KURUM İÇ DEĞERLENDİRME RAPORU

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2022

ÖZET

1. Özet

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, Reseach and Development (R&D) and Societal Impact (SI) Frameworks in the year 2022 within the borders and measures outlined in the Turkish Higher Education Quality Council's (THEQC) ISER Guide V3.1 and the web interface prepared for the report. Besides; it aims to give information on what was done in 2022 about the areas open for improvement determined after the Institutional Evaluation Report (IER) in 2017 and Institutional Monitoring Reports (IMR) in 2020, besides what was planned after the Institutional Accreditation Program (IAP) evaluation which took place in November 2022. It also aims to give information about what are the new strong sides developed after 2017 institutional evaluation and 2020 institutional 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 better at AGU, Quality Coordinatorship Unit has been established in 2021 and the number of specialist staff appointed to this unit has been increased to 3 in 2022. The coordinatorship headed by the Vice Rector responsible from the quality affairs has coordinated AGU's new 2023-2027 5-year strategic plan preparations, units' new 5-year strategic plan preperations in line with AGU's new 5-year strategic plan, annual ISER as required by THEQC and units' Self Evaluation Report preparations, all the data collection and processing duties across the university, follow up ranking systems requirements and deadlines, produce and complete proper and correct data entry for such ranking applicaitons.

In the light of information shared above, the draft ISER 2022 is prepared by the Quality Coordinatorship with the directives of the Quality Coordinator who liasons with the Quality Committee and the top admin of AGU. In order to get feedback for the draft ISER report, the sub chapters of the draft report are sent to the related Quality subcommittees responsible from the related title. The quality sub-committees and their members are revised by the Senate/University Executive Board every year according to the need. The year 2022 quality sub-committees assigned for "Institutional Information," "Quality Assurance System," "Education," "Reseach and Development," "Societal Impact," and "Management" titles can be reached from the Quality Coordinatorship webpage link in the 25th order. These sub-committees arrange regular meetings with their members to discuss what should be done and how should be done to improve quality and Plan-Do-Check-Act (PDCA) cycles related to their title. While producing the ISER, the Quality Coordinatorship takes into account the academic, administrative units' and liaison offices' self-evaluation reports and evidences produced therein, and past Institutional Evaluation Reports (IER) and Institutional Monitoring Reports (IMR) prepared by the external evaluation teams appointed by the Turkish Higher Education Quality Council (THEQC, YÖKAK in Turkish). Any additional information, material and/or evidence required by the Quality Coordinatorship are requested from the related unit or office in order to integrate them to the report. After the feedbacks received from the related subcommittees, the draft report is revised by the Quality Coordinatorship, the report is checked for its format and language coherence, and evidence links are also checked to make sure they are active, working and updated. The Quality Coordinator then goes over the ISER and does final revisions to make it ready to be uploaded into the Higher Education Quality Board web interface.

Within the concept of **Leadership, Management and Quality**, AGU has a management model that will ensure its institutional transformation, implement leadership approaches, establish internal quality assurance mechanisms and internalise the quality assurance culture. AGU has a goal to improve quality in all areas including education, R&D and SI. To achieve this goal AGU takes necessary actions and implements required transformations quickly. AGU also carries out all its management activities in a participatory approach with a focus on quality. AGU 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. AGU 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 internal and external stakeholders. Furthermore, AGU continuously develops and improves its physical infrastructure according to the budget allocated to itself by the central government and has specific quality policies regarding the education, R&D and SI in line with its mission, vision and values. These policies can be seen from webpage link. AGU has developed and applied these policies successfully which increased its visibility and recognizability. Except those, AGU also has updated its organisational structure according to the needs by taking into account the 2017 IER and 2020 IMR and stakeholders feedbacks. Although AGU Foundation (AGUF) does not interfere with the decision-making processes of the university, it has a continuing support for successful students and faculty members. AGU has a descriptive Quality Assurance System and PDCA Cycles for Quality Assurance System, Education, R&D, and SI. As a new generation university, AGU has an "Internationalization and Quality Plan" comprising all the works needed to be done 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, recognised and accredited university. Biannual reports have been prepared for these works. As the medium of instruction at AGU is 100% English, the internationalisation process is enriched by the international faculty and students as well as by the active and effective international mobility programs employed.

Within the concept of **Education**, AGU 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, suggesting solutions to the global problems and engaging 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. AGU 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 and flexible educational model (Hy-Flex) education. AGU has a Hy-Flex education strategy and transformed many of its classrooms to Hy-Flex classrooms across the university to facilitate Hy-Flex education which allows students to follow the course both from the classroom face-to-face and from a distance via an online platform such as Zoom or MS Teams outside the classroom. Synchronous components of Hy-Flex education for selected courses especially with higher number of students is delivered in Hy-Flex classrooms both face-to-face and online to avoid seat limit difficulties even after the pandemic era. Another very important development achieved during the year 2022 is that the Faculty of Engineering and Faculty of Architecture has finished the official application process of accreditation for all their undergrad programs which they have started at the end of 2021. These programs have given their 4th year graduates in 2022 and the outcome of these programs is observed by following the graduates. In addition, Business Administration and Economics Departments continued their preparations for the accreditation application during 2022. Moreover, with the works of Accreditation Commission of Business Administration department, a mutual agreement has been made between the university and the Pearson institution.

Within the concept of **Research,** AGU is one of the leading research universities in Türkiye 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 organisations, research institutes, and industrial partners. Within the framework of the UN SDGs, 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 with a multiplier effect. 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/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. AGUF financially supports successful researchers.

Regarding the **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 societal 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 societal impact. Since the STUM requires the introduction of considerable societal impact into traditional higher education goals (i.e., education and research), AGU appropriates dedicated budgets for societal contribution for each research and education activity. As a result, the critical sources of societal 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 2018-2022. 5-year Strategic Plan, all funded projects must be tackled with. at least one SDG. Those grants are included but not limited to Scientific Research Projects (BAP), TÜBİTAK, 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, administrative units and liaison offices have been monitored by receiving a biannually SI report to the SI Committee 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. AGU has been ranked within the band of 101-200 among the world universities in the societal contribution category of Times Higher Education (THE) Impact rankings for the three consecutive years by reaching its international success goal. In 2022, AGU has been ranked within the band of 201-300 among the world universities.

KURUM HAKKINDA BİLGİLER

1.1. AGU Contact Details

Contact details of the Rector of AGU is provided in Table 1.

Table 1: Contact details of the Rector of AGU

Contact details of the Rector of AGU	
Prof. Dr. Cengiz YILMAZ Address: Abdullah Gul University, Sumer Campus, KAYSERİ *Phone:*0 352 224 88 00 E-mail Address: cengiz.yilmaz@agu.edu.tr Personal Web Page: http://www.agu.edu.tr/rektortr Institutional Web Page: http://www.agu.edu.tr/	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

Quality Committee of AGU	
Prof. Dr Cengiz YILMAZ	Committee 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 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 Bülent YILMAZ	Member, Vice-Rector Responsible for Education Affairs, Chair of Department of Electrical and Electronics 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
Osman YILDIRIM	Member, Secretary-General
Prof. Dr İbrahim AKGÜN	Member, Chair of Department of Industrial Engineering

Prof. Dr Mehmet ŞAHİN	Member, Faculty of Engineering
Prof. Dr Burak ASİLİSKENDER	Member, Chair of Department of Architecture
Assoc. Prof. Dr Harika SÜKLÜN	Member, Chair of Department of Business Administration
Belgin AKYÜZ	Secretary, Head of Strategy Development Department
Ekrem ÇALIŞKAN	Member, Student Representative
Mehmet BÜYÜKSİMİTCİ	Member, President of Kayseri Chamber of Industry
Ömer GÜLSOY	Member, President of Kayseri Chamber of Commerce

Quality sub-committees are established under the Quality Committee to better handle the related quality issues. The sub-committees and their members are listed in Table 3.

Table 3: Quality Sub-Committees and Their Members

Quality Sub-Committees and Their Members	
INSTITUTIONAL INFORMATION	
Assoc. Prof. Dr Harika SÜKLÜN	Committee 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	Committee President, Chair of Department of Industrial Engineering
Osman YILDIRIM	Member, Secretary-General
Belgin AKYÜZ	Member, Head of Strategy Development Department
Assoc. Prof. Dr Kevser KAHRAMAN	Member, Faculty of Engineering
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
Asst. Prof. Dr İsmail AKÇOK	Member, Faculty of Life and Natural Sciences, Department of Bioengineering
Onur ERDOĞAN	Secretary, Assistant Specialist of Financial Services
EDUCATION	
Prof. Dr Burak ASİLİSKENDER	Committee President, Chair of Department of Architecture
Prof. Dr Burak UZAL	Member, Faculty of Engineering, Chair of Department of Civil Engineering
Asst. Prof. Dr Elif BENGÜ	Member, Faculty of Educational Sciences
Assoc. Prof. Dr Harika SÜKLÜN	Member, Faculty of Managerial Sciences, Chair of Department of Business Administration
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
Lecturer Dr Daryl YORK	Member, Director of School of Foreign Languages
H. Fikri ULUSOY	Secretary, Head of Student Affairs Department
RESEARCH AND DEVELOPMENT	
Prof. Dr Vehbi Çağrı GÜNGÖR	Committee President, Dean of Computer Sciences Faculty, Chair of Department of Computer Engineering
Prof. Dr Hakan USTA	Member, Faculty of Engineering
Prof. Dr Evren MUTLUGÜN	Member, Vice Dean, Faculty of Engineering
Assoc. Prof. Dr İsmail Alper İŞOĞLU	Member, Vice Dean, Faculty of Life and Natural Sciences, Dean of Students
Assoc. Prof. Dr Umut TÜRK	Member, Faculty of Managerial Sciences, Director of Institute of Social Sciences, Chair of Department of Economy
Asst. Prof. Dr Evren Mehmet DİNÇER	Member, Faculty of Humanities and Social Sciences, Department of Sociology
Assoc. Prof. Dr Ahmet Erdem TOZOĞLU	Member, Faculty of Architecture, Department of Architecture
Lecturer Bora AKİNCE	Secretary, Youth Studies Research and Application Center
SOCIETAL IMPACT	
Prof. Dr Sevil Dinçer İŞOĞLU	Committee President, Faculty Member of Life and Natural Sciences, Chair of Department of Bioengineering
Assoc. 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 Fatma 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
Asst. Prof. Dr Tuba ARABACI ATLAMAZ	Member, School of Foreign Languages
Lecturer Melike AYGÜN ÇAKIROĞLU	Member, Technology Transfer Office

