projects 2021**). In 2021, the university has gained 9 new TÜBİTAK projects, in which contribute to the running 16 projects, which totals an accumulated budget over 17, 7 million TL.

In 2021, through university-industry cooperation, the university has several ongoing projects with a total budget over 3.2 million TL, including projects with top-tier companies such as Aselsan, Havelsan and FNSS.

As part of the high impact research activities carried out at AGU, 3 patent applications have been made in 2021 where one of them is international and 2 of them national patent applications as shown in Table 21. From among many patent applications which were done in previous years have resulted in 8 patent grants in 2021. Six of these patent grants are national as shown in Table 22, two of them are international as shown in Table 23.

**Table 21. Patent Applications in 2021 (Annex\_C.14\_AGU Patents)**

Inventor	Patent Title	Country of Reference	Protection Type	Application Date	Application Number
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	Korea	Patent	16.03.2021	KR20210029765
Vehbi Çağrı Güngör	5g Ve Ötesi Ağlarda Sanal Ağ Gömme Probleminin Çoklu Fiziksel Ağ Yapısını Kullanan Derin Bilgi Maksimizasyonu İle Çözümlemesi Yöntemi	Türkiye	Patent	05.03.2021	TR2021/004311
Levent Yavuz	Parmak İzinden Belirleyici Yüz Şekline Ulaşmak İçin Yapay Zekâ Tabanlı Sistem	Türkiye	Patent	07.08.2021	2021/012511

**Table 22. National Patents Granted in 2021**

No	Inventor	Patent Title	Granted Day	Application Number
1	Vehbi Çağrı Güngör	Kimlik kanıtlama yöntemi ve kullandığı nesnelerin interneti sistemi	22.03.2021	2017 13379
2	Veli Tayfun Kılıç	İletken Katmanlar İçeren İndüktif Bobin Birimi	21.10.2020	2020 16050
3	Veli Tayfun Kılıç	Bir İndüktif Bobin Birimi	21.10.2021	2015 15179
4	Veli Tayfun Kılıç	Bir İndüktif Bobin Birimi	22.11.2021	2015 15188
5	Veli Tayfun Kılıç	Bir İndüktif Bobin Birimi	21.04.2021	2015 15196
6	İsmail Alper İšoğlu	Meme kanserinin tedavisine yönelik yeni bir nanotaşıyıcı	22.11.2021	2016 19685

**Table 23. International Patents Granted in 2021**

Inventor	Patent Title	Country of Reference	Protection Type	Application Date	Application Number
Hakan Usta	Organic Electroluminescent Transistor	USA	Patent	30.03.2021	US10964919
Talha Erdem	Optical Elements and Electronic Devices Including The Same	Korea	Patent	25.02.2021	KR102220405

**C.1.3. Ph.D. Programs and Postdoctoral Opportunities**

AGU has five Ph.D. programs under the Graduate School of Engineering and Science. In these five Ph.D. programs there are 100 Ph.D. students registered. The distribution of the Ph.D. students with respect to programs are provided in Table 24. There are 94 M.Sc. students at the Graduate School of Engineering and Science and 26 M.Sc. students at the Graduate School of Social Sciences totaling 120 M.Sc. students overall at AGU. The M.Sc. programs at AGU feeds significant number of students for the Ph.D. programs.

**Table 24: Number of Grad Students with respect to Programs in 2021**

Schools	Male	Female	Total
<b>Ph.D. Programs at AGU GRADUATE SCHOOL OF ENGINEERING AND SCIENCE (GSoE&amp;S)</b>			
Bioengineering (Ph.D.)	2	13	15
Electrical and Computer Engineering (Ph.D.)	28	16	44
Industrial Engineering (Ph.D.)	5	4	9
Materials Science and Mechanical Engineering (Ph.D.)	7	10	17
Architecture (Ph.D.)	4	11	15
<b>Total Number of Ph.D. Students at GSoES Programs</b>	<b>46</b>	<b>54</b>	<b>100</b>
<b>M.Sc. Programs at AGU GRADUATE SCHOOL OF ENGINEERING AND SCIENCE (GSoE&amp;S)</b>			
Bioengineering (M.Sc.)	8	8	16
Electrical and Computer Engineering (M.Sc.)	29	8	37
Architecture (M.Arch.)	4	14	18
Industrial Engineering (M.Sc.)	5	2	7
Advanced Materials and Nanotechnology (M.Sc.)	5	3	8
Sustainable Urban Infrastructure Engineering (M.Sc.)	6	2	8
Policy Analytics in Global Issues (M.Sc.)	0	0	0
<b>Total Number of M.Sc. Students at GSoES Programs</b>	<b>57</b>	<b>37</b>	<b>94</b>
<b>Total Number of Grad Students at GSoES Programs</b>	<b>103</b>	<b>91</b>	<b>194</b>
<b>M.Sc. Programs at AGU GRADUATE SCHOOL OF SOCIAL SCIENCES (GSoSS)</b>			
Data Science for Business and Economics (M.Sc.)	14	12	26
<b>Total Number of Grad Students at AGU Graduate Schools</b>	<b>117</b>	<b>103</b>	<b>194</b>

The rate of [graduate](#) to undergraduate students enrolled in AGU is 220/2944 which leads to rate of %7.74. In graduate theses, it is aimed to make a difference in the international scientific community, offer solutions to national and global problems with high quality research. In 2021, a new transdisciplinary M.Sc. program "Policy Analytics in Global Issues" was opened, which plans to accept its first students in 2022. The research outputs based on the Ph.D. studies are being closely monitored by the graduate programs and the graduate school, and these outputs are listed online every year. Each graduate program is expected to conduct self-evaluation with regards to their [student publications](#) for a particular year.

For a general information about the programs and follow up list of graduates from our programs the following [Graduate School of Engineering and Science web](#)

[links](#) can be used.

There are open post doc positions which are strongly supported by the university admin to increase the research output impact of the university. These positions are generally filled by means of individual efforts and connections of the faculty members and their one-on-one relations. There are currently three international post docs at AGU. While some of these post docs positions are supported by TÜBİTAK Projects, some of them are supported by [Turkish Scholarships](#). These post docs are provided an office, allowed access to library, computer, internet, and all research facilities and labs. They are also provided a living accommodation in the student dormitories.

AGU has an informal policy of not employing its own graduates to prevent inbreeding unless they prove themselves at another prestigious institutions. This policy is strongly supported by the top admin and the Rector.

#### **Araştırma süreçlerinin yönetimi**

**Olgunluk Düzeyi:** Kurumda araştırma süreçlerinin yönetimi ve organizasyonel yapısının işlerliği ile ilişkili sonuçlar izlenmekte ve önlemler alınmaktadır.

#### **Kanıtlar**

- [Annex\\_C.1\\_AGU Organization Chart.pdf](#)
- [Annex\\_C.2\\_AGU Strategic Plan Document 2018-2022.pdf](#)
- [Annex\\_C.3\\_AGU Occupational Safety Evaluation Report 2021.pdf](#)
- [Annex\\_C.4\\_AGU TTO Training Sessions 2021.pdf](#)
- [Annex\\_C.5\\_Central Research Lab Catalogue.pdf](#)
- [Annex\\_C.6\\_AGU Labs.pdf](#)
- [Annex\\_C.7\\_Annual Report of Central Research Lab.pdf](#)
- [Annex\\_C.8\\_Model Factory Establishment.pdf](#)
- [Annex\\_C.9\\_AGU Model Factory Info Pack.pdf](#)
- [Annex\\_C.10\\_Model Factory Performance Data.pdf](#)

#### **İç ve dış kaynaklar**

**Olgunluk Düzeyi:** Kurumda araştırma kaynaklarının yeterliliği ve çeşitliliği izlenmekte ve iyileştirilmektedir.

#### **Kanıtlar**

- [Annex\\_C.11\\_Central Research Lab Catalogue.pdf](#)
- [Annex\\_C.12\\_AGU BAP Projects 2021.pdf](#)
- [Annex\\_C.13\\_AGU TÜBİTAK Projects 2021.pdf](#)
- [Annex\\_C.14\\_AGU Patents.pdf](#)

#### **Doktora programları ve doktora sonrası imkanlar**

**Olgunluk Düzeyi:** Kurumda doktora programları ve doktora sonrası imkanlarının çıktıkları düzenli olarak izlenmekte ve iyileştirilmektedir.

## **2. Araştırma Yetkinliği, İş birlikleri ve Destekler**

### ***C.2. Research Competencies, Collaborations and Research Supports***

#### ***C.2.1. Research competencies and development***

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 2013-2021, 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.

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. (**Annex\_C.15\_Employment Promotion Assignment Directive**)

The academic incentive system which has been active for the last 5 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 2021, 51 academics qualified for academic incentive.

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 2021 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 thanks to the new research facilities offering extra 648,38 m<sup>2</sup> in 2021 which in turn made AGU a better candidate and ideal working area for outstandingly successful scientists and entrepreneurs.

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.

#### ***C.2.2. National and International Collaborations***

To spread interdisciplinary research at graduate level, AGU introduced six multidisciplinary graduate programs two of which are Ph.D. and four of which are Master's degree programs. In addition, AGU participated in several joint projects to constitute a strong research environment and collaborated with national and international research institutions. In 2020, AGU Technology Transfer Office became an implementing organization of TÜBİTAK BİGG (Individual Youth Enterprise) Program which provides opportunities for young entrepreneurs among AGU researchers. Besides, the AGU TTO has launched its own Creative Hub and several other projects with national and international partners, including TÜBİTAK; National Development Agency, USA Embassy, UNDP, Kayseri

Transport Agency to facilitate cross-disciplinary research and commercialization of scientific knowledge.

In 2021, the university has gained nine new TÜBİTAK projects and they contribute to the running 16 projects, which totals an accumulated budget over 17,7 M TL.

In 2021, through university-industry cooperation, the university has several ongoing projects with a total budget over 1.7 M TL, including projects with top-tier companies such as Aselsan, Havelsan and FNSS.

In 2021, through the central budget, the university acquired equipment which is worth around 3,38 M TL in order to improve its research capabilities. Efficiency and effectiveness of these supports and opportunities are measured with the number of publications, patents, citations, and new start-up companies.

### Araştırma yetkinlikleri ve gelişimi

**Olgunluk Düzeyi:** Kurumda, öğretim elemanlarının araştırma yetkinliğinin geliştirilmesine yönelik uygulamalar izlenmekte ve izlem sonuçları öğretim elemanları ile birlikte değerlendirilerek önlemler alınmaktadır.