Lecturer Nimet BULUT	Member, Coordinator of Erasmus Coordination Office, Head of the International Office
Lecturer 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	Committee 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 Alaattin ŞEN	Member, Dean of Faculty of Life and Natural Sciences
Osman YILDIRIM	Member, Secretary-General
Onur ERDOĞAN	Secretary, Assistant Specialist of Financial Services

1.2. Historical Development of AGU

AGU, the first foundation-supported state university in Türkiye, 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 complex of the Republic of Türkiye, 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 privatised 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-functionalised 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.

AGUF is an important and critical stakeholder that facilitates the new university model to be realised and allows the university to offer education and conduct research at an international level. Since its establishment on July 13, 2011 AGUF 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 2022, 3433 students were enrolled in 25 different programs where 12 of them are undergraduate, 8 of them are M.Sc. and 5 of them are Ph.D. programs. As of December 2022, AGU had 3198 undergraduate and 235 graduate students accross the departments of five different faculties (Engineering, Architecture, Life and Natural Sciences, Human and Social Sciences, and Managerial Sciences) and two graduate schools (Graduate School of Engineering and Science (GSoES) and Graduate School of Social Sciences (GSoSS) and one school (School of Foreign Languages). The 52.11% of our students are male, and the 47.89% are female. There are 282 international students, which constitutes about 8.21% of the student body. Table 4 and Table 5 summarise the distribution of 2022 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: 2022 Undergraduate Programs Departmental Quotas and Occupancy Rates

Undergraduate Program Name	Departmental Quota	Admitted Students	Unfilled Quotas	Occupancy Rate
Faculty of Managerial Sciences				
Business Administration	62	62	0	100%
Economy	52	52	0	100%
Faculty of Architecture				
Architecture	72	72	0	100%
Faculty of Life and Natural Sciences				
Molecular Biology and Genetics	64	64	0	100%
Bioengineering	67	67	0	100%
Faculty of Humanities and Social Science				
Political Science and International Relations	62	62	0	100%
Psychology	62	62	0	100%
Faculty of Engineering				
Electrical and Electronics Engineering	88	88	0	100%
Industrial Engineering	72	72	0	100%
Civil Engineering	72	55	17	76,4%
Mechanical Engineering	62	62	0	100%
Computer Engineering	77	77	0	100%
Total Number of Quotas for all Faculties	**812**	**795**	**17**	**97%**

Table 5: Number of Students at the end of 2022

Schools/Faculties/Departments	Male	Female	Total

Graduate School of Engineering and Science (GSoES)			
Bioengineering (M.Sc.)	11	14	25
Electrical and Computer Engineering (M.Sc.)	29	6	35
Architecture (M.Arch.)	5	18	23
Industrial Engineering (M.Sc.)	9	4	13
Advanced Materials and Nanotechnology (M.Sc.)	6	1	7
Sustainable Urban Infrastructure Engineering (M.Sc.)	4	1	5
Policy Analytics in Global Issues (M.Sc.)	0	1	1
Sub Total of M.Sc. Program Students	**64**	**45**	**109**
Bioengineering (Ph.D.)	4	13	17
Electrical and Computer Engineering (Ph.D.)	31	12	43
Industrial Engineering (Ph.D.)	6	3	9
Materials Science and Mechanical Engineering (Ph.D.)	8	8	16
Architecture (Ph.D.)	3	11	14
Sub Total of Ph.D. Program Students	**52**	**47**	**99**
Total GSoES Program Students	**116**	**92**	**208**
Graduate School of Social Sciences (GSoSS)			
Data Science for Business and Economics (M.Sc)	13	14	27
Total Graduate Program Students	**129**	**106**	**235**
FACULTIES			
Faculty of Engineering			
Computer Engineering	285	83	368
Electrical and Electronics Engineering	270	81	351
Industrial Engineering	121	224	345
Mechanical Engineering	229	40	269
Civil Engineering	178	63	241
Sub Total of Undergrad Engineering Program Students	**1083**	**491**	**1574**
Faculty of Architecture			
Architecture	95	209	304
Sub Total of Undergrad Architecture Program Students	**95**	**209**	**304**
Faculty of Life and Natural Sciences			
Molecular Biology and Genetics	76	219	295
Bioengineering	84	175	259
Sub Total of Undergrad Life and Natural Sciences Program Students	**160**	**394**	**554**
Faculty of Managerial Sciences			
Business Administration	128	135	263
Economy	85	78	163
Sub Total of Undergrad Managerial Sciences Program Students	**213**	**213**	**426**
Faculty of Humanities and Social Sciences			
Political Science and International Relations	69	112	181
Psychology	40	119	159
Sub Total of Undergrad Humanities and Social Sciences Program Students	**109**	**231**	**340**
Total Number of Undergraduate Students	**1660**	**1538**	**3198**
Total Number of Grad and Undergrad Students	**1789**	**1644**	**3433**

Table 6: Number of Academic Staff Per Unit at the end of 2022

UNIT	Prof.	Assoc. Prof.	Assist. Prof.	Lecturer	Research Assistant	Total
Rectorate	-	-	1	27	-	28
Faculty of Engineering	11	11	32	3	52	109
Faculty of Life and Natural Sciences	1	2	10	3	11	27
Faculty of Architecture	1	-	7	5	12	25
Faculty of Computer Sciences	-	1	1	1	3	6
Faculty of Managerial Sciences	1	3	6	-	12	22
Faculty of Humanities and Social Sciences	1	1	9	1	9	21
School of Languages	-	-	1	38	-	39
GSoES	-	-	1	-	1	2
GSoSS	-	-	-	-	1	1
TOTAL	**15**	**18**	**68**	**78**	**101**	**280**
Total Professors			**101**			**101**

Table 7: Distribution of Administrative Staff by Class of Service at the end of 2022

Distribution of Administrative Staff by Class of Service					
General Services (GIH)	Technical Services (THS)	Legal Services (AHS)	Medical Services (SHS)	Auxiliary Services (YHS)	TOTAL
127	38	3	-	11	179

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 2022, 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 functional distribution in 2022 are given in Table 8 and Table 9, respectively.

Table 8: Physical Spaces Used by Administrative Units in Sumer Campus at the end of 2022

Offices	Number of Offices for Academic Staff	Office Space of Academic Staff (m^2)	Number of Offices for Administrative Staff	Office Space of Administrative Staff (m^2)
Rector's Office	13	747,00	3	77,00
General Secretariat Offices			4	202,00
Strategy Development Department Offices			4	167,01
Information Technology (IT) Department Offices			5	100,00
Administrative and Financial Affairs Department Offices			7	164,00
Library and Documentation Department Offices			4	46,65
Student Affairs Department Offices			4	146,00
Personnel (Human Resources) Department Offices			6	176,71
Health Culture and Sports Department Offices			3	107,00
Construction and Technical Affairs Department Offices			13	257,24
Legal Counsel Office			2	64,00
TOTAL	**13**	**747,00**	**55**	**1507,61**

Table 9: Physical Spaces with respect to Functional Usage in Sumer Campus at the end of 2022

Offices / Classrooms / Labs etc.	Number of Offices / Classes / Labs etc.	Total Space (m2)
Academic Units Offices	124	4150,33
Administrative Units Offices	82	2011,61

Classrooms	61	3558,42
Lecture Hall (Amphitheater)	3	198,64
Education Labs	11	863,33
Research Labs	30	1760,74
AGU Central Research Facility (AGU-CRF)	13	611,24
Technology Transfer Office (TTO)	1	96,20
Innovation Centers	1	350,76
Model Factory	1	372,00
Model Factory Offices	2	74,73
Model Factory Seminar Room	1	77,76
Workshops	2	878,93
Library	1	958,83
Conference Halls	2	543,92
Event, Exhibition and Foyer Space	1	2401,04
Meeting Rooms	9	451,42
Multipurpose Study Rooms	5	349,55
Dining Halls	2	1135,34
Kitchens	141	1107,31
Cafeterias	5	533,22
Copy Center	1	21,00
Social Facilities Service Buildings	45	3286,94
Dormitory Rooms	309	4548,07
Study Rooms	22	316,58
Fitness Centers	3	566,59
Health Care Center	1	28,40
Laundry Rooms	23	130,85
Guest House Attendant's Flat	1	49,67
Information Desks and Security Rooms	3	41,66
Warehouses	34	515,32
Archive Rooms	10	157,71
Technical Spaces	122	3517,65
Common Spaces	610	15875,17
TOTAL	**1682**	**51540,93**

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

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 organisations.

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.

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.

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:

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 REALISE 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: Organise 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 A EQUIPPED WITH THE KNOWLEDGE AND SKILLS REQUIRED IN TODAY'S AND FUTURE'S BUSINESS AND SOCIAL I AND TO MAKE AGU 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: Organise classrooms and courses in such a way to maximise 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 EDUCATION, RESEARCH, SOCIETAL IMPACT AND THE INTERACTION BETWEEN THEM. TO ENSURE THAT AG 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 optimise the shared use of physical spaces, infrastructure, and environment.

Strategic Aim 3.3: Organise 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 organisations. Increase such assignments during the planned period.

Strategic Aim 3.4: Support organisation 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 A ADVANCES ENTREPRENEURSHIP IN EDUCATION AND RESEARCH ACCORDING TO THE AGU VISION OF BEIN PIONEER FOR NEW GENERATION UNIVERSITIES

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

Strategic Aim 4.2: Ensure that societal impact is observed in scientific studies and research carried out at AGU and explained in project documents. Ensure that societal impact is explained in at least 70% of research projects realised 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 emphasise 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 Türkiye, 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 is 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 faculty departments. In other words, educational activities are carried out in five faculties and two graduate schools. The undergrad or grad students whose English proficiency is not enough goes through the prep program of School of Foreign Languages. The number of students and their distribution to faculties and schools are 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 Türkiye as well as abroad.

Student Deanship Office is established to address other needs of students as well as educational needs. Thus, at the beginning of each educational year, new international and national students go through an orientation program at the university so that they can start their academic lives smoothly. Besides, academic and psychological counseling and guidance services are also provided to students through this office starting with their first steps into the university until they graduate.

To support the personal and professional development of students, specialise 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.

The Center for the enhancement of Learning and Teaching (CeLT) has been established to handle learning and teaching-related issues more systematically and support both academics and students on educational matters by means of specialists in their field. Several training sessions and workshops are organised 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. 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, institutions, 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 GSoES 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 GSoES and 1 is in GSoSS) and 5 Ph.D. programs (all in GSoES), and all of them runs with English Medium of Instruction In 2022, 30 graduate students joined the AGU alumni 8 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 organisational structure, along with regulations for its use.

One of the office that contributes to the AGU's research activities to outreach the industry is the Revolving Fund Unit. The academics bring external funds to the university through their contact to this Revolving Fund Unit and carry out research projects and consultancy services. By means of these activities, AGU plays a catalyzor role for university-industry relationship, helps industry develop high tech products and puts a significant step forward for Societal Impact.

Another dimension to the contribution of AGU's research activities comes through the start-up companies founded by the academics at AGU. These start-up companies offer and carry out research projects and consultancy services for the industrial companies as well.

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 Türkiye in the past.

There are six Council 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 BAP collates and tracks multi-partner projects grant as another dedicated category.

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 2022 TTO organised 10 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 2022, AGU academics obtained 3 national patents and applied for 2 new patents. Since 2013 AGU faculty members made 55 applications and hold 53 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 personalised 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 also has 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 2022 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-CRF was officially established in 2019 in the new research building at the Sumer Campus having a 1224 m^2 closed area with a 788 m^2 laboratory space. In AGU-CRF, there are 10 thematic research laboratories. 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. The research service in these thematic labs is professionally opened to the use of researchers at all levels under the supervision of 14 directors and 7 specialised researchers. 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 has been established and distributed to all academics.

Apart from these, in AGU there are total 38 research laboratories, 28 in the Faculty of Engineering, 5 in the Faculty of Life and Natural Sciences, 3 in the Faculty of Architecture, 2 in the Faculty of Management.

Türkiye's one of the first Model Factories, supported by The Republic of Türkiye 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 Türkiye and is organically among the partners of the Model Factory. Model Factory contributed to the savings of around 98 million TL in 2022, 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 prioritises 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, YÖNETİŞİM VE KALİTE

1. Liderlik ve Kalite

A.1.1. The management model and administrative structure

AGU 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, requirements and feedback received from the academic, administrative units and liaison offices, the organisational structure of the university, boards and/or committees are reviewed and restructured to address the issues better and raise the quality.   These committees address academic and administrative issues to be resolved and improved first; later, the proper solutions, draft rules and regulations are produced and related decisions and actions 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 Board.

The AGU values are emphasised, and the upper management motivates their implementation in all aspects of university life in all meetings. Considering that the stated values can only be implemented in a participatory management environment, a management structure has been established that uses inputs from the commissions consisting of several stakeholders as the basis for decision-making. Commissions formed within this scope convene at certain intervals and carry out their work. This approach ensures harmonization and cooperation between the academic/administrative/liaison offices and facilitates direct information flow. Representatives outside the faculty also participate in commissions in relevant places to support the institution's quality assurance system from the outside. Except for the commissions mentioned above, each department also has its own independent commissions. The Industrial Engineering Department is an example who has seven commissions: (1) Graduation Commission, (2) Promotion Commission, (3) Quality Assurance Commission, (4) Education-Training Commission, (5) Research-Development Commission, (6) Community Contribution and Management Commission and (7) Internship Commission.

Erasmus Committee (11th committee), for instance, has developed the "AGU European Union Education and Youth Programmes Erasmus+ Program Application Rules" and then these rules are passed by the Senate and put into application. The reader is kindly referred to see also the Erasmus Committee Flowchart. The Students Representative Selection Committee (27th 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 Student Representative Selection Committee Decisions. According to the relevant regulation, student elections are held biannually. Therefore, no elections were held in 2022. Library Committee (16th committee) has held many meetings, taken many decisions; the 6th meeting decisions can be seen as an example in Sample 6th Library Committee Decisions. Scientific Research Projects Committee (1st committee) has held several meetings and taken decisions; Scientific Research Committee Projects Support Rules is an example of these decisions. AGU Senate's decisions taken through 2022 can be seen in AGU Senate 2022 Decisions.

Committees have been updated and re-organised periodically, due to needs. Updated committees and members are announced in AGU's webpage. You can view the committees and committee members in 2022 by clicking here.
The organisational structure of the institution is revised according to the necessities, and so are the boards and committees. Please see several examples as provided below:

- http://www.agu.edu.tr/userfiles//Organizasyon%20%C5%9Eemas%C4%B1/organizasyonsema29072022.pdf
- http://mf.agu.edu.tr/mf-organisation-chart
- https://mf-tr.agu.edu.tr/yonetim
- https://mf-tr.agu.edu.tr/fakuelte-yoenetim-kurulu
- https://mf-tr.agu.edu.tr/danisman-kurulu
- http://flns.agu.edu.tr/komisyon
- https://arch.agu.edu.tr/boeluem-yoenetimi
- 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's mission and strategic goals in accordance with the operations, followed by the related committees/boards with the adopted rules and regulations that bind them as well. Almost all committees/boards have some upper framework laws or regulations overruled by the State and/or the Council of Higher Education (CoHE) of Turkiye. 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, the 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 develops and revises itself as required 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 regulations. 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's operations are posted on their web sites. Personnel Department-related laws, rules, regulations and notifications can be reached from the Personnel Department web page.

Each Academic and administrative unit gives links for their organisational charts, job description forms, work flowcharts, and sensitive tasks on their web site. Please see for examples stated below from several units:

Personnel Department-related organisational charts, job description forms, work flowcharts, sensitive tasks can be reached from their web sites.

Faculty of Engineering organisational charts, work flowcharts, job description forms, sensitive tasks, administrative activity reports, faculty council and faculty executive council can be reached from their web sites.

Faculty of Life and Natural Sciences organisational charts, work flowcharts, job description forms, sensitive tasks, administrative activity reports, faculty council, executive council and commissions can be reached from their web sites.

Faculty of Humanities and Social Sciences faculty board, advisory council, work flowcharts, job description forms and guide for administrative processes can be reached from their web sites.

Faculty of Managerial Sciences faculty board, advisory council, work flowcharts, job description forms, sensitive tasks, administrative activity reports can be reached from their 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.

Every academic and administrative unit prepares its own Unit Self-Evaluation Report annually based on the Higher Education Quality Board Guidelines prepared for Institutional Self-Evaluation Reports where V3.1 Guideline is used this year. 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 their report. Some samples for the management model and administrative structures of different academic units are provided in the Faculty of Life and Natural Sciences Unit Self Evaluation Report-2022, Faculty of Engineering Self Evaluation Report-2022, School of Foreign Languages Self Evaluation Report-2022, Faculty of Architecture Self Evaluation Report-2022, Grad School of Engineering and Science Self Evaluation Report-2022, Social Sciences Institute Self Evaluation Report-2022, Faculty of Humanities and Social Sciences Self Evaluation Report-2022, Faculty of Managerial Sciences Self Evaluation Report-2022, Department of Administration And Finance Self Evaluation Report-2022, Technology Transfer Office Self Evaluation Report-2022, Career Center Self Evaluation Report-2022.

A.1.2. Leadership

The AGU values and their implementation in all aspects of university life are motivated in all meetings by the top administration. Considering that the stated values can only be implemented in a participatory management environment, a management structure that uses inputs from the committees of several stakeholders has been established as the basis for decision-making. 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 units and liaison offices are ensured, and direct information flow is realised. 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, workshops, search conferences, surveys, etc., can be seen from the committee's list provided in Committees Member List.

An effective communication network is established between the academic and the administrative units and their management by means of committees. In this context, developments are shared with the related members in the committees, and joint decisions are taken by ensuring the participation of majority of committee members. Thus, the commitment and support of the executives in establishing and implementing a quality assurance system help establish a strong corporate culture among all academic and administrative staff, from the operational to the strategic level. Some of the activities and committee decisions are published in the public domain through the related webpage.