#### Kanıtlar

- [Annex\\_C.15\\_Employment Promotion Assignment Directive.pdf](#)

### Ulusal ve uluslararası ortak programlar ve ortak araştırma birimleri

**Olgunluk Düzeyi:** Kurumun genelinde ulusal ve uluslararası düzeyde ortak programlar ve ortak araştırma faaliyetleri yürütülmektedir.

## 3. Araştırma Performansı

### C.3. Research Performance

#### C.3.1. Monitoring and Evaluation of Research Performance

In 2021, the Advisory for Research has been established. Based upon the AVESİS entries of the AGU researchers, the individual research performances of each faculty member and department is evaluated and high level research output evaluation meetings have been carried out with each Department Head, the Dean and the Rector. In those meetings, the existing performances of individual faculty members and departments have been evaluated and the goals for the new year have been defined. The existence of the Advisory for the Research has also led to the formation of the AGU Research Committee with members from each Faculty of the University. The commission have weekly meetings with an agenda to address the high levels of the research needs of the university. The committee has to come up with a list of proposals for the betterment of the research ecosystem at the end of the year and the draft proposals have been shared with the University upper management.

In terms of scientific contribution of graduate studies, there are two institutes, one of which is "Graduate School of Engineering and Science" and the other is "Graduate School of Social Sciences". A total 220 graduate students are enrolled in the various grad programs of these institutes. The details of the students enrolled in the specific programs are given in Table 24 in a previous section. In graduate theses, it is aimed to make a difference in the international scientific community, [offer solutions to national and global problems](#) with high quality research. In 2021, a new transdisciplinary M.Sc. program "Policy Analytics in Global Issues" was opened, which plans to accept its first students in 2022. The research outputs based on the Ph.D. studies are being closely monitored by the graduate programs and the graduate school, and these outputs are listed online every year. Each graduate program is expected to conduct self-evaluation with regards to their [student publications](#) for a particular year.

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, the academic quality of theses and scientific articles published by graduate students is being closely monitored by the graduate programs. 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. 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, [several articles were published](#) in 2021 by graduate students under the supervision of faculty members. Since 2015, the Graduate School of Engineering and Science have given 75 master's degree graduates, and nine Ph.D. degree graduates considering the establishment of graduate school and its initial programs took place in 2013-2014 academic year.

AGU is placed in the top of Turkish university rankings in terms of scientific articles and citations per academic staff. According to the 2021 data, the average of scientific articles published in internationally indexed journals per academic staff is more than 1.87 at AGU. (Based on Web of Science).

The number of publications per faculty member has increased from 1.35 in 2019 to 1.72 in 2020 and to 1.87 in 2021. Among the articles published by the AGU members, over 60% are Q1 and Q2 publications.

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. AGU has been ranked 40th in the TÜBİTAK's "[Entrepreneurial and Innovative Universities](#)" index announced in 2021 (40/50).

#### C.3.2. Evaluation of Instructor/research Performance

In 2021, [AVESİS](#) was updated 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.

All academics working at AGU are asked to submit Academic Evaluation Reports([Annex\\_C.16\\_Faculty Academics Report](#)) 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.

The academic incentive system which has been active for the last five 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 2021, 51 academics qualified for academic incentive.

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. 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 2021 from academics who had projects and were evaluated by relevant departments.

Academic performances measured based on these reports are used as criteria for enhancing relevant academics' research capabilities. The research resources are not distributed equally, they are distributed in equity. In other words, those researchers who have higher research outputs are provided more resources to promote success and increase research outputs. Therefore, not only the successful academics are rewarded and high research outputs are fostered, but also the research and development capacity are increased in a way to produce higher research outputs.

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 2020 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. In fact, a new academic promotion and assignment criteria is being worked on to take effect in 2022.

### Araştırma performansının izlenmesi ve değerlendirilmesi

**Olgunluk Düzeyi:** Kurumda araştırma performansı izlenmekte ve ilgili paydaşlarla değerlendirilerek iyileştirilmektedir.

#### Öğretim elemanı/araştırmacı performansının değerlendirilmesi

**Olgunluk Düzeyi:** Öğretim elemanlarının araştırma-geliştirme performansı izlenmekte ve öğretim elemanları ile birlikte değerlendirilerek iyileştirilmektedir.

#### Kanıtlar

- [Annex\\_C.16\\_Faculty Academics Report.pdf](#)

### D. TOPLUMSAL KATKI

#### 1. Toplumsal Katkı Süreçlerinin Yönetimi ve Toplumsal Katkı Kaynakları

##### D.1. Management of Social Contribution Processes and Social Contribution Resources

###### D.1.1. Management of Social Contribution Processes

AGU prioritises the idea that a university should have a societal impact that shapes society in order to initiate appropriate solutions to contemporary social problems. Given that priority, AGU seeks to establish close relationships with all segments of society, including but not limited to public institutions, NGOs, private sectors, and community leaders. As a result, AGU's social contribution mission is to implement the Socio-Technical University Model (STUM) through close and collaborative partnerships on both a national and international scale. Our social contribution policy entails transferring scholarly activities into human resource training, innovative technological applications, lifelong educational practices, and community integration that allow academic knowledge to be used in society and disseminated and transformed into a social impact. Thus, AGU's [strategic purpose](#) is to be a university that contributes to the community with all its activities by supporting and developing entrepreneurship in education and research.

To accomplish the strategic goal, AGU employs the STUM in the policymaking process by directing the relationship across the model's dimensions to define the social contribution principles (for further details, see [Innovative University Design: AGU Model](#), 2018, p.14). [AGU's vision](#) holds a strong emphasis on contribution to society, utilising its determination to be a highly esteemed international university by contributing to the scientific community and society (e.g., [Capsule Education](#), [AGU GLB Courses Psychological Innovation and Impact on Social Problems \(PIISP\)](#)). AGU is also clearly stating its ambitions to societal contribution by defining it on [its mission](#) statement: "Raising students to shape the future by using 'learner based' approach and transferring knowledge into values by partnerships as being university seeking applicable solutions to the global problems."

AGU is dedicated to offering high-quality programs that foster a passion for science, ongoing professional development, and responsible action in response to global and local challenges. This approach is reflected both in [curriculum design](#) and [research activities](#) at the university. Some of the Institutional Student Learning Outcomes emphasises global and local responsibilities, international and multicultural competence, and the ability of students to critically evaluate global and local issues. One of AGU's distinguishing features is its emphasis on the university's social impact.

One of the important elements to sustain professional development and action in response to global and local challenges is to build a successive management system to ensure all layers of a potential social impact are forged and monitored through various mechanisms, which communicate among themselves harmoniously. Therefore, the Rectorate Office at AGU has established a [Quality Committee](#) to increase the quality in all fields of its services together with [Quality Sub-Committees](#) that deals with specific field. Since its establishment, the [Social Impact \(SI\) Committee](#) which is one of the quality sub-committees has extended its members in a way that composes different units of AGU. Following the same management processes, each faculty has established sub-branches of the SI Commission. The goal of these branches is to focus on the management of AGU's societal contribution policies in their unit by generating various applications touching SDGs. They also observe these units' activities whether they follow the PDCA (PUKÖ in Turkish) mechanism. The SI Commission is entitled to advise the senior management team to build and modify macro policies on the societal impact of AGU, SI Commission. Within this framework, SI organised four training programs for sub-branches of the SI Commission, both administrative staff and faculty members. Moreover, a university-wide survey has been conducted focusing on the perspectives of faculty members on SI activities as well as the connection between their work and SDGs. As a result of these surveys and meetings, SI Commission has established a data collection system designed according to the PDCA system.

AGU has several achievements as a result of its social impact management. One of the recognitions of AGU's successes to its approaches towards social impact in [curriculum design](#) and [research activities](#), for instance, is [THE Social Impact 2021](#), which is an internationally prestigious independent evaluation agency for universities across the globe. Besides ranking among the top 100-200 universities consistently since the ranking was established in 2019, AGU is ranked as the top university in Turkey in the last three consecutive years in a row, [THE Social Impact 2020 and 2021](#).

There are several units at AGU which focus on the management of AGU's social impact policies. One of these important units is the TTO. The office observes, assesses, and reports the university's social contribution policy activities such as start-up supports, business incubators, Creative Hub, AGU BIGG, and Technopark in terms of their connections with the SDGs. The TTO is also responsible for the official application of AGU to THE Social Impact Rankings that require evidence-based SDG-related activities in the university. Not only being responsible for the management process, but TTO also aims to produce societal impact through the various projects and the SDG-focused units. For instance, the "[Creative Hub Initiative](#)", which aims to produce societal impact, was [founded by TTO](#) in 2020. Encouragement of creative and innovative thinking in which entrepreneurs from different disciplines and the public will find an opportunity to see a suitable solution to the contemporary social problems and build various business-related ideas for producing social impacts. We believe that the Creative Hub centre will play an essential role in achieving AGU's social impact vision by encouraging creative and innovative thinking to address contemporary social problems.

Another important unit is the AGU Youth Factory. It has been established to guide young university students to produce various projects with the aim of solving contemporary world problems addressing the SDGs. The unit actively supports [several projects](#) related to AGU's SDG strategies. The unit defines [its strategic aims](#) as to create an impact not only on students but also on the broader public to help the social and personal development of youth workers, leaders, trainers, and young people.

Besides the social impact dedicated units, AGU also embedded various structural elements in its educational and research activities. AGU developed an innovative Global Challenge Curriculum (GLB) composed of many elective courses, yet five of them are mandatory as graduation criteria in each department's undergraduate curriculum. These courses focus on contemporary social problems such as the ones tackled by the SDGs. For instance, [a group of elective courses](#), aims to help students comprehend and seek solutions for the world challenges, offered to students by a group of interdisciplinary scientists focuses on a particular SDG. [The Global Problems and Responsibilities Courses Coordination Commission](#) (48<sup>th</sup> Commission) was established in 2021 to manage the GLB courses to ensure that the student and instructors' experiences and feedback influence the improvement of the GLB course for enhancing the magnitude of social impact and knowledge sharing among the AGU community. ([Annex\\_D.1\\_GLB Coordination Commission](#)) The commission has organised to determine the number of the necessary GLB courses, besides coordinating each individual course dedicated to each world challenge.

In the Spring Term of 2021 Academic Calendar, a coordinator was appointed to re-design and implement the GLB Courses that have been part of the curriculum since 2016. By asking our students to offer solutions to these sustainability issues, we encourage our students to actively engage with the UN agenda. [The new design](#) is applied in the Fall 2021-2022 semester, and the outcomes have been evaluated in February 2022.