In the 2017 External Evaluation Report prepared by Turkish Higher Education Quality Council (THEQC), 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 organisational 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 is a dynamic and experienced upper management that follows, supports, and contribute to the international higher education quality culture.
- The upper management supports the establishment and implementation of a quality assurance system with determination.
- All academic and administrative staff, from the operational to the strategic level, participate in all efforts to create a quality assurance system with commitment, have internalised the vision and mission, and have a strong institutional culture and satisfaction.

Although the above-mentioned four strengths are still considered to be continuing in the 2020 Monitoring Program Report, 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 unsatisfication about several issues:

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

Therefore, in 2022 several measures taken are mainly aimed at improving communication with the academic and administrative staff and disseminating the quality culture among the academic and administrative units. Within this scope, training, meetings, and panels are organised to raise the quality awareness of all staff and foster a quality culture among all staff and units (A training example). Moreover, all academic and administrative staff are systematically included in quality-related activities.

In 2022, several training, presentations and workshops were conducted for the members of the extended quality committee consisting of administrative and academic staff (Kindly see examples: Quality Workshop From The Faculty of Architecture, Quality and Corporate Improvements Presentation).

In 2022, top admin has decided to obtain "Corporate Data Management Software (KVYS in Turkish)" to disseminate the corporate quality culture. A protocol was signed with Gazi University for this purpose and the project is planned to be put into implementation in 2023.

In 2022, AGU was awarded the "QS Recognition of Data Engagement" by the higher education rating agency QS and certified TS EN ISO 14064-1:2018 (Carbon Footprint) by the international certification organisation QSI.

All units at AGU have formed committees in order to plan, implement, monitor, evaluate and improve quality-related activities at the unit level. As part of these activities, they have prepared their own units' internal evaluation reports for 2022. Academic and administrative unit Self Evaluation Report examples are provided in "A.1.1. The management model and administrative structure" sub-title.

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 Türkiye's first foundation-supported state university to lead 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 ensures 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 of them were determined in this plan. Strategic objectives were defined under the main strategic objectives of the research, education, management processes, and societal contribution. A total of 49 performance indicators have been determined for strategic targets in AGU's 2018-2022 Strategic Plan document on page 56. The strategic plan is monitored in every three months and reported once a year. Since AGU's 2018-2022 5-year Strategic Plan will expire at the end of 2022, a huge effort is put for the preparation of new 2023-2027 5-year Strategic Plan. A retrospective 5-year general evaluation was made, and strategic objectives and performance indicators were evaluated in the new Strategic Plan document on pg. 21-22. The new 2023-2027 5-year Strategic Plan was prepared with the significant contribution of Strategy Development Department, Quality Coordination Unit, the Quality Committee, the Subquality Committees, the top administration and all the faculties and schools at AGU.

Change management is carried out to guarantee continuous improvement in the fulfillment of academic and administrative activities in line with the university's aims, mission, and objectives. AGU examines and evaluates information and reports and prepares recommendations for measures to determine to what extent the goals, targets, and performance indicators determined in the Strategic Plan have been achieved. Thus, this plan was internalised by spreading it to all university units. Monitoring and evaluation activities related to the Strategic Plan are also reported annually (AGU Performance Monitoring Report 2022), and their continuity is ensured by announcing them to the public through the University Administrative Activity Report. Besides, Performance Program Monitoring Reports are 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 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 international governance forums to address major global problems), SDSN Youth, Advanced Technology Higher Education Network Alliance (ATHENA), 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 instance, AGU partnered with the United Nations as part of the UN75 campaign (UN 75th anniversary).

As a 3rd 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 UNHCR to

develop social cohesion projects for disadvantaged groups due to various meetings held on various issues, especially in Kayseri. Within the framework of this protocol, a roundtable meeting was held at AGU Creative Hub 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 education and social contribution status and 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 three consecutive years in (2019-2021) and 201-300 band in 2022 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 Türkiye that has calculated and reports greenhouse gas emissions for four consecutive years. AGU 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 UN, as part of the UNDP's efforts to achieve Türkiye's SDGs, 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 essential step for University-Industry cooperation, and current developments are followed through meetings held with 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 analyses continue to monitor and plan preventive actions. The works carried out by the Waste Management Committee (8th committee) (placement of zero waste boxes, analysis of wastes, etc.) are also reported periodically.

AGU's agile management competence that ensures the unit is ready for the future by considering 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. The most important asset when taking these steps is the existing stakeholders. AGU, which has many essential 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 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 organises with them. For example, by giving importance to participatory understanding, one of the most critical elements of Strategic Planning, meetings were held at our university with stakeholders, including student representatives, and their opinions were taken. The stakeholders' opinions, demands, suggestions, and support in the meetings have been important input in the strategic planning process. With these interviews, AGU determined the current political, economic, and socio-cultural situation, 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 corporate continuity and continuous improvement culture, opportunities for feedback, monitoring, and internalization are constantly evaluated. Apart from the both general and one-on-one meetings, internal and external stakeholder surveys (Please see sample examples in link-1, link-2 and link-3) 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 also has led universities in Türkiye to this change during the COVID-19 process. As an institution that has adopted an innovative education approach and blended digitalization into its educational functions, AGU has quickly fulfill the adaptation requirements that emerged during COVID-19.

AGU was among the top 25 in the WURI 2022 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 2nd in the world in the "Student Mobility and Accessibility" category. Being the only Turkish university in the top 100 in the last two years, AGU has brought great success to both the university and Türkiye.

AGU differs from other academic institutions in its uniquely global approach, strong focus on societal impact, and effective teaching methods (including non-formal). 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 SDGs of the UN. In this context, it aims to educate students on the SDGs and current Global Challenges by creating the GLB curriculum, 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 pandemic, 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 3, 4, or 5 ECTS. Kindly see the related Implementation Guidelines.

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 Individual Youth Enterprise (BiGG) 1512 Techno-Entrepreneurship Capital Support Program. Within the scope of the TUBITAK BiGG 1512 program,

various trainings were held in 2022. In addition, within the scope of AGU Creative Hub several training and workshops are organised to develop the creativity of entrepreneurs. These events are open to everyone's participation.

AGU, 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, many courses seek solutions to global problems and develop joint research projects, which are constantly updated. AGU also issues a "Non-Academic Transcript (NAT)," a list of non-academic activities, to graduates to encourage student participation in extracurricular activities.

AGU, which also has supported active learning since the its foundation, has established CeLT to handle learning and teaching-related issues more systematically and support both academics and students on educational matters by means of specialists 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.

Specialists from different fields and successful businesspeople are invited to both in-class and extra-curricular activities to support students' personal and professional development and follow sectoral changes. As part of the AGU Career Talk, faculties and departments also organise meetings between students and influential people in industry and business.

AGU Library has adopted the international integrated automation system in 2013. As of 2021, the "Yordam Automation" system was established to better respond to the library's needs. Also, the group study rooms stocked for all students and academics were reserved with the reservation program created, making them more active and used by more people. In addition, User Satisfaction Surveys are conducted to participate users after online training, meetings and webinars on databases. In this direction, studies are carried out to improve online sessions.

AGU Erasmus Office actively participates in the transformation process of the Erasmus program. In this context, concrete steps are being taken for the use of electronic facilities such as the Online Learning Agreement and the Erasmus Dashboard and especially the Erasmus Without Paper (EWP). While some recent agreements are made through the Erasmus Dashboard, one of the unit's ultimate goals is to complete the entire Erasmus process.

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-CRF was officially established in 2019 in the new research building with a laboratory area of 788 m2 with a closed area of 1224 m2 on the Sumer Campus.

AGU Technology Development Zone was established in 2020 in line with the 10th Development Plan in the field of research. It will work to maximise 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 Institutional Promotion Title, the Quality Assurance System Title, the Education Title, the Research and Development Title, the Societal Impact 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 preparing the annual plan. Afterward, the sub-committee organises meetings with its members when necessary and shares the workload among the members, and creates the report section regarding their titles. The Quality Coordination Unit 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 proof required by the Quality Coordination Unit is requested from the relevant unit or office, which is required to submit information, material, or evidence. After each section has been established, the Quality Coordination Unit forwards the draft report to the related sub-committees to get their opinions and reviews and re-edits the sections according to their feedback.

Both university top administration and Performance Assessment and Evaluation Committee (32nd 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 changing management with its talented human resources, committees, and units.

A.1.4. Internal Quality Assurance Mechanisms

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

For each primary function, namely, Quality Assurance, Education, Research and Development, Societal Contribution and Management, sub-committees (25th committee) have been formed to conduct work on behalf of the function of the Committee. The sub-committees conduct any necessary work assigned by the Committee in the context of the associated process before the Committee makes a decision.

The Committee is supported by the Quality Coordinatorship wherein three specialists currently work as staff. In addition to the University Quality Committee, each academic and administrative unit has established its quality committees. The unit-level quality committees conduct quality-related activities at the unit level under the Quality Committee's directives. Please see different examples in the following links: Personnel Department Quality Committee, IT Department Quality Committee, Faculty of Engineering Quality Committee and Faculty of Managerial Science Quality Committee.

The AGU's Quality Assurance Directive has been published to manage the internal and external quality assurance of education and research activities and administrative services, accreditation processes, evaluation and development of academic and administrative services, approval and recognition of quality levels, and the principles regarding the duties, authorities and responsibilities related to the studies. A university-wide effort has been initiated to redefine processes in a structured way and prepare a Quality Processes Manual (Handbook) In this context, main quality processes have been identified, Plan-Do-Check-Act cycles for quality assurance, research, education, and societal contribution have been defined, and essential processes have been scheduled, and they are also published on the following quality web pages.

- [PDCA Quality Assurance](#),
- [PDCA Education](#),
- [PDCA Research](#),
- [PDCA Societal Contribution](#).

Identified PDCA cycles are considered a new strength in the 2020 Monitoring Program Report.

A.1.5. Public Disclosure (Transparency) and Accountability

In line with the information provided in previous internal evaluation reports, AGU 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, AGU still works on realizing disclosure and feedback processes suggested in the institutional strategic plan concerning accountability and transparency. The Office of the Internal Audit also monitors departments and offices with the directive of the Rector. This process allows the upper management to spot errors and take corrective actions.

Transparency and objectivity are aimed at information sharing in various types. Whichever unit, office, center, board or committee carries out an activity, 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. AGU's ethical values are observed in information sharing. The top administration 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 straightforward manner. In addition, they provide information about the activities to be carried out on the university's main web page under the news/announcements tab. These pages are easily accessible.

Activity reports (For example, kindly see Link 1 and Link 2) of each unit covering all the unit's activities (financial, educational, administrative etc.) are published yearly on their respected web pages. These highly detailed reports include the projects, publications, and commission memberships of the academic staff, numerical student dara, and 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 on 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 in website, 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 transparently based on the effective, economic and efficient expenditure policy in line with the unit's needs under the unit's head's responsibility. It is presented to the public with an annual report prepared by the university as well as by the individual units transparently. Unit staff is informed about the relevant processes with their involvement in procurement through various tender, control, inspection, and acceptance commission memberships. Sample links of this transparent information sharing through Institutional Facebook, Instagram, and Twitter accounts, and Blog pages for Studios are presented below as evidence.

- http://www.agu.edu.tr/
- http://www.agu.edu.tr/news
- http://agunews.agu.edu.tr/
- http://eee.agu.edu.tr
- http://erasmus.agu.edu.tr/
- http://es.agu.edu.tr
- http://flns.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
- ttp://flns.agu.edu.tr/fakulte-yonetim-kurulu
- http://flns.agu.edu.tr/program-butce-hk
- http://icdenetim.agu.edu.tr
- http://library.agu.edu.tr/hassas
- https://kutuphane-tr.agu.edu.tr/misyon_vizyon
- http://library.agu.edu.tr/organizasyon
- https://strateji-tr.agu.edu.tr/2023-2027-stratejik-plan-hazirlik-programi
- https://kutuphane-tr.agu.edu.tr/is_akis
- http://library.agu.edu.tr/yonerge
- http://sbe.agu.edu.tr
- http://fbe.agu.edu.tr/
- http://fbe.agu.edu.tr/announcements
- https://strateji-tr.agu.edu.tr/performans-programi
- https://arch.agu.edu.tr/agu-arch-works
- https://avesis.agu.edu.tr/
- https://ba.agu.edu.tr
- https://econ.agu.edu.tr
- http://fms.agu.edu.tr/
- http://www.agu.edu.tr/userfiles/kap_2022/2021_AGU_KIDR_lnk.pdf
- 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://mys.hmb.gov.tr/login
- https://oidb-tr.agu.edu.tr
- https://personel-tr.agu.edu.tr/duyurular
- https://sayistay.gov.tr/reports/k2oe00JYne-abdullah-gul-universitesi
- https://strateji-tr.agu.edu.tr/
- https://strateji-tr.agu.edu.tr/idare-faaliyet-raporlari
- https://twitter.com/AbdullahGul_UNV
- https://www.instagram.com/aguhayalim/
- https://www.linkedin.com/school/abdullah-gul-university/people/
- https://twitter.com/aguendustri
- https://twitter.com/EeeAgu
- https://www.erasmusdays.eu/?_sfm_event_pays=133
- https://www.facebook.com/aguendustrimuhendisligi/
- https://www.facebook.com/KutuphaneAGU/
- https://www.instagram.com/aguogrencikonseyi/
- https://www.instagram.com/agu.eee/
- https://www.instagram.com/agucareer/
- https://www.instagram.com/aguendustri/
- https://www.instagram.com/agukutuphane/
- https://www.yetenekkapisi.org/university_dashboard
- https://www.youtube.com/@abdullahguluniAGU
- https://www.instagram.com/etkinlikagu/
- https://www.instagram.com/genctemaagu/
- https://www.instagram.com/agu_oidb/
- https://twitter.com/ttoagu
- https://www.instagram.com/agutto_/
- https://www.facebook.com/aguarchitecture/
- https://www.instagram.com/p/Clrso1aNvWl/?igshid=YWJhMjlhZTc%3D

Yönetişim modeli ve idari yapı

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

Liderlik

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

Kurumsal dönüşüm kapasitesi

Olgunluk Düzeyi: Amaç, misyon ve hedefler doğrultusunda gerçekleştirilen değişim yönetimi uygulamaları izlenmekte ve önlemler alınmaktadır.

İç kalite güvencesi mekanizmaları

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

Kamuoyunu bilgilendirme ve hesap verebilirlik

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

2. Misyon ve Stratejik Amaçlar

A.2.1. The Mission, Vision and Policies

At the core 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's 2018-2022 Strategic Plan emphasises high quality in all its functions, processes, and activity areas (culture, personnel, students, objectives, processes), and focuses on the highest quality values.

are revised. In 2022, with the know-how of applying AGU's 2018-2022 Strategic Plan, AGU's new 2023-2027 5-year Strategic Plan is prepared. Mission and vision statements are revised. Policy documents regarding Quality Assurance, Education, Research, and Societal Contribution and Management have been revised by the participation of several stakeholders (Quality Assurance Policy, Education Policy, Research Policy, Societal Contribution Policy, Management Policy). Policy documents have been announced on the Quality Coordinator Unit's web site.

Strategic Planning Preparation Guide and Strategic Plan Preparation Work Flowchart is followed in the preparations of AGU's new 2023-2027 5-year Strategic Plan. Working groups inside the faculties and departments were established. Following the prioritization resulting from stakeholder analysis, meetings were held with internal and external stakeholders to take stakeholders' views into account. The new 2023-2027 5-year Strategic Plan was prepared with the significant contribution of Strategy Development Department, Quality Coordination Unit, the Quality Committee, the Subquality Committees, the top administration and all the faculties and schools at AGU. The Quality Committee coordinated all these processes.

There are several applications in the context of policy documents. These applications are detailed in the relevant sections. In addition to and complementary to the mission and vision of AGU, each faculty, institute, school, central office, and administrative unit has its mission and vision. Sample examples may be seen in the following links.

- https://mf-tr.agu.edu.tr/misyon-ve-vizyon
- http://fms.agu.edu.tr/misyon-vizyon
- https://mim.agu.edu.tr/vizyon-ve-misyon
- https://ydyo-tr.agu.edu.tr/misyon-vizyon
- https://sks-tr.agu.edu.tr/misyonumuz
- https://sks-tr.agu.edu.tr/vizyonumuz
- https://ie.agu.edu.tr/
- https://tto.agu.edu.tr/vm
- http://erasmus.agu.edu.tr/misyonvevizyon

A.2.2. Strategic Goals and Objectives

AGU's 2018-2022 Strategic Plan uses four aims and five strategic objectives for each aim. Strategic objectives are directly related to the mission and vision and have been selected under the main strategic aims (2018-2022 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 (2018-2022 Strategic Plan, pg. 57-76). Forty-nine performance indicators have been identified for the strategic objectives in the 2018-2022 Strategic Plan, pg. 77-81.

In 2022, with the know-how of applying AGU's 2018-2022 Strategic Plan, AGU's new 2023-2027 5-year Strategic Plan is prepared. Huge effort has been put for the revision of strategic aims, objectives and the performance indicators in the new strategic plan to ease the annual measurement of the realization of performance indicators and to improve the quality further in all aspects. Special attention was paid to its compliance with the UN SDGs (2023-2027 AGU Strategic Plan; pg. 30).

In addition to and complementary to the AGU's 2018-2022 Strategic Plan, each academic unit has its own Strategic Plan which is developed in line with AGU's 2018-2022 Strategic Plan to disseminate the quality culture across the academic units. Some examples can be reached from the following links. The academic unit's are given the dricetive to produce their own 5-year strategic plans in line with AGU's new 2023-2027 5-year Strategic Plan.

- 2021-2022 GSoES
- 2021-2022 Faculty of Humanities and Social Sciences Strategic Plan
- 2020-2022 School of Foreign Languages Strategic Plan

AGU Performance Assessment and Evaluation Committee (32nd committee) are responsible for collecting and evaluating the above-mentioned 49 performance indicators and suggesting necessary corrective measures to the top administraiton with an annual report. For this purpose, data related to performance indicators in each unit's activity reports are regularly monitored, the results are evaluated, and improvements are made if necessary. As part of the process, the responsible units submit outcomes of their activities within the specified period as a report to the Department of Strategy Development (Kindly see sample examples Faculty of Humanities and Social Science Strategic Plan Monitoring GSoES Strategic Plan Monitoring, GSoSS Strategic Plan Monitoring). 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. Top administration makes 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 and Performance Program Report.

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 to get feedback regarding the processes. The feedback received from the stakeholders is assessed and action plans are developed in relevant committees. The implementation of the action plans was decided in the Senate and the boards of the relevant units and announced to the appropriate units.

Both, in the 2017 External Evaluation Report and 2020 Monitoring Program Report prepared by THEQC, 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 organisational 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 staff, from the operational to the strategic level, participate in all efforts to create a quality assurance system with commitment, have internalised the mission and vision, and have a strong institutional culture and satisfaction.