AGU also responds to any global emergencies, namely [the COVID 19](#), civil war, refugee crises is nothing but a few of them by taking the responsibility of social impact into account. Along with the achieved the ranking first in terms of the [student satisfaction survey in Turkey](#) during the crisis, in 2021, a total of 100

students (60 of them are foreign nationals) who couldn't travel to their home countries due to restrictions and did not have internet connection opportunities, stayed at AGU Student Housing with a free internet connection by taking extreme precautions against virus outbreak during the lockdown process of the pandemic while many universities across countries had to force their students to leave from Student Housing before knowing what they would do without a provided accommodation for them. Besides, the international students who had to stay here due to travel restrictions and also a civil war in their home country were financially supported via Kızılay by AGU's efforts.

AGU also take responsibility for the management of this global emergency by being a platform for policymaking and providing the environment for coordination. The roundtable meeting on [City Economy and Asylum](#), which took place on October 25, 2021, was attended by international organisations such as the United Nations High Commissioner for Refugees (UNHCR), UNDP, and around 30 Local organisations such as the Regional Directorate of Agriculture Provincial National Education. [A letter of understanding](#) was signed between AGU and the UNHCR to develop social cohesion projects for disadvantaged groups which resulted from several meetings held on various topics, especially in Kayseri.

As part of [the United Nations Academic Impact project](#), AGU has agreed to help the UN's efforts to support the attainment of its goals and to raise awareness about the preservation of human rights. AGU's membership in the initiative happened as a result of its multidimensional focus and investment in sustainable development goals and contributed to the fulfilment of the UN Charter.

Along with the various structural and practical mechanisms which create social impact in line with the AGU social impact strategies, each year, there are several extra events and activities targeting the SDGs that have happened in this social impact eco-system. For instance, [28 activities and events](#) at AGU have been registered as related with at least one SDG in 2021.

In conclusion, AGU believes that a university should have an impact that shapes society in order to come up with the right solutions to today's social problems. That is why AGU wants to build close relationships with everyone in society, not just public institutions, NGOs, private businesses, and community leaders. When it comes to making a difference in the world, AGU's social contribution mission is to make sure that the STUM is used in both a national and international way. Our social impact policy means that we turn academic work into human resource training, new technology, lifelong education, and community integration so that academic knowledge can be used in the real world and make a difference in the world. As a result, the university's long-term vision is to be a community-focused institution that serves its local community in a variety of ways, including by encouraging and fostering entrepreneurship among students and researchers.

### **D.1.2. Social Contribution Resources**

AGU does not have an independently allocated budget for social impact because the STUM requires the introduction of considerable social impact into traditional higher education goals (e.g., education and research). AGU, on the other hand, defines the dedicated budget of social contribution for each research and education activity. As a result, the key sources of social contribution at AGU are a variety of human, financial, and structural resources distributed across faculties and administrative divisions.

For instance, as the SDGs-oriented academic units, TTO and Youth Factory can receive project grants and establish some cooperation or partnerships with private and public industrial institutions (e.g., "[the AGU Kayseri Model Factory: The Kayseri Model Factory Capability and Digital Transformation Center](#)," "[Creative Hub](#)"). Each of these projects has to be an SDG related project because of AGU's social impact policy. Therefore, both offices can provide a significant social impact budget. Another example is that the AGU Kayseri Model Factory, founded in line with AGU's social impact policy, possesses its independent budget financed by the Ministry of Industry and Technology, the General Directorate of Productivity, the Kayseri Chamber of Industry, and the Kayseri Chamber of Commerce.

The executive program of TÜBİTAK BİGG in AGU supports entrepreneurs in order to eliminate social inequalities against women and gives extra points to women entrepreneurs in their applications in the '[Fly For Future](#)' project, which helps entrepreneurs to have the opportunity to develop business models, receive mentoring support and benefit from consultancy services for writing business plans through the trainings.

Also, various financial support is transferred from the university budget and some project funds for social impact activities in AGU. In line with the social impact policy, which was also determined in the [AGU's 2017-2021 Strategical Plan](#), all founded project has to be tackled at least one SDG and those grants are included but not limited to [BAP, TÜBİTAK, and EU](#). Since its establishment, AGU has had 99 completed or ongoing projects, 53 of them from TÜBİTAK with a budget of 15,760,716.05 TL, 17 of them from the international projects with a budget of 920,000 Euros, besides 29 of them from a university and industry cooperation with the budget of 12,679,663,00 TL.

AGU also utilises various human resources and budgets that belong to its centres, administrative and academic units. Besides GLB courses which use a variety of budget items, the [Center for the Enhancement of Learning and Teaching](#) has also conducted several professional education programs to increase academic teaching quality among professors addressing the various SDGs (see unit's [2021 activity calendar details](#)).

([Annex\\_D.2\\_2021 All Units Social Impact Contribution Activity Notification Form.xlsx](#), [Annex\\_D.3\\_2021 All Units Social Contribution Activity Application Notification Responses](#), [Annex\\_D.4\\_CELT social impact report \(sample report\).pdf](#), [Annex\\_D.5\\_Department of Psychology Internal Evaluation 2021](#))

#### **Toplumsal katkı süreçlerinin yönetimi**

**Olgunluk Düzeyi:** Kurumun genelinde toplumsal katkı süreçlerinin yönetimi ve organizasyonel yapısı kurumsal tercihler yönünde uygulanmaktadır.

#### **Kanıtlar**

- [Annex\\_D.1\\_GLB Coordination Commission.pdf](#)

#### **Kaynaklar**

**Olgunluk Düzeyi:** Kurumun toplumsal katkı faaliyetlerini sürdürebilmek için uygun nitelik ve nicelikte fiziki, teknik ve mali kaynakların oluşturulmasına yönelik planları bulunmaktadır.

#### **Kanıtlar**

- [Annex\\_D.2\\_2021 All Units Social Impact Contribution Activity Notification Form.xlsx](#)
- [Annex\\_D.3\\_2021 All Units Social Contribution Activity Application Notification Responses.pdf](#)
- [Annex\\_D.4\\_CELT social impact report \(sample report\).pdf](#)
- [Annex\\_D.5\\_Department of Psychology Internal Evaluation 2021.pdf](#)

## **2. Toplumsal Katkı Performansı**

### **D.2. Social Contribution Performance**

### **D.2.1. Follow-up and Evaluation of Service to Society Performance**

[The Report of External Evaluation in both 2017 and 2020](#) by YOKAK addressed the significant social impact power of AGU, yet they suggested observing these activities for enhancing further applications. Thus, AGU concluded an executive decision to handle the suggestion for establishing a commission that provides evidence-based information on social impact activities for further policy development. Since 2020's evaluation, AGU has been auditing its societal contribution performance through the SI Commission to enhance social contribution policies based on the SDGs. The SI Commission has newly developed [performance audit model](#) echoing the CoHE's PDCA model (e.g., [the illustration of the performance audit model](#)) to help foster the performance of social impact for the use of each unit in the university. The model focuses on scholarly activities, faculty implementations, administrative units, and the university's policies and applications.

The performance audit model includes a monitoring system to ensure each unit enhances its social impact activities. According to the system, the academic and administrative units have been monitored by receiving a biannually social impact report ([see for an example report](#)) to the SI Commission through an electronic form. SI Commission has registered and reported the social impact activities and give feedback if necessary ([see a summary report of SI Commission](#)). Also, each unit receives a consultation from a member of the SI Commission upon an inquiry for their social impact activity.

There are other structural units to monitor AGU's social impact performance. For instance, social impact focus GLB courses have been monitored by the newly established Global Problems and Responsibilities Courses Coordination Commission in line with the students' and instructors' experiences and feedback to enhance the magnitude of social impact and knowledge sharing among the AGU community. Based on the feedback from academics and students, the number of elective lectures has increased, and a coordinator from the Global Courses Coordination Commission was appointed for each SDG module in 2021.

Having organised all the academic and administrative departments around the target of providing social impact, it is not a simple task to provide a clear picture of the social impact of AGU given the fact that the AGU's values requires each and every activity of the university must be dedicated to producing a social impact. Yet, AGU is also dedicated to monitoring the mechanism and magnitude of social impact that they have been aimed to produce for being helpful to the people at the local and universal level so that the magnitude of social impact can gradually increase and help to build better policy across unit and university as a whole. Based on AGU's mission and vision, there have been numerous events during 2021 out of which following ten examples are given. The examples are not limited to these activities which shows AGU's strong dedication to its belief in the necessity of universities' social impact and its proud invention of the STUM.

**Example 1 (Educational Unit):** AGU-SEM (AGU Academy) organised [short online and free education programs](#) such as "Sustainable City and Life, Press Release Preparation, Project Writing Education, Entrepreneurship Education, Engineering and Defence Industry" Each program was planned as a three-hour activity with a total participant of 699. Feedback was collected by surveys. Also, high schools in Kayseri agreed to collaborate for the creation of an "[AGU Intercultural Workshop](#)", where high school students could meet with AGU international members to [exchange in English and discover new cultures](#).

**Example 2 (Administrative Unit):** The Career Centre carries out its activities in line with the determined mission, vision and goals. It creates monthly plans, determines external stakeholders, and organises various activities and training for its students every week. In line with its goals of contributing to society, it provides SDG training for high school (TED Schools) and primary school (Çetin Şen Bilim ve Sanat Merkezi) students inside and outside the institution. In addition, training pieces are given to prepare our students on CV preparation and interview techniques, which are the first step of starting professional life.

**Example 3 (Project Initiative):** The Creative Hub lead two panels were held at Architecture Faculty under the title of "Sustainable Cities and Communities". The panel planned a comprehensive layout to achieve the rural-urban balance. One of the panels, focusing on the "Sustainable Cities and Communities", brought together expert thinkers, experienced people and professionals, who are called on "rural" and "city" to create new ideas about urban and rural planning and design to develop sustainable cities.

**Example 4 (Faculty):** There have been five different SDG workshops for children which focus on different SDG 12, SDG 11, SDG 16, SDG 9 SDG 4 by the coordination of AGU Architecture Faculty and several different organisation such as Talas Municipality, Türk Kızılay, Çetin Şen Bilim ve Sanat Merkezi, and AFAD. Moreover, the coordination between the Architecture Faculty and Avanos District Governship, a workshop [on SDG for teachers](#) were held in Avanos. Architecture Faculty also take the lead for the AGU Children's University supported by Global Schools and Global Sustainable Futures. Accordingly, they organised a workshop focusing on [SDG 11 Sustainable Cities and Communities on 31 October World Cities Day with the theme for 2021](#) Adapting Cities for Climate Resilience. Besides, the 3rd of the [Sustainable Development Goals Workshop for Children was held with the participation of AFAD and the Turkish Red Crescent as part of the Disaster Preparedness Day](#). Moreover, 402 Capstone projects in the faculty were included in [the Sustainable Development Goals Education Guide](#) prepared by the Global Solution Network for UN, where successful examples from all over the world were collected. In cooperation with AGU, Dutch Culture and Prince Claus Fund, the "[Let's Play Sustainable Culture](#)" Train the Trainer event was organised.