In addition to the strategic plan performance indicators, AGU also monitors different indicators as it aims to be in the top tier of university rankings (Times Higher Education, QS, etc.). In this sense, performance indicators that match the criteria of the relevant rankings have been identified as key indicators. For example, key performance indicators include the number of SCI, SCI-Expanded, SSCI and AHCI publications per faculty member, the average number of citations to AGU publications in SCI, SCI-Expanded, SSCI, and AHCI journals published in the last five years, the number of research projects supported by TÜBİTAK per faculty member, the number of patents, utility models, prototypes and industrial design applications per faculty member, the number of internationally accredited programs, and the number of academic studies on SDGs.

Considering that university rankings are part of the AGU's quality assurance system, the Rankings and University Indexes Committee (9th committee) is responsible for monitoring key performance indicators and taking measures to improve them.

A.2.3. Performance Management

AGU Performance Assessment and Evaluation Committee (32nd committee) are responsible for collecting and evaluating the above-mentioned 49 performance indicators and suggesting necessary corrective measures to the top administraiton with an annual report. 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 plan to be developed at the board meetings and the Senate is sent to the units. Also, regular meetings to track the progress have been held.

The university-level realizations for the main strategic aims of research and development, education, management processes, and societal contribution are 74.01%, 58.39%, 119.23%, and 121.65%, respectively. The reader kindly have a look for the realization level of performance indicators between in 2018-2022 in detail. 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 and higher than expected undergrad student population projected in the 5-year Strategic Plan of 2018-2022, as well as the limitations resulting from COVID-19 pandemic, insufficient human resources capacity, and excessive work burden on the academic staff and administrators.

In addition to performance indicators, AGU has an Academic Performance Evaluation team, appointed by the Rector, to ensure the highest level of quality assurance at AGU for evaluating the annual unit activity reports submitted from the faculties based on the performance indicators determined in the Strategic Plan. As stated in the "C.3.1. Monitoring and Evaluation of Research Performance" subtitle, AGU has mechanisms to manage academic performance, which are improved whenever required.

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 the relevant rankings' have been identified as key indicators. For example, the international undergraduate/master's/Ph.D. 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 staff at the Technopark, the number of projects with societal contribution, the number of projects realised 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 the quality assurance system. In this regard, key performance indicators are also tracked, and measures to improve them are taken by Rankings and University Indexes Committee (9th committee). Due to its efforts in this context, AGU made several achievements in 2022.

- Ranked in the 201-300 range in the Times Higher Education (THE) Impact Ranking.
- Ranked 23rd and 2nd in the World's Universities with Real Impact (WURI) Ranking among the innovative universities and crisis management respectively.
- Ranked 200th in the QS Emerging Europe & Central Asia (EECA) Rankings
- Ranked 1st among all universities in Türkiye in the University Satisfaction Survey conducted by Üniversite Araştırmaları Laboratuvarı (ÜniAR).
- Ranked top 5 in different programs among all universities in Türkiye in the Alumni Satisfaction Survey conducted by Üniversite Araştırmaları Laboratuvarı (ÜniAR).
- TUBİTAK Entrepreneurial and Innovative University Index.

Misyon, vizyon ve politikalar

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

Stratejik amaç ve hedefler

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

Performans yönetimi

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

3. Yönetim Sistemleri

A.3.1. Information Management Systems

Data on AGU's activities and processes are collected, analysed, reported and used when necessary. Academic and administrative units use various Information Management Systems contributing to quality management processes.

The University Information System (UIS) is the student information system. With this system, the following information can be accessed: students'

demographic information, courses, and grades have taken, success status, course catalog 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 students' information through this system. This way, all relevant information is digitalised and 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) allows undergraduate and graduate students to read, assign homework and other translated study assignments, ask students to upload their assignments to CANVAS LMS, evaluate their quizzes, homework, etc., communicate with students, and give them feedback. With these systems, faculty members share all the materials related to the course with the students, as well as see the situation of the students about the course and their progress in the course.

The SCHOOLOGY LMS is used to carry out the education and training activities at the School of Foreign Languages (Prep School). Prep students are obliged to use Schoology LMS to follow the course materials, read, listen, watch, and do speaking assignments, upload their homework, communicate with their lecturers, attend discussion sessions, and 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 organised. In addition to the responsible units and staff, the areas where they should provide the best service are determined by a committee established for this purpose. The list of all laboratory equipment is posted online so the faculty can see what equipment is available. Their use can be requested to avoid multiple and unnecessary repeat purchases.

A project process management system called BAPSİS manages 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 High Education Board Information System (YÖKSİS in Turkish) with a module created in BAPSİS.

AVESİS is used as the Academic Data Management System to follow the education, research, societal and institutional contribution and professional service activities of acadedmics. Faculty members and research assistants are reviewed annually based on the data they enter into the AVESİS about their above mentioned 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, reports etc. are shared on the university's web page with this system.

Different information management systems are used at the institution to collect data regarding various activities and processes, analyse 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, centers, boards, committees, and commissions via the information management systems. Various information management systems are effectively used to collect information about performance indicators for office heads' quality mechanisms and decision-making processes. The information management systems used by offices to collect data differ. These systems are given below:

Electronic Document Management System (EBYS in Turkish) 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 authorization and access rights framework.

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, the Netiket system is used for extra payments. Personnel Information System (PBYS) and employee Salary Software Program (KAMUTECH) are used for personnel information and prices.

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 transferable records, ensuring accountability and transparency.

SGB.NET is the system that provides the necessary data to carry out all the financial affairs of our university to the electronic environment to fulfill the duties stipulated by Law No. 5018 and the secondary legislation and to establish the internal control system.

It is among the other systems used in the E-Budget, 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 budgets and appropriations.

Chattel Record Control Management System is used to carry out the institution's transfer and counting of all movables.

The library adopted the international integrated automation system in 2013. As of 2021, the library has implemented the "Yordam Automation System," which will better meet the needs of the library. The system is automatically updated and the IT Department provides security.

In order to ensure that all publications produced at AGU are collected in the institutional archive and that national and international open-access platforms can access this institutional archive, new policies were determined under the standards set by the CoHE; the institutional archive system DSpace@AGU was established. For this purpose, DSpace software is actively used.

In AGU, web document interfaces (Microsoft Forms, Google Docs, Office 365, OneDrive) and integrated data programs (Microsoft Teams) are used to monitor processes, and enter and monitor active information.

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

CATSIS is an other education information system that covers all academic programs. In the system, undergraduate and graduate programs in detail with their ECTS can be reached. In addition, in the system, program information such as curriculum, learning outcomes, course and program efficiency, program objective, admission requirements, graduation requirements, Turkish Higher Education Qualifications Framework (THEQF), and program outcomes coverage are recorded and updated when required.

In addition to these information systems, many other programs and software are used in academic and administrative departments such as GAMS, Turnitin, SolidWorks, Ansys, Mathematica, Proteus Design Suite, etc.

AGU is working on AGU-wide critical information collection, digitalization, and open access issues to serve internal and external stakeholders better. Different data collection and digitalization meetings are carried out at different times. The committees are working on the strategic roadmap for collecting critical information, digitalization, and open access issues. For this purpose, in 2022, a protocol was signed with Gazi University to implement "KVYS". It is an on-going project and is planned to be completed in 2023. This system is recognised as a milestone in integrating the entire university information into AGU's quality assurance system.

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, and internal and external corporate evaluation information is recorded by the relevant units, offices, centers, boards, committees, and commissions.

Every office is responsible for the safety, confidentiality, and reliability of the data they collect. Office heads warn and train their personnel in this manner. Moreover, the Department of IT Services logs activities on Information Security, Threats, and Activity Management servers and network systems. Logs are retrospectively analysed in case of an interference with the information management systems and activities violating security, confidentiality, and reliability. The IP, time, place of interference, and affected systems are determined to initiate the necessary investigation. AGU has initiated efforts to obtain ISO 27001 Information Security Management System certification to support this aim. As another example, the Personal Data Protection Committee (39th committee) was established in 2021, and periodically organised training on the Personal Data Protection Law (KVKK in Turkish) for departments. In addition, theInformation and Communication Security Management Commission(53rd commission) is actively carrying out its activities.

A sample of pieces of evidence that are above-mentioned is listed below:

- https://cat.agu.edu.tr/Pages/Home.aspx?lang=en-US
- http://katalog.agu.edu.tr/yordam/
- http://kps.agu.edu.tr/Login.aspx
- http://pbs.agu.edu.tr/
- https://ebys.agu.edu.tr/enVision/Login.aspx
- https://agu.schoology.com/login?&school=49890877
- https://canvas.agu.edu.tr/login/canvas
- https://bapsis.agu.edu.tr/Default2.aspx
- https://avesis.agu.edu.tr/
- http://acikerisim.agu.edu.tr/xmlui/
- https://depo.agu.edu.tr/login
- http://cd.agu.edu.tr/
- 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://mys.hmb.gov.tr/login
- https://programbutce.sbb.gov.tr/
- https://uis.agu.edu.tr/
- https://uyg.sgk.gov.tr/Sigortali_Tescil4c_Web/
- 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 Capital

AGU has 280 academics and 179 administrative staff, servicing 3198 undergraduate and 235 graduate students. University has human resources management regulations and guidelines, 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 (GSoES, GSoSS, Faculties, Administrative Units) to ease local and public access. The Secretary, Faculty, and Head of Departments monitor the academic and administrative works. Heads of Departments organise the course distribution and administrative work distribution fairly for each unit.

AGU uses both physical and digital platforms to carry out leadership, management and quality, education, research and societal 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 share with internal and external stakeholders and authorities. All official writings and acts are tracked and archived by EBYS; personnel data of all staff are saved and monitored byNETIKET and HITAP software programs; academic data is followed by AVESİS, YOKSİS, and all staff activities are reviewed by E-application and 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 developed based on the academic and professional

competencies of different faculties. The minimum appointment and promotion criteria for the academics are publicised on AGU's own web page and updated it is required and related 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 their research field.

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

AVESİS is used as the Academic Data Management System to follow the education, research, societal and institutional contribution and professional service activities of acadedmics. Faculty members and research assistants are reviewed annually based on the data they enter into the AVESİS about their above mentioned 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. Each year, the Advisor to the Rector for Research coordinates the collection of the data from the AVESIS and the reports to be generated by the related department chair about the performance of the academics in their department. Later, each department is evaluated with a separate meeting wherein Rector, the Advisor to the Rector for Research, the related Dean and the department chair attends. In these meetings, each individual department is evaluated based on the performance report about the performances of academics found in that department. Later, the possible measures are decided to improve the performance of the related department with a common and collective mind.

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 *CoHE Academic Promotion Payment* according to the nationally announced rules and regulations. All applicants with their grades are announced publicly on AGU's website to foster academic impact. The education performance of the faculty is also monitored with the course evaluation surveys used in academic recruitment and promotion. In addition, "promotion exams" are organised for administrative staff for their career development. The Personnel Department organises in-service trainings for administrative staff and conducts satisfaction surveys after the training. Survey results show that satisfaction rates are remarkably high.

AGU has adopted a participatory management structure in its units. In this regard, almost all decisions regarding assigned duties and responsibilities to academic and administrative personnel are taken in the meetings with the participation of personnel (Please see a sample example for Duty Distribution Chart). Fairness, transparency, and workload balance are considered in all assignments.

Faculties and departments use Microsoft Teams Application as a project management software accessible by all personnel for assignments. AGU follows national rules and regulations for recruiting highly qualified administrative staff, including 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 achieve high-quality education, research, and societal impact at AGU. English Language courses are provided to its administrative staff to develop their English language skills to better communicate with international students and staff to achieve a better international environment.

AGU periodically organises surveys (Kindly see several examples in link-1, link-2 and link-3) about daily life on campus, lunch-meal selection, or accessibility to other resources to improve all services provided. AGU systematically contacts with all its stakeholders to monitor its service and improve its quality with surveys and meetings.

Starting with the COVID-19 pandemic, AGU is servicing distance education structured part-time administrative service, and using digital systems and applications in all service fields. Distance education is supported 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, and brainstorming or teamworking applications like Mural, Miro, or Padlet. After many intense meetings right after the first weeks of the lockdown, all applications are selected with a common mind set and decision of faculty and students. AGU also announced distance education regulations on its web page and re-structured content, delivery and assessment methodology of all courses. AGU has periodically organised training for its faculty to increase their training performance and introduce new and contemporary applications in top-tier universities. AGU also has established meetings for students on career development, peer integration, or personal assistance. The reader can have a look at the link for several activities conducted. Administrative staff also has been trained on active administration systems and communication. There have been various face-to-face and online activities to support the personal and career development of faculty, students, and administrative staff, and university-wide communication and integration.

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, conducts meetings, and decides how much budget should be allocated to a specific unit. These meetings are held with the participation of the deans and heads of administrative units where they have a legal right to have a budget to distribute allowances fairly and efficiently. Financial resources are managed and distributed among the Rectorate, faculties, schools, institutes, and 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 standard form developed for all units (Please see work flowcharts of the Department of Administrative and Financial Affairs). The department pays utmost attention to complying with state regulations and transparently announces every auction track on its web page. The budget performance results and the summary of auctions carried out by the department are able to see in the Department of Administrative and Financial Affairs Budget Application Results and Department of Administrative and Financial Affairs Summary of Auctions.

Department uses digital applications to save all tracks using KBS, MYS and Chattel Record Management System.

A fair rather than equal distribution is prioritised in distributing and managing the financial resources. AGU aims to provide top-level facilities as much as possible with the available resources for the students and the academic and administrative staff.

AGU strictly obeys laws, regulations, Circular of Budget And Expenditure Procedures and work flowcharts for every expense and payment (income/budget planning and execution, expense and payment transactions, duty-allowance, accounting management) in its academic, administrative units, and liaison offices. In addition, Strategic Development Department publishes Corporate Status and Financial Expectations Report, Cash Flow Statement/Financial Statements and Investment Monitoring and Evaluation Report every year. AGU monitors the use of financial resources and future projections in its annual Performance Program Report concerning its strategic objectives.

Apart from the financial issues mentioned above, AGU also has external income through Kayseri Model Factory, AGU TTO, Revolving Fund Management Unit, Central Lab etc.

In 2022, 12 projects were carried out through AGU TTO within the scope of university-industry cooperation with important organisations such as YATAŞ, UNDP, TUSAŞ, ELC Alüminyum Joint Company, Kayseri Model Factory Joint Company and Hongkong E. Motor Advance Technology, and the total budget of these projects is approximately 2.500.000,00 TL.

The Revolving Fund Management Unit is an alternative channel of AGU which brings financial contribution to AGU and its academics through various activities such as research projects, consultancy services, test services, expert opinions and life long learning and continuing education activities. The academics bring external funds to the university through their contact to the Revolving Fund Unit and carry out research projects and consultancy services. By means of these activities, AGU plays a catalyzor role for university-industry relationship, helps industry develop high tech products and puts a significant step forward for Societal Impact. In 2022, the AGU's Revolving Fund Management Unit income has been realized as 1.367.258,45 TL whose 794.122,49 TL via Engineering Faculty, 365.066,67 TL via AGU Continuing Education Center (AGU Academy), 18.495,00TL through Central Research Facility (CRF), and 18.000,00 TL through Architecture Faculty.

All process is carried out transparently, as the faculty members are aware of managing financial resources. The management ensures that the faculty members are informed about the resources provided to their departments. Faculties provide a certain budget annually to the departments under their administration to support 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. For instance, the processes of Technopark AGU (completed within the scope of Higher Education Institutions TTO Regulation No. 30263) were published on the website to the stakeholders.

All defined processes and process management procedures in leadership, management and quality, education, research, and societal impact are described in detail in "A. Leadership, Management and Quality," "B. Education and Teaching," "C. Research and Development," and "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. The Management Model and Administrative Structure," "A.1.2. Leadership," "A.1.3. Institutional Transformation Capacity," and "A.1.4. Internal Quality Assurance Mechanism" sub-titles of this chapter. The reader is kindly referred to these sub-titles to avoid repetitions and duplications.

To ensure the quality of processes and procedures in education, the university has decided to apply for accreditation to have an internationally accepted program and initiated the required preparations. Rector assigned an Advisor to the Rector for the Bologna Adoption and Accreditation to

manage, coordinate and follow the related processes and supported it with the Bologna and Accreditation Processes Commission (46th commission). The commission organised many training and seminar activities in 2021 to support preparations required for the accreditation applications for the departments. Afterward, the Faculties of Engineering and Architecture applied for accreditation by the Engineering Education Programs Evaluation and Accreditation Board (MÜDEK in Turkish) and the Accreditation Association for Architectural Education (MİAK-MAK in Turkish) in 2022.

To ensure the quality of research, Rector assigned an Advisor to the Rector for Research and constituted Research Committee (7th committee) to review, manage and improve research activities.

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

University announced a distance-education strategy to support and coordinate its education facilities online and face-to-face.

During the THEQC IAP evaluation Team's visit in November 2022, it was stated that all academic and administrative units of AGU prepared organisational charts, job descriptions, and work flow charts (Kindly see a work flow chart sample example 1, example 2, example 3 and example 4) and forms used in the processes carried out and announced them on their websites. Thus, the Assessment Team considers the existence of workflows and job descriptions of academic and administrative units as one of the strengths of the institution.

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.

Süreç yönetimi

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

4. Paydaş Katılımı

A.4.1. Internal and External Stakeholder Participation

AGU has been a scientific bridge that connects academia and society, including profit and non-profit organisations and individuals. Therefore, collaboration with internal and external stakeholders at AGU has become essential to the institution. Please see AGU's Stakeholder Matrix, pg. 20-21. From the basic level of academic departments to faculties and higher levels of hierarchy, stakeholder management has become a never-ending process throughout the organisation. Several pieces of evidence selected from many examples are presented below:

- Climate Change Summit of GLB Coordination Office

- [Wikimedia Gave Seminar at AGU](#)
- [Social Cohesion Meetings](#)
- [International Students Get Together at AGU](#)
- [Workshop by Center for Learning and Teaching](#)
- [Climate Change Workshop](#)
- [Sustainable Development Goals Workshop for Children](#)
- [Sustainable Development Certificate and Awareness Program from AGU and TED College](#)

The participation of internal and external stakeholders is ensured in terms of realizing the goals of the institution, improving education training, research, and development processes, and contributing to quality assurance, internationalization, and management processes.

AGU receives support from internal and external stakeholders to increase the quality and effectiveness of education training and research development processes. Internal stakeholders support in terms of the course content of each other, and they come together to share ideas before and during the semester. At the end of the semester, term evaluations are made. When students need to be provided with information from different fields, external stakeholders support the faculty.

For internationalization, internal stakeholders participate in activities in various domestic and abroad fields and make academic studies and publications. They communicate with external stakeholders and invite them to their courses, supporting the educational processes. External stakeholders also contribute to the process by supporting the courses. Students who go abroad from the faculty and return to the faculty from abroad through exchange programs contribute to the process by sharing their experiences with other students on various platforms. In addition, multiple meetings are held with local governments and various studies are carried out to serve societal contribution. Also, collaborative work with the business and industry sectors is available.