**Example 5 (Department):** Like other departments of AGU, Psychology Department adopts its' social contribution policy from [the university's social impact policies](#). The department has determined its social impact strategy and objectives based on the predictions of the STUM. Therefore, the department strategized social impact with five significant elements ([Strategy 4 in the Department's Strategic Plan](#)) and reported in [their own self-evaluation report](#), which required from each faculty and department as AGU's quality assurance policy. In line with this strategic plan, the department carried out various activities in 2021, such as (1) construction of the curriculum in such a way that 20% of the courses are directly related to the department's social impact strategy, (2) engaging in the national action plan of addiction prevention (SDG3), (3) construction of a new GLB course (SDG3), (4) activities related to Communication with Candidate Students (SDG4, SDG10), (5) provide various in-service training (SDG3, SDG5, SDG8, SDG10), (6) health-related public advice in cooperation with Turkish Red Crescent (SDG3), (7) talk on gender equality by Student SDG Hub (SDG5), (8) seminar series titled achievement during pandemic (SDG3, SDG16, SDG10). Psychology Department has also come together with Glasgow Caledonian University Scotland UK, and the University of Balearic Islands to develop a project called 'Psychology around the World' by focusing on the SDG 3, 4, 16, and 17. The project also aims of the study is to explore the impact of taking part in an international activity experience on the self-assessed intercultural sensitivity of young people in three different countries. This is an important study because it will help students to increase understanding of the lived experience of students in other countries. As part of the programme, AGU psychology students have also had a chance to interact with their counterparts in different regions of the world and have exchanged their opinions about getting psychology education, job opportunities in their countries, and what kind of issues psychology can help to improve human life and solved the problems that the world have faced with. They have also conducted interviews about the psychology education in their country and have learnt how to analyse interviews with qualitative analysis methodologies.

**Example 6 (Global Partnership):** AGU partnered with the UNs within the frame of the [UN75 campaign](#) (UN 75th anniversary). This partnership included [several activities and panel sessions](#) gathering AGU students, staff and stakeholders to debate on the different United Nations Global Challenges and SDGs and formulate predictions and recommendations for the year 2045, which will also mark the UN's 100th anniversary.

**Example 7 (Local and Continental Partnership):** EU-Kayseri Climate Forum was held in cooperation with the Kayseri Chamber of Commerce and AGU TTO. Upon a series of a panel by experts on climate change, young people [held workshops](#) and young people joined the workshops, led by the experts, to produce and share their solution-oriented ideas for reducing the detrimental effect of climate change.

**Example 8 (Youth):** Several activities were also carried out by [AGU Youth Factory](#) within the framework of Sustainable Development Goals (Immigration and Urban Economy Roundtable Meeting, My Dream Toy Project, I Learn English, I Know Different Cultures Project, Introducing Science to Primary School Students Project, Academic Audio Library Project, Youth Information Trainer Training and Dissemination Training Project, Telafi'de AGU'de Var Project).

**Example 9 (Industry):** Thanks to the cooperation of AGU TTO and Model Factory, SDG presentations are made to SMEs who come to the Model Factory for training. [The presentations](#) are aimed at informing the public and raising awareness about SDGs.

**Example 10 (Global impact):** AGU TTO aims to reduce [carbon-intensive energy sources](#) by calculating the carbon footprint of AGU. With this calculation, AGU contributes to the global fight against climate change by reducing greenhouse gas emissions.)



## Toplumsal katkı performansının izlenmesi ve değerlendirilmesi

**Olgunluk Düzeyi:** Kurumda toplumsal katkı performansı izlenmekte ve ilgili paydaşlarla değerlendirilerek iyileştirilmektedir.

### E. SONUÇ VE DEĞERLENDİRME

The institution has passed an external evaluation in 2017 and an external monitoring in 2020 for the first time since its establishment.

In the 2020 Monitoring Program Report, the following strengths and weaknesses were identified under the "Quality Assurance System" title:

#### Strengths in Quality Assurance System Determined at 2020 Monitoring Program Report:

1. The Institution has determined and revised its vision, mission, values, quality policies, and the aims, objectives, and performance indicators of the strategic plan.
  2. The Institution has defined university-specific Plan-Do-Check-Act cycles for Quality Assurance, Education, Research, Management, and Societal Contribution.
  3. There exists a dynamic and experienced Senior Management who follows, supports, and contribute to the international higher education quality culture.
  4. All academic and administrative personnel from the operational level to the strategic level participate in all efforts to create a quality assurance system with commitment.
  5. External stakeholders participate in some committees (Education, Strategic Planning, Research Support) and contribute to the Quality Assurance System.
  6. The university has international students and faculty members; academic personnel and students have been abroad through exchange programs, trainings, and internship programs; many international students and faculty members have visited the university.
  7. For the purposes of internationalization, the medium of education is English, the university provides support to faculty members to advance their teaching skills in English, SAT and TOEFL exam centers exist in the campus, the Language School gives high quality English education
  8. The University has achieved its goals regarding to be placed in international rankings.
- Of these strengths, 1, 2, 6, 7 and 8 are new strengths. The other strengths, namely 3, 4 and 5 were also stated in the 2017 External Evaluation Report.

#### Weaknesses in Quality Assurance System Determined at 2020 Monitoring Program Report:

1. The university is to disseminate the quality processes to all academic and administrative units, diversifying and turning them into an institutional culture.

##### Things Done to Overcome This Weakness in 2021:

- 1.1. Each unit in the university whether academic or administrative is asked to prepare its own annual unit self-evaluation report based on the guidelines provided by Council of Higher Education Quality Board.
- 1.2. Quality Coordinatorship is established in 2021 and 2 new expert person is appointed. Coordinatorship headed by the Vice Rector responsible from the quality affairs is made responsible to coordinate the 5-year strategic plan preparations, annual Institutional Self Evaluation Report (ISER) preparations, all the data collection duties across the university and processes them for different purposes, such as national and international rankings.
2. The university needs to run Plan-Do-Check-Act cycles for Quality Assurance, Education, Research, Management, and Societal Contribution and implement improvements systematically.

##### Things Done to Overcome This Weakness in 2021:

2.1. In 2021, a training session was conducted for the members of the extended quality committee consisting of quality sub-committee heads, administrative and academic personnel. The training was about plan-do-check-act cycle (**Annex\_A.19\_PDCA Training Receipt, Annex\_A.20\_PDCA Training Document**).

2.2. Upper management participated in the training provided by YÖKAK, which is about preparing internal evaluation report according to the latest version of the report template (**Annex\_A.21\_YOKAK Training**).

2.3. Each quality sub-committee head responsible for Quality Assurance, Education, Research, Management, and Societal Contribution has made plans to improve their own PDCA Cycles and put into action as much as possible

3. The university is to use the feedback from monitoring, evaluation, and improvement activities within the quality assurance system for enhancing the processes.

##### Things Done to Overcome This Weakness in 2021:

- 3.1. University, its units and responsible heads tried its best to use the feedback from monitoring, evaluation, and improvement activities within the quality assurance system for enhancing the processes
4. Academic and administrative units need to prepare their strategic plans by establishing necessary connections with the institutional strategic plan.

##### Things Done to Overcome This Weakness in 2021:

- 4.1. All academic units which has an expendable budget is asked to prepare their own strategic plans which will be in line with the 2018-2022 5-year strategic plan of the university. They have prepared their own strategic plans for the remaining years of that 5 year plan. AGU top admin does not believe administrative units should have a strategic plan, rather those units take a support services role in the implementation of the university's strategic plan.
5. The university needs to improve the institutional system for data collection, goal setting, and monitoring activities in the context of strategic plan.

##### Things Done to Overcome This Weakness in 2021:

- 5.1. Quality Coordinatorship is established in 2021 and 2 new expert person is appointed. Coordinatorship headed by the Vice Rector responsible from the quality affairs is made responsible to coordinate all the data collection duties across the university and processes them for different purposes required for the preparation of various performance reports, institutional self-evaluation reports, various national and international rankings.
- 5.2. University plans to use a university wide data collecting, processing and reporting software. That is why informative presentations about certain software designed for this purpose is planned to be taken in 2022.

In the 2020 Monitoring Program Report, the following **strengths** and **weaknesses** were identified under the "Education" title:

#### Strengths in Education Determined at 2020 Monitoring Program Report:

1. The students' acquiring the awareness to provide "solutions for global problems", "transdisciplinary research culture", "skills to carry out team working", "societal contribution" with a learning centered approach in compulsory courses that students from all programs take together and set-up joint teams.
2. The starting a pilot application of modular program where three dimensional curriculum approach (Personal Development Path, Glocal (Both Global and Local) Issues Path, Professional Development Path) is embraced within the innovative university design in the institution

3. Institutional development of new internship programs with industrialists and employers and institutional support and contribution given to the national and international internships of students,
  4. Having an awareness towards program accreditation
  5. Carrying out learner centered education with various application methods of institution
  6. Providing the opportunity of getting a "Non-Academic Transcript" which lists the extracurricular social, cultural, artistic and sportive activities besides the academic transcript which is given to the graduating students, and encouraging the students to participate in such activities and documenting the basic qualifications that they acquire
  7. Carrying out effective orientation programs for new entry students to better adapt them to the university and city; arranging "Peer to Peer Guide" programs with senior students for the new entry students to better adapt them to the university, and providing "Career Adviserships" for the students by arranging cooperation protocols with NGOs.
  8. Having R&D project experienced, prized, young and dynamic faculty members with overseas Ph.D. degrees
  9. Support given to successful faculty members by AGU Foundation; raising entrance success ranking rates of students by providing various scholarships (housing, computer, education at USA, etc.) by AGU Foundation
  10. Giving "Prize for Innovative Teaching" and "Prize for Excellence in Teaching" prizes annually to faculty members to promote good examples in teaching.
  11. Carrying out and supporting personal development activities for students such as psychology counseling guide, housing, catering services, social, cultural and sportive activities
  12. Collecting a comprehensive and systematic institutional alumni info of graduates such as job placement and continuing education
- Of these strengths, 2, 4, 10 and 12 are new strengths. The other strengths, namely 1, 3, 5, 6, 7, 8, 9 and 11 were also stated in the 2017 External Evaluation Report.

**Weaknesses in Education Determined at 2020 Monitoring Program Report:**

1. Making measurements and evaluations within the continuous improvement cycle, analyzing the results and making the necessary concrete improvements and sharing them with stakeholders

**Things Done to Overcome This Weakness in 2021:**

- 1.1. Education Committee holds regular weekly meetings to discuss student and instructor feedbacks, share good-case examples, develop policies, and coordinate education methodologies and facilities. Committee regularly monitors University Information Services (UIS), Canvas and Schoology Learning Management Systems, and course deliveries to guarantee learner centered high-quality and high-performance education.
- 1.2. The Rector assigned an Advisor for Rector for Accreditation to manage and coordinate accreditation processes in all programs.
- 1.3. Center for the enhancement for Learning and Teaching (OELT) regularly arranges surveys on both prep, undergrad and grad students about the courses and instructors, shares the results with the relevant stakeholders, including University, its units and responsible heads tried its best to use the feedback from monitoring, evaluation, and improvement activities within the quality assurance system for enhancing the processes.
- 1.4. The Office for Enhancement in Learning and Teaching (OELT) performed annual focus group assessment sessions dealing with the education quality in all active programs. The observations, concerns and critiques are shared and evaluated in a meeting with the Department Chairs, student-related administrative units, Vice Rectors, and the Rector. The expectations of the students are conveyed to the responsible people in the university.
- 1.5. Individual Departments also conduct surveys independent from the OELT, evaluates the results, share with the relevant stakeholders, discuss possible improvement strategies with the relevant boards or top administrators, take improvement actions either in administrative scale or academic scale with the relevant changes in rules or regulations.
2. Training of trainers and measuring the effectiveness of trainings, especially in relation to quality processes, in line with the strategic objectives of the institution

**Things Done to Overcome This Weakness in 2021:**

- 2.1. Center for the enhancement of Learning and Teaching (OELT) arranged various trainings for faculty members on teaching and learning for their continued development
- 2.2. Education Committee under the leadership of Vice Rector responsible from the Education has arranged certain online evaluation meetings about the effectiveness of these trainings, got feedback from the trainers, evaluated the feedbacks, and arranged extra training sessions to go over the needed components. "Pedagogy for Distance Education", "Digital Technology Training", "Assessment Dilemma", and "De-coding Creativity" trainings are determined to be examples of these sort of needed components.
3. Systematically monitoring and evaluating Program Outcomes and TYYÇ relationship results

**Things Done to Overcome This Weakness in 2021:**

- 3.1. Program outcomes (PO) of the departments have been determined in line with the institutional learning outcomes of AGU and the Turkish Higher Education Qualifications Framework (THEQF-TYYÇ) as well as the recommendations from stakeholders. The learning outcomes (LO) of the courses in each program have been defined and matched with POs. The monitoring of the correspondence of the course outcomes with the program outcomes has been checked by the relevant department boards and necessary actions are taken when deemed necessary.
4. Developing different measurement and evaluation methods to determine the achievement of Program Educational Objectives and Program Outcomes, and periodic monitoring

**Things Done to Overcome This Weakness in 2021:**

- 4.1. Education Committee holds regular weekly meetings to discuss student and instructor feedbacks, share good-case examples, develop policies, and coordinate education methodologies and facilities. Committee regularly monitors University Information Services (UIS), Canvas and Schoology Learning Management Systems, and course deliveries to guarantee learner centered high-quality and high-performance education.
- 4.2. The Rector assigned an Advisor for Rector for Accreditation to manage and coordinate accreditation processes in all programs

In the 2020 Monitoring Program Report, the following **strengths** and **weaknesses** were identified under the "**Distance\_Education**" title:

**Strengths in Distance Education Determined at 2020 Monitoring Program Report:**

1. Effective planning of the pandemic process of the Institution with the prediction that "space and time constraint in education will be lifted" and announcement of the decisions to students and staff via WhatsApp, e-mail and web page
2. Usage of synchronous / asynchronous methods in distance education, instructors' usage of active learning approaches and tools such as Sli.do, Mural, Mentimeter and Kahoot
3. Providing seminars (course design; use of digital technology; online teaching methods; measurement and evaluation); continuous technological and pedagogical support for instructors; providing iPad and licensed ZOOM platform for faculty members
4. Giving students some rights and supports (withdrawal from the course, recognition of pass/fail status instead of letter grade, computer and internet support, research permission in laboratories for graduate students)
5. Sharing the video recordings recorded in the real laboratory medium, and obtained data, analysis and interpretation with the students in the laboratory and

project lessons; redesigning the lab and project lessons that require hardware by means of digital tools, software and simulations to allow students to practice

6. Research for the Covid-19 epidemic and its effects by the institution researchers by means of projects they have prepared
7. Following the professional, social and psychological developments of students in the Covid-19 period through online activities
8. Preparing a report called "AGU's Response to Covid-19" which describes the management of the pandemic period and effective distance education practices

There were no strengths stated in the 2017 External Evaluation Report since there was no Distance Education title in that report. All of the above strengths are new strengths for AGU in Distance Education.

#### **Weaknesses in Distance Education Determined at 2020 Monitoring Program Report:**

1. Determining the measures to be taken to prevent the copy events that may occur during the online-exam, homework, project etc. practices

##### **Things Done to Overcome This Weakness in 2021:**

- 1.1. This issue was on the top agenda of the Education Committee for a long time. Different approaches applied by the prestigious national and international universities have been searched. Different techniques have been tried. Since this is a difficult problem to solve, the top admin with the advice of Education Committee took the decision to hold the exams on campus even though the courses might be fully online during the pandemic. Prep school uses Turnitin software to detect copy events in exams and homework submissions as students are asked to upload their works to the Schoology LMS system in Word or pdf documents. Individual instructors check the submitted Word or pdf documents by passing them through Turnitin software.
2. Completion of the adaptation process of the distance education processes to KVKK (Personal Data Protection Law)

##### **Things Done to Overcome This Weakness in 2021:**

- 2.1. KVKK committee has organized a service purchase for the entire university in 2021. This service was purchased from a professional company to better approach the KVKK issue across the university. More than 40 different meetings with different units were arranged to assess the KVKK critical issues. A road map is prepared along with a report by the company for the university and its units. KVKK committee together with the company presented an executive summary to the top admin. After the service is completed, required arrangements are made and preventive measures are taken for the completion of the adaptation process of the distance education process to KVKK.

In the 2020 Monitoring Program Report, the following **strengths** and **weaknesses** were identified under the "**Research and Development**" title:

#### **Strengths in Research and Development Determined at 2020 Monitoring Program Report:**

1. Although the institution is a young university, it has important goals in its research and development mission, policies and strategies, and it has got far in achieving these goals.
  2. Establishing a system for the common and effective use of laboratory infrastructures.
  3. Establishment of AGU Central Research Laboratory (AGÜ-MERLAB), which contributes highly to the hybrid model where research is blended with education; increasing the competence of undergraduate and graduate students and researchers to conduct scientific research in the institution; establishing a trans- and inter-disciplinary R&D culture.
  4. Developing a usage practice to reduce risks in laboratory safety
  5. Supporting many externally funded projects by providing project support services and trainings by mean of AGU TTO in project application phases of researchers in line with the Strategy Document of the Institution
  6. Conducting Ph.D. studies in the priority areas of our country in the institution within the scope of YÖK 100/2000 Ph.D. scholarship program.
  7. The institution has qualified, award-winning researchers who carry out innovative R&D studies, produce patents, establish companies, carry out industry/TUBITAK/BAP projects, and actively operate institutions and processes that support the dissemination of science to society.
  8. Supporting successful researchers by AGU Foundation in order to develop and improve the competence of the research staff; motivating researchers with infrastructure support for new researchers
- Of these strengths, 2, 3, 4, 5 and 6 are new strengths. The other strengths, namely 1, 7 and 8 were also stated in the 2017 External Evaluation Report.

#### **Weaknesses in Research and Development Determined at 2020 Monitoring Program Report:**

1. Reviewing the effectiveness and efficiency of research results and ensuring their continuity and quality assurance.

##### **Things Done to Overcome This Weakness in 2021:**

- 1.1. In 2021, the Advisory for Research has been established. Based upon the AVESİS entries of the AGU researchers, the individual research performances of each faculty member and department is evaluated and high level research output evaluation meetings have been carried out with each Department Head, the Dean and the Rector. In those meetings, the existing performances of individual faculty members and departments have been evaluated and the goals for the new year have been defined. The existence of the Advisory for the Research has also led to the formation of the AGU Research Committee with members from each Faculty of the University. The commission have weekly meetings with an agenda to address the high levels of the research needs of the university
2. Providing faculty members more time to spend on research by increasing the number of faculty members and reducing the burden of education.

##### **Things Done to Overcome This Weakness in 2021:**

- 2.1. Unfortunately, the faculty members of the desired quality which is determined by the appointment and promotion criteria could not be increased as desired. For almost more than 12 years since AGU has been established in 2010, number of the faculty members (Prof., Assoc. Prof. and Assist. Prof.) have not increased beyond 90. This case definitely introduces the above-mentioned difficulties considering even further the multiple admin tasks has to be distributed among a handful of these 90 faculty members.
3. Making improvements in order to eliminate the problems in the employment of potential international researchers due to obstacles such as the "ratio to the number of personnel in the Institution" criterion regarding the employment of foreign personnel.

##### **Things Done to Overcome This Weakness in 2021:**

- 3.1. Unfortunately, the rejection of many new international faculty member employment applications by CoHE in the past made the administrative people in the chair or head positions of the departments or faculties give up for new applications as rejection of international candidates puts the chairs or heads in difficult position to explain to the candidates who apply and get approval from the department/university for the position. The chairs or heads are continuously encouraged to find new international candidates by the top admin, but apparently it gets nowhere.

In the 2020 Monitoring Program Report, the following **strengths** and **weaknesses** were identified under the "**Societal Contribution**" title:

#### **Strengths Societal Contribution Determined at 2020 Monitoring Program Report:**

1. Although the institution has a small number of young faculties / institutes / centers, it has set important goals in its social contribution mission, policies and

strategies.