A rich summary of stakeholder relations focusing 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 and research are mentioned as well. The reader is kindly referred to that section of the report.

Stakeholder participation, especially in Quality, Education, Research and Societal Impact are discussed in the "A. Leadership, Management and Quality," "B. Education and Teaching," "C. Research and Development," and D. Societal Impact" 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 2022 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 examples in the previous sections of this report in the [Department of Erasmus Self Evaluation Report 2022](#), pg. 15, [Department of Library Self Evaluation Report 2022](#), pg. 20-23, [Faculty of Architecture Self Evaluation Report 2022](#), pg. 9-10, [Faculty of Humanities and Social Sciences Self Evaluation Report 2022](#), pg. 8, [School of Foreign Languages Self Evaluation Report-2022](#) pg. 14, [Department of Career Self Evaluation Report 2022](#); pg. 7-9, [Department of Student Affairs Self Evaluation Report 2022](#), pg. 8, [Department of Construction and Technical Works Self Evaluation Report 2022](#); pg. 13.

A.4.2. Student Feedbacks

Students, who represent the internal stakeholders, regularly provide feedback (through the above surveys) or they do so when needed. Additionally, to receive timely feedback, students are strongly encouraged to participate in departmental meetings at the beginning and end of each academic year. Departmental board decisions that consider students' interests are published on the department websites to improve transparency and reduce information asymmetry. The complaints and recommendations of the students are assessed to improve the quality.

Considering the course and student quota, new elective courses have been opened to meet the needs of our faculty and those of other faculties. In addition to the academic staff in the department keeping in touch with these students and doing follow-ups, the university's Career Office and Professional Development Office manage the monitoring of alums. The activities are shared with internal and external stakeholders via the faculty's website to keep them informed. Student feedbacks are also systematically received through surveys prepared by the CeLT 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 feedback for individual faculties, institutes, and schools can be reached from their 2022 annual unit self-evaluation reports under the same "A.4.2. Student Feedbacks" heading. The samples of these reports were provided as examples in the previous sections of this report in the [Department of Erasmus Self Evaluation Report 2022](#) pg. 16, [Department of Library Self Evaluation Report 2022](#), pg. 23-24, [Faculty of Architecture Self Evaluation Report 2022](#), pg. 10-11, [Faculty of Humanities and Social Sciences Self Evaluation Report 2022](#); pg. 8, [School of Foreign Languages Self Evaluation Report-2022](#) pg. 15, [Department of Career Self Evaluation Report 2022](#), pg. 9, [Department of Student Affairs Self Evaluation Report 2022](#), pg. 8, [GSoES Self Evaluation Report 2022](#), pg. 7, [CeLT Self Evaluation Report 2022](#); pg. 13, [Department of AGU Youth Factory Self Evaluation Report 2022](#), pg. 8, [International Office Self Evaluation Report 2022](#) pg. 16, [Department of Health, Culture and Sports Self Evaluation Report 2022](#) pg. 9, [Faculty of Managerial Sciences Self Evaluation Report 2022](#), pg. 13.

In the Faculty of Engineering, student feedback is collected through individual departments.

In Civil Engineering Department, in addition to the university-wide student surveys prepared by CeLT and applied through UIS, a 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 departmental education committee evaluates the results 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 considered during the evaluation process.

In Computer Engineering Department, [university-wide student surveys](#) prepared by CeLT and applied through UIS are 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 for possible actions.

In Engineering Sciences Department, student-centered teaching and learning is the sole focus of the department where the department provides service courses such as Math, Physics, Chemistry and Biology. Surveys prepared by the CeLT 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 CeLT, the department regularly arranges online meetings with students to collect their feedbacks. Moreover, the department also employs its [evaluation questionnaires](#). Each course also has its own WhatsApp group to facilitate quick feedback. The feedback from all these sources is discussed and considered in departmental meetings.

Similar procedures are applied in other departments as well.

A.4.3. Graduates (Alumni) Relationship Management

AGU is in close relation with AGU Alumni Center and the follow-up of the graduates of AGU is carried out through the AGU Alumni Center. The main purpose of the Alumni Center is to ensure communication between our graduates and to strengthen their ties with the university. Therefore, Alumni Center updates our alum information and informs our graduates about each other and the events organised by the Center. AGU Alumni Center also informs our graduates about career opportunities in cooperation with the AGU Career and Employability Office. Information about the employment rate, number of graduates, recent graduate average salary, student continuation rate etc. are also requested and evaluated by QS World University Ranking (WUR) and Europe Ranking.

Detailed information on Alumni Relationship Management for individual faculties and institutes can be reached from their 2022 annual unit self-evaluation reports under the same "A.4.3. Alumni Relationship Management" heading. The samples of these reports were provided as examples in the previous sections of this report in the Faculty of Architecture Self Evaluation Report 2022, pg. 11, GSoES Self Evaluation Report 2022 pg. 7, International Office Self Evaluation Report 2022; pg. 16-17.

Some of our programs (e.g. Department of Architecture, Department of Industrial Engineering, Faculty of Management Sciences) takes feedback from student satisfaction surveys which the Department Boards and improvements evaluate are carried out in the light of these evaluations.

Some departments, such as Industrial Engineering, maintain their own alumni WhatsApp group in addition to the services provided by the AGU Career and Employability Office. News about alum promotions, workplace information, wishes, greetings, etc., are communicated through these groups, which have proved effective, given the small number of alums. During the departmental meeting in late 2020, however, the need for a more sophisticated system was recognised, as tracking the alums via just WhatsApp groups would not be feasible. The graduation committee in the department has started its studies to develop a better tracking system, but the department still used ad hoc methods (i.e., WhatsApp groups) in 2022. The department also arranges meetings to unite alums with current students. As another example, Civil Engineering organised online alumni gathering in 2022.

İç ve dış paydaş katılımı

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

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.5.1. Internationalization Process management

AGU has several committees, like the Selection and Evaluation Committee for International Students (23rd committee), Review and Evaluation of Foreign Academics Committee (28th committee), and International Internship and Event Application Evaluation Commission (49th commission) that play an active role in internationalization and take part in decision-making stages.

As a new generation university, the institution has established a "Quality and Internationalisation Master Plan" comprising all the works needed to be realised 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, recognised 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.

As part of its improvement and monitoring activities, AGU evaluates the 2015-2020 and 2020-2025 internationalization strategies biannually with the participation of academic and administrative units (Internationalisation Meetings Evaluation Reports). According to the outcomes of these meetings, the strategy document is updated, and actions are taken to improve it. In addition, updating the institution's 2020-2025 strategy by re-evaluating the 2015-2020 AGU internationalization strategy in terms of its achievability, sustainability and shortcomings and taking the CoHE Internationalization Strategy as a guide is essential to this monitoring-improvement process. (Previous version: Internationalization Strategy 2015-2020, Current version: Internationalization Strategy 2020-2025).

The International Office is the department that is responsible mainly for internalization processes. The office plays a central and supporting role in coordinating international operations, including a range of activities such as student recruitment, admission, orientation, international partnership, internationalization workshop, heritage day, an international newspaper, international staff mobility, international fest processes and activities, establishing and maintaining international collaborations that enable student and employee mobility.

The activities of the International Office are welcomed by international students, which account for 7% of the total number of students. The office offers an orientation program for international students and coordinate volunteer students to provide peer support to international students. The office conducts a satisfaction survey (An example from AGU International Office Self Evaluation Report 2022 pg. 60-87) for international students one week after enrollment and repeats the survey at the end of the year. Improvement activities are carried out in line with the feedback received from the surveys.

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

- To encourage participation in European Union (EU) Education Programs, especially the 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 international staff and students coming to AGU
- To increase the international recognition of AGU
- To encourage the organisation of international events at AGU

As a piece of further information, each department has an Erasmus representative who works in proximity to the university-wide Erasmus Office that plays a significant role in the university's internationalization program.

At AGU, the Directive on the Selection and Admission of International Students to Undergraduate Programs, the Directive on Exchange Programs and the European Union Education and the Directive on the Youth Programs Erasmus+ Program are applied.

AGU is also the first public university in Türkiye that offers students the opportunity to obtain an International Pearson Higher National Diploma (HND). The HND is a European Qualifications Framework (EQF) aligned program that aims to provide students with a comprehensive and insightful program that combines high-level skills and competencies in the discipline of their interest.

Except for those above-mentioned, for internationalization, internal stakeholders participate in activities in various fields, domestic and abroad, and make academic studies and publications. They communicate with external stakeholders and invite them to their courses, supporting the educational processes. External stakeholders also contribute to the process by supporting the courses. Through exchange programs, students who travel abroad and return back contribute to the process by sharing their experiences with other students on various platforms. In addition, various meetings are held with local governments and various studies are carried out to serve social contribution. Also, collaborative work with the business and industry sectors is available.

A.5.2. Internationalization Resources

The International Office carries out the internationalization activities 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 the International Office. The chair of the Erasmus Committee (11th committee), actively operating at AGU, is also the same Vice Rector. The financial, physical and human resources allocated to the International Office are deemed.

The Erasmus Office coordinates the student and staff exchange in the European Union's Erasmus Program framework. The European Commission provides budgets to institutions to realise the Erasmus mobility program. This budget is managed in accordance with the procedures of the "Regulation on the Expenditure and Accounting of Grant Amounts Transferred from the Resources of the European Union and International Organisations to Public Administrations in return for the Project" and in accordance with the provisions of the grant agreement signed with the Turkish National Agency. The list of projects coordinated by AGU Erasmus Office is shown in Table 10, showing the name, type, allocated budget, expenditure