2. Determining the Social Contribution approach focused on solutions to global problems and based on the 17 Sustainable Development Goals of the UN
3. Following the 17 main development goals of the UN in the institution and establishing a Social Contribution Commission in order to raise awareness on this issue and to advise senior management about faculty members on how to improve social contribution in their activities; to make social impact-based evaluations in administrative units
4. The institution revises its focus areas in line with the UN Sustainable Development Goals, conducts sustainability based interdisciplinary programs in graduate education and aims to give a "Sustainability Certificate"
5. The Institution is in the 101-200 band among world universities in the Social Impact Ranking of Times Higher Education (THE), one of the higher education rating institutions
6. Within the framework of the strategic plan, encouraging researchers to carry out inter/trans-disciplinary multi-partnered projects, to open companies in technopark, and to do university-industry cooperation projects and publications
7. Designing the research infrastructure within the scope of social contribution and producing value for society, which is one of the primary goals of the institution, in a way that allows researchers from many disciplines to come together to produce solutions to global problems and to conduct research at an international level.
8. Establishing a Model Factory inside the university for the first time in a way to serve education and social contribution
9. The institution is in close cooperation with local administrations, industrialists, NGOs, high schools in order to support local and regional development and serve the needs of the society with a new generation understanding
10. The Institution by attaching great importance to the research results to contribute to the society encourages faculty members to establish companies in the regional techno parks, to carry out university-industry cooperation projects, and to make interdisciplinary publications and conference presentations with industry partners by including appropriate criteria in in-house appointment and promotion.

There were no strengths stated in the 2017 External Evaluation Report related to this title since there was no Societal Contribution title in that report. All of the above strengths are new strengths for AGU in Societal Contribution title.

#### **Weaknesses in Societal Contribution Determined at 2020 Monitoring Program Report:**

1. In line with the mission of AGU Socio-Technical University, bringing an increasing cooperation with stakeholders into life, improving and sustaining the works aimed at measuring and monitoring the social impact more reliably by structuring social contribution activities in the light of workshops carried out

##### **Things Done to Overcome This Weakness in 2021:**

- 1.1. AGU concluded an executive decision to handle the suggestion for establishing a commission that provides evidence-based information on social impact activities for further policy development. Since 2020's evaluation, AGU has been auditing its societal contribution performance through the Social Impact (SI) Commission to enhance social contribution policies based on the SDGs. The SI Commission has newly developed [performance audit model](#) echoing the CoHE's Plan-Do-Check-Act. (PDCA) model (e.g., [the illustration of the performance audit model](#)) to help foster the performance of social impact for the use of each unit in the university. The model focuses on scholarly activities, faculty implementations, administrative units, and the university's policies and applications.
2. Reviewing social contribution processes and results in terms of efficiency and productivity, taking necessary measures to ensure the sustainability of successful results

##### **Things Done to Overcome This Weakness in 2021:**

- 2.1. The performance audit model includes a monitoring system to ensure each unit enhances its social impact activities. According to the system, the academic and administrative units have been monitored by receiving a biannually social impact report ([see for an example report](#)) to the SI Commission through an electronic form. SI commission has registered and reported the social impact activities and give feedback if necessary ([see a summary report of SI Commission](#)). Also, each unit receives a consultation from a member of the SI Commission upon an inquiry for their social impact activity.
- 2.2. There are other structural units to monitor AGU's social impact performance. For instance, social impact focus GLB courses have been monitored by the newly established Global Problems and Responsibilities Courses Coordination Commission in line with the students' and instructors' experiences and feedback to enhance the magnitude of social impact and knowledge sharing among the AGU community. Based on the feedback from academics and students, the number of elective lectures has increased, and a coordinator from the Global Courses Coordination Commission was appointed for each SDG module in 2021.
3. Developing the cooperation carried out with stakeholders further regarding the societal contribution and monitoring the results considering the goals and the potential of the institution.

##### **Things Done to Overcome This Weakness in 2021:**

- 3.1. The most important indicator of AGU's efforts to follow global trends is its international partnerships. AGU is committed to supporting the implementation of 17 Sustainable Development Goals (SDGs) by seeking solutions to global problems through partnerships developed with international, national, and local stakeholders within the scope of partnerships for goals. In this context, AGU had partnerships with the Sustainable Development Solutions Network (SDSN) of the global initiative of the United Nations, the SDG Academy (Sustainable Development Goals Academy), Global Solutions Initiative (GSI; A global joint venture to propose policy responses G20, G7, and other global governance forums to address major global problems), SDSN Youth, SDG Accord partnerships, as well as the United Nations High Commissioner for Refugees (UNHCR) and the United Nations Academic Impact initiative. AGU systematically cooperates with national and international government agencies to follow global trends. It sets an example with the gains achieved through cooperation with these institutions. (<https://sustainability.agu.edu.tr/sustainability-partnerships>) For example, AGU partnered with the United Nations as part of the UN75 campaign (UN 75th anniversary). This project is a series of events that bring AGU students, staff and stakeholders together to discuss the different United Nations Global Challenges and Sustainable Development Goals (SDGs) as well as formulate forecasts and recommendations for 2045, which will celebrate the UN's 100th anniversary. (<http://www.agu.edu.tr/news/5655/AG%C3%9CBirle%C5%9Fmi%C5%9F%20Milletler%20UN75%202020%20ve%20%C3%96tesi%20Diyalog%20>)
- 3.2. AGU keeps its education curricula constantly updated in line with stakeholder expectations, taking into account the changes in the higher education ecosystem and the needs of society. AGU has structured its curriculum for the Sustainable Development Goals of the United Nations. In this context, it aims to educate students on the Sustainable Development Goals and current Global Challenges by creating the Global Challenge Curriculum (GLB), which is compulsory for all students, with a unique application not found in other universities. Every student at AGU has to take this course and within the scope of this course, students design, implement and participate in many new and innovative social projects. (<https://sustainability.agu.edu.tr/education-for-sustainability#AGU%20GLOBAL%20COURSESES>)
- 3.3. With the issue of digital learning on the agenda after the COVID-19 epidemic, AGU has decided to accept online courses taken from various digital learning platforms (Coursera, EdX, Udemy, Udacity, Futurelearn, MIT, Harvard, Stanford, and Columbia Universities related platforms) as elective courses. It has implemented a system that can receive credits (3, 4, or 5 ECTS). ([https://oidb-tr.agu.edu.tr/uploads/uygulama\\_esaslari/dijital%20.pdf](https://oidb-tr.agu.edu.tr/uploads/uygulama_esaslari/dijital%20.pdf))
- 3.4. AGU TTO provides free training and mentoring services to entrepreneur candidates as the implementing agency of TÜBİTAK BİGG 1512 Techno-Entrepreneurship Capital Support Program. (<https://bigg.agu.edu.tr/>)
- 3.5. Within the scope of AGU Creative Hub, various trainings and workshops are organized to develop the creativity of entrepreneurs. These events are open to everyone's participation. (<https://to.agu.edu.tr/egitimler>)
- 3.6. As the leading development agency of the United Nations, as part of the United Nations Development Program's efforts to achieve Turkey's Sustainable Development Goals, the Kayseri Model Factory project was implemented on the AGU campus in cooperation with the Ministry of Industry and Technology, in partnership with the Kayseri Chamber of Industry and the Kayseri Chamber of Commerce. Kayseri Model Factory is located in the same building as classrooms, laboratories, AGU TTO, and AGU Career Office and is fully integrated with the functions of AGU. This formation is an

important step for University-Industry cooperation, and current developments are followed through meetings held with both industry and stakeholders. (<http://kayserimodelfabrika.com/>)

- 3.7. AGU closely follows national targets and continues its activities within this scope. In this context, it was included in the zero-waste project implemented in the national area and was entitled to receive the zero-waste certificate. AGU's studies on zero waste are being implemented with determination, and studies are continuing to monitor and plan preventive actions. The works carried out by the waste commission (placement of zero waste boxes, analysis of wastes, etc.) are also reported periodically. ([http://www.agu.edu.tr/userfiles//THE\\_waste\\_management\\_final\\_s%C4%B1k%C4%B1%C5%9F.pdf](http://www.agu.edu.tr/userfiles//THE_waste_management_final_s%C4%B1k%C4%B1%C5%9F.pdf))
- 3.8. Experts from different fields and successful businessmen are invited to both in-class and extra-curricular activities in order to support the personal and professional development of students and to follow sectoral changes. As part of the AGU Career Talk, faculties and departments also organize meetings between students and influential people of industry and business. (<http://www.agu.edu.tr/haberler/6280/>)

4. Monitoring the activities of the Social Contribution Commission and making improvements

#### **Things Done to Overcome This Weakness in 2021:**

- 4.1. One of the important elements to sustain professional development and action in response to global and local challenges is to build a successive management system to ensure all layers of a potential social impact are forged and monitored through various mechanisms, which communicate among themselves harmoniously. Therefore, the Rectorate Office at AGU has established a [Quality Committee](#) to increase the quality in all fields of its services together with [Quality Sub-Committees](#) that deals with specific field. Since its establishment, the [Social Impact \(SI\) Committee](#) which is one of the quality sub-committees has extended its members in a way that composes different units of AGU. This committee is responsible against Quality Committee and produces reports on its own activities and submits them for the evaluation of Quality Committee. Following the same management processes, each faculty has established sub-branches of the SI Commission. The goal of these branches is to focus on the management of AGU's societal contribution policies in their unit by generating various applications touching SDGs. They also observe these units' activities whether they follow the PDCA (PUKÖ in Turkish) mechanism. The SI Commission is entitled to advise the senior management team to build and modify macro policies on the societal impact of AGU, SI Commission. Within this framework, SI organized four training programs for sub-branches of the SI Commission, both administrative staff and faculty members. Moreover, a university-wide survey has been conducted focusing on the perspectives of faculty members on SI activities as well as the connection between their work and SDGs. As a result of these surveys and meetings, SI Commission has established a data collection system designed according to the PDCA system

In the 2020 Monitoring Program Report, the following **strengths** and **weaknesses** were identified under the "**Management System**" title:

#### **Strengths in Management System Determined at 2020 Monitoring Program Report:**

1. Providing a close cooperation environment as a result of the effective open-door policy followed by the experienced and sharing top management of the institution
  2. Operating the decision mechanisms of the Institution with a participatory approach through commissions and boards formed from different administrative and managerial levels, related units, academic and administrative staff.
  3. The determination of the institution to bring into life a detailed Quality and Internationalization Master Plan prepared in line with the innovative university goal together with its processes and activities
  4. The modular 3D program design (personal development, global issues, professional development paths) targeted by the institution is complementary to the innovative and flexible approach gained through changes in the organizational structure.
  5. Reflecting the changes in the management structure to the process management in a supportive manner.
  6. Employee (administrative / academic) satisfaction surveys consist of questions that most institutions will not dare to ask and are structured in a multidimensional way, strengthening the contribution to decision-making processes.
  7. The allocation of a separate budget for the realization of the internationalization target enables the financial monitoring of the achievement of the target.
  8. Providing in-service training to administrative staff responsible for administrative and financial affairs on changes in financial regulations
  9. Strengthening the traceability of internationalization performance criteria by diversifying and classifying those criteria
- Of these strengths, the last 7 strengths are new strengths. The top two strengths were also stated in the 2017 External Evaluation Report.

#### **Weaknesses in Management System Determined at 2020 Monitoring Program Report::**

1. Efforts to disseminate and diversify the quality management system and quality assurance practices to all academic and administrative units and make them a corporate culture

#### **Things Done to Overcome This Weakness in 2021:**

- 1.1. Each unit in the university whether academic or administrative is asked to prepare its own annual unit self-evaluation report based on the guidelines provided by Council of Higher Education Quality Board.
- 1.2. Quality Coordinatorship is established in 2021 and 2 new expert person is appointed. Coordinatorship headed by the Vice Rector responsible from the quality affairs is made responsible to coordinate the 5-year strategic plan preparations, annual Institutional Self Evaluation Report (ISER) preparations, all the data collection duties across the university and processes them for different purposes, such as national and international rankings.
2. Taking measures to increase the number of respondents to satisfaction surveys and resulting improvements by handling the survey results

#### **Things Done to Overcome This Weakness in 2021:**

- 2.1. The survey questionnaire will be reviewed to increase participation. Number of questions will be reduced and questions which implies who the respondent are will be eliminated in the future.
- 2.2. It is decided that general action plans will be taken rather than solutions to individual problems as it is impossible to satisfy everybody at the same time.
3. Elimination of deficiencies in job descriptions, task distribution and complaint process management related to human resources management

#### **Things Done to Overcome This Weakness in 2021:**

- 3.1. Every unit reviews the job descriptions and make necessary changes as much as possible
- 3.2. Every units tries to distribute the jobs not equally but in equity in a way to get the max performance out of the personnel available according to their background, enthusiasm and passion for the job as it is very difficult to get rid of the underperformed personnel from the government institutions.
4. Preparing integrated reports by making financial reporting more functional by associating it with the objectives of the institution to be able to monitor the various objectives of the institution and provide better financial support

#### **Things Done to Overcome This Weakness in 2021:**

- 4.1. Steps are taken and continued to be taken to better report and interpret the differences seen in the target and realized values in the performance indicators in the university's annual activity reports and annual performance monitoring reports.
5. The integration of information systems (UIS, Schoology, Canvas, AVESİS, BAPSİS) used for different purposes and the establishment of an institutional quality information system that will provide comprehensive analysis of information related to quality processes has not yet been completed.

#### **Things Done to Overcome This Weakness in 2021:**

- 5.1. Quality Coordinatorship is established in 2021 and 2 new expert person is appointed. Coordinatorship headed by the Vice Rector responsible from the quality affairs is made responsible to coordinate all the data collection duties across the university and processes them for different purposes required for the preparation of various performance reports, institutional self-evaluation reports, various national and international rankings.
- 5.2. University plans to use a university wide data collecting, processing and reporting software. That is why informative presentations about certain software designed for this purpose is planned to be taken in 2022.
6. Saving time and staff by preparing a common database for activities such as YOKAK evaluation, ISO 9000 certification, EFQM external assessment, EUA assessment

#### **Things Done to Overcome This Weakness in 2021:**

- 6.1. Quality Coordinatorship is established in 2021 and 2 new expert person is appointed. Coordinatorship headed by the Vice Rector responsible from the quality affairs is made responsible to coordinate all the data collection duties across the university and processes them for different purposes required for the preparation of various performance reports, institutional self-evaluation reports, various national and international rankings.
- 6.2. University plans to use a university wide data collecting, processing and reporting software. That is why informative presentations about certain software designed for this purpose is planned to be taken in 2022.
7. Regularly reviewing the performance indicators used to increase their usefulness to strategic decision making processes and to check their validity.

#### **Things Done to Overcome This Weakness in 2021:**

- 7.1. Quality Coordinatorship is established in 2021 and 2 new expert person is appointed. Coordinatorship headed by the Vice Rector responsible from the quality affairs is made responsible to coordinate the 5-year strategic plan preparations, annual Institutional Self Evaluation Report (ISER) preparations, all the data collection duties across the university and processes them for different purposes, such as national and international rankings
- 7.2. Next 5-year strategic plan preparations for 2023-2027 have already been started. Quality Coordinatorship in coordination with Strategy Development Department and the Top Administration holds regular meetings to determine the new aims, objectives and performance indicators taking into account the aims, objectives and performance indicators of the current 5-year strategic plan. The target and realized values for the performance indicators for the years between 2018 and 2021 are reviewed, unnecessary performance indicators are eliminated, new required ones are instituted according to the needs and feedbacks obtained from the external evaluation reports, opinions from the internal and external stakeholders.
8. Removing the shortcomings in issues related to digital transformation activities in the fields of education, research, etc. such as how to monitor the progress and effectiveness obtained and how to deal with the problems to be encountered (risk management).

#### **Things Done to Overcome This Weakness in 2021:**

- 8.1. AGU responded rapidly to the changes that occurred with the motto of "manage the change" included in its values. (<http://www.agu.edu.tr/agu-degerleri>) For example, the infrastructure and curriculum of AGU, which predicted years ago that the time and place limits in education would disappear, were designed in accordance with online education, which was used as a lifeline in the COVID-19 epidemic. For this reason, it has also led universities in Turkey in this change during the COVID-19 process. As an institution that has adopted an innovative education approach and blended digitalization into its educational processes, AGU has been able to quickly fulfill the adaptation requirements that emerged during the COVID-19 process. (<http://www.agu.edu.tr/remote-learning>)
- 8.2. The problems faced by the students during this pandemic period were followed up and identified through the surveys and meetings conducted by the department heads and faculty members with the students, and students were informed about the points they should pay attention to during online education. Moreover; The institution has published a report called "AGU's Intervention in COVID-19" describing the management of the pandemic period and effective distance education practices. As a result of the activities carried out with this system, Turkey ranked first among state universities in (<http://www.agu.edu.tr/news/5324/AG%C3%9C.%20%C3%96%C4%9Fren%C4%9Fenc%C4%9FMemnuniyetinde%20Yine%20T%C3%BCrkiye%201%E2%80%99>)
- 8.3. AGU was among the top 30 in the WURI 2021 World Innovative Universities ranking, which includes the world's best universities such as Stanford University, Massachusetts Institute of Technology, Harvard, and Oxford. It achieved great success by being the 2nd in the world in the "Crisis Management" category, which was included in the evaluation criteria for the first time this year due to the COVID-19 pandemic, and the 6th in the world in the "Student Mobility and Accessibility" category. Being the only Turkish university in the top 100 in the last two years in a row, AGU has brought great success to both the university and Turkey. (<https://www.wuri.world/wuri-ranking-2021>)
- 8.4. With the issue of digital learning on the agenda after the COVID-19 epidemic, AGU has decided to accept online courses taken from various digital learning platforms (Coursera, EdX, Udemy, Udacity, Futurelearn, MIT, Harvard, Stanford, and Columbia Universities related platforms) as elective courses. It has implemented a system that can receive credits (3, 4, or 5 ECTS). ([https://oidb-tr.agu.edu.tr/uploads/uygulama\\_esaslari/dijital%20.pdf](https://oidb-tr.agu.edu.tr/uploads/uygulama_esaslari/dijital%20.pdf))
- 8.5. Experts from different fields and successful businessmen are invited to both in-class and extra-curricular activities in order to support the personal and professional development of students and to follow sectoral changes. During the pandemic period almost all talks are organized via online ZOOM conference platform. As part of the AGU Career Talk, faculties and departments also organize meetings between students and influential people of industry and business. (<http://www.agu.edu.tr/haberler/6280/>)
- 8.6. The AGU-TTO provides researchers with project support services such as writing projects, finding partners, preparing project applications through online ZOOM platform during the COVID-19 epidemics 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 TUBITAK, KOSGEB, Development Agency, relevant Ministries, and European Union funds as well as in activities towards university-industry collaborations.
9. Making improvements in the supplier management system by reshaping it and considering the SDGs beyond the legal framework to provide additional benefits in terms of social and environmental objectives while ensuring the quality service

#### **Things Done to Overcome This Weakness in 2021:**

- 9.1. This issue has been brought to the attention of the units such as Administrative and Financial Affairs Department, Construction and Structural Affairs Department, Health, Culture and Sports Department who purchase services from outside. They are asked to reconsider their contract items to ensure to relate relevant items to SDGs or include new SDG related items.
10. Reviewing the process of informing the public in general within the framework of a communication plan to be formed during the Covid-19 period.

#### **Things Done to Overcome This Weakness in 2021:**

- 10.1. The Rectorate, The Public Relations Office, the Education Committee, the Departments, Faculties, Schools, and other academic and administrative units make relevant and important announcements through e-mail messages, their own web pages, social media channels or WhatsApp groups. important

There were 6 weaknesses stated in the 2017 External Evaluation Report. Only two of those 6 weaknesses, namely, 1 and 5 are listed in the 2020 Monitoring reports. Thus, other 4 weaknesses in the old report are removed. Instead, there are 8 new additional weaknesses determined in the new report where they are

treated as stated above.

#### ***Under the “A. Leadership, Management, and Quality” title;***

Considering the feedback for the 2019 Internal Evaluation Report from YOKAK and 2017 External Evaluation Report, a university-wide effort has been initiated to redefine all processes including internal evaluation process in a structured way and prepare a Quality Processes Manual. In this context, (1) the Quality Committee was restructured to include personnel who can spare more time for quality processes, (2) Quality Coordinatorship is established to coordinate quality related issues, (3) academic and administrative units formed their unit-level quality commissions, (4) policy documents regarding Education, Quality Assurance, Management, Research, and Societal Contribution were revised and announced on the Quality Committee’s web site, (5) academic and administrative units prepared their internal evaluation reports, (6) trainings regarding quality processes were planned for academic and administrative personnel, (7) main processes with regard to Education, Quality Assurance, Management, Research, and Societal Contribution were identified, and (8) Plan-Do-Check-Act cycles for main processes were defined and time schedule for main activities was prepared. A draft Quality Manual has been prepared, but Quality Processes Manual has not been finalized in 2021. The goal is to complete the manual in 2022. The manual 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 university-wide efforts to prepare Quality Processes Manual and 2023-2027 Strategic Plan will facilitate the dissemination of quality processes among all academic and administrative personnel.

The university-level realizations of performance indicators of the current 5-year strategic plan in education, research, and management processes are low except for societal contribution. This may be attributed to low budget assigned to the university, limitations resulting from COVID-19 epidemic, insufficient human resources capacity, and excessive work burden on the academic personnel. Efforts to prepare the 2023-2027 Strategic Plan has been initiated. Current realization levels will be taken into account while determining the new 5-year strategic plan performance indicators and their target values.

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. Newly established Quality Coordinatorship is made responsible for coordinating all the data collection duties across the university and processes them for different purposes required for the preparation of various performance reports, institutional self-evaluation reports, and rankings. University plans to use a university wide data collecting, processing and reporting software and collects information on the various softwares designed for this purpose.

University wide support services are planned, coordinated, and executed by the General Secretariat and connected 8 administrative departments under the supervision of Rector and Vice Rector responsible from the administrative and financial affairs. The main goal of support services is to facilitate the best office, best lab, best classroom, best university physical and IT infrastructure, best health, sports and cultural facilities and ecosystem used by the internal and external stakeholders of the university. Especially, during the Covid-19 epidemic, all necessary precautions were taken inside the campus and dormitories and necessary classroom transformations for Hy-Flex Education are made, necessary online platform licenses were renewed. Besides, some other offices such as Dean of Students, International Office, Career Office, Youth Factory, Psychology-Consultation-Guidance Office helped assisting the students and found solutions to the specific problems that some students face in these difficult circumstances.

There are various ways followed for accountability and transparency such as internal and external evaluations as well as audits of the Court of Accounts and CoHE. 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.

#### ***Under the “B. Education” title;***

In 2021, AGU redesigned its university-wide mandatory courses of Global Problems & Responsibilities (GLB) with the aim of encouraging students to gain more awareness and sensitivity and bring solutions and engage actively with all the 17 goals (SDGs) developed by the United Nations.

Two university-wide program updates including addition of common courses to the curriculum of the programs were carried out in 2021.

One of the new common courses added to the curriculum in all the programs at AGU is CP 100 Career Planning course which aims to increase employability of the students in suitable fields based on their education and skills while establishing a career awareness in the early period of their higher education. On the process of designing new university-wide Career Planning course by the directives of Presidency of The Republic of Turkey HR Office, course loads of the first-year programs were reviewed and checked by departments.

The other university-wide program update is the addition of Digital Learning Platform (DLP) Transfer Elective Courses to the curriculum for all the programs at AGU. These electives are constituted for the recognition of credit mobility and transferring non-technical or elementary level technical courses taken from digital learning platforms. The addition of DLP Transfer Elective Courses to the curriculum aims enriching students’ perspective and background knowledge on different topics and fields beyond the resources of the university.

All the course policies have been re-considered and a new approach has been adopted for all programs to Hybrid Hyflex Education. Institution has announced a Hyflex Education strategy and transformed many of its classrooms to Hyflex classrooms across the university to facilitate Hyflex Education which allows students to follow the course both from the classroom face to face and from a distance via an online Zoom platform outside the classroom. Classrooms are re-structured with audio-visual tools (Hy-Flex Classrooms equipped with camera, microphone, internet access and distance learning tools) to allow those students who won’t be able to attend the face to face sessions follow the lesson from a distance synchronously because of distance measures and seat limitations due to pandemic and health precautions. 30 large classrooms in the university are converted to Hy-Flex classrooms allowing 30 seats in pandemic conditions whereas they allow 45 seats under normal conditions.

The accreditation of undergraduate programs is encouraged by the Rectorate and Faculty Deaneries. Accordingly, there are ongoing efforts in the departments of all the faculties having active undergraduate programs to finalize the preparations for application to the relevant accreditation bodies such as MÜDEK, MiAK-MAK and AACSB. Within this context, a very important development achieved in the last Quarter of 2021 is that the Faculty of Engineering and Faculty of Architecture has started the official application process of accreditation for all their undergrad programs since they all have given their 3<sup>rd</sup> year graduates and can observe the outcome of their programs that they have applied for over the years by following their graduates.

The departments’ program outcomes are determined in accordance with the university’s strategic goals as well as THEQF Accord and announced at websites of each department. All curriculums were reviewed according to the career planning course addition. The implementation was carried out by the department’s teaching staff and reviewed by Education Committee. Bologna Accreditation Committee of each academic unit reviews the programs and restructures its curriculum to make the technical and non-technical prerequisite-elective course distributions much more visible. Program outcomes (PO) of the departments have been determined in line with the institutional learning outcomes of AGU and the Turkish Higher Education Qualifications Framework (THEQF) as well as the recommendations from stakeholders. The learning outcomes (LO) of the courses in each program have been defined and matched with POs.

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.

The Psychological Counseling and Guidance Center serves under the Office of Dean of the Students, and provides students counselling whenever they need. Besides, students in the School of Foreign Languages are supported by the psychologists on topics such as time management, stress management, motivation, etc. to facilitate their adoption to AGU.

The AGU Career and Employability Office organized activities and meetings to improve students’ vocational capacities and equip them with the skills they will need to find the most suitable job upon their graduation. Office continues alumni tracking with several mechanisms it has developed.

### ***Under the “C. Research and Development” title;***

As a research university seeking solutions to global problems with partnerships and learner-centered approaches, AGU continues its activities as a university that not only produces knowledge but transforms knowledge into personal and social values. 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. AGU is committed to the personal, intellectual, and multidisciplinary academic growth of its students in a diverse but well-blended research-education environment, and expects its graduates to embrace AGU Values to the fullest to shape a better and more sustainable future globally. 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. Within this context, in addition to more than 40 thematic research labs which exists in various parts of the institution, research labs classified as thematic research labs convenient to Central Research Lab concept has been gathered under the roof of a Central Research. The institution controls the equipment infrastructure through a centralized system to be able to use the institutional resources and equipments under record effectively and efficiently and in a way to prevent duplication. Comprised of internationally recognized faculty members with top-tier research records, AGU creates an effective synergy between research, education, and societal impact across the university by orchestrating these individual components within an inter-/trans-disciplinary framework.

In 2021, 11 start-up companies from AGU are active in science parks, 9 of which have been set up by faculty members and 2 by research assistants to offer consultancy and carry out R&D projects with a positive contribution to the region. 25 TUBITAK projects with a total budget of 17.7 million TL, 4 AGU-BAP projects with around 80K TL budget, as well as university-industry collaboration projects with a total budget of 1.5 million TL were carried out. Through university-industry cooperation, the university has several ongoing projects with a total budget over 3.2 million TL, including projects with top-tier companies such as Aselsan, Havelsan and FNSS. AGU has received 8 patent grants of which 2 being international. As part of the high impact research activities carried out at AGU, 3 new patent applications of which 2 being international have also been made in 2021.

The number of publications per faculty member has increased from 1.35 in 2019 to 1.72 in 2020 and to 1.87 in 2021. Among the articles published by the AGU members, over 60% are Q1 and Q2 publications.

AGU is placed in the top of Turkish university rankings in terms of scientific articles and citations per academic staff. According to the 2021 data, the average of scientific articles published in internationally indexed journals per academic staff is more than 1.87 at AGU. (Based on Web of Science).

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.

### ***For the “D. Societal Contribution” title;***

Abdullah Gul University believes that a university should have an impact that shapes society in order to come up with the right solutions to today's social problems. That is why AGU wants to build close relationships with everyone in society, not just with public institutions, but with NGOs, private businesses, and community leaders. AGU is also aware that these ambitious aims require constant development around the social impact policy and implementations. Given the fact that the YOKAK's Evaluation Report in 2020 provided an inside to achieve new developments for further enhancement and institutionalization of the AGU's social impact, AGU has implemented a range of mechanisms to correspond to the feedback of the YOKAK's report for enhancing AGU's social impact. In the last evaluation process, four important key remarks provided the opportunity to do so, (1) *institutionalization of*, (2) *increasing in the relations with stakeholders of*, (3) *monitoring the performance and the effectiveness of*, and (4) *taken the preventive measure for sustaining the strength of* the AGU's social impact implementations. Since then, first and foremost, AGU has embraced evidence-based information on social impact activities for further policy development, as it is detailed through the report. AGU has institutionalized its Social Impact (SI) by auditing its societal contribution performance through the SI Committee. AGU, with the increasing number of partners at a global level (e.g., Universities in Europe and the USA, the UN, the Global Solution Network), national level (e.g., the Ministry of Education, AFAD, YEDAM, Türk Kızılay) and local level (e.g., Yahya Beyatlı Ortaokulu, Çetin Şen Bilim ve Sanat Merkezi, Talas Municipality) together with stakeholders in industry and commerce (e.g., Kayseri Chamber of Industry, Kayseri Chamber of Commerce) wishes to transfer its social impact ideas into tangible impact to the society. AGU has also taken preventive measures to sustain the strength of AGU's social impact by developing a performance audit model which is implemented at each individual unit level. Thanks to this model, AGU has been improving its communication and feedback mechanism with each planned social impact activity as well as monitoring the structured entities of social impact. AGU is an ambitious university that wants to turn weaknesses into strength as it believes it did since the last monitoring report by bringing new ideas, models, and policies so that AGU is able to establish a campus culture, not only brave enough to face global challenges but dare to make a significant impact at both local and global levels. However, AGU is also aware that nothing can be perfect nor accomplished alone. Therefore, AGU firmly embraces the idea that it should keep looking closely, criticizing by the hearth, thinking together, addressing to unspoken, and coming together to make a change for building a better future for the world, humans, and all other living species in it.

### ***In overall;***

As a research university seeking solutions to global problems with partnerships and learner-centered approaches, AGU continues its activities as a university that not only produces knowledge but transforms knowledge into personal and social values. AGU is a pioneer of 3rd generation state universities aiming to gain a respectable position in the academic community, adopting innovation, liberal understanding, entrepreneurship, aesthetic awareness, and the importance of ethical responsibility, not being indifferent to the needs of society, and aiming to shape the future. AGU was established as Turkey's first foundation-supported state university with the aim of leading the change in universities in a rapidly changing world, with its model structure for higher education designed by anticipating the future. This unique higher education approach and university model ensure that it continues its activities and maintains its originality, taking into account global trends, national targets, and stakeholder expectations. (<http://www.agu.edu.tr/userfiles/up/AGU%20Socio-Technical%20University%20project%20-%20Report.pdf>)

AGU has the agile management competence that ensures the unit is ready for the future by taking into account the changes in the Higher Education ecosystem, global trends, national targets, and stakeholder expectations. With this competence, it closely follows the changes and takes the necessary steps to keep up with these changes. The most important asset when taking these steps is the existing stakeholders. AGU, which has many important stakeholders both in the national and international arena, is in constant communication with these stakeholders. Within the scope of the Management System Concept, the institution aims to ensure and develop internationalization processes, management processes that facilitate the work of researchers in developing innovative projects, and the effective participation of internal and external stakeholders in the management processes. The institution develops new projects and carries out pilot practices in order to implement the concept of a new generation university, based on the feedback it receives from its stakeholders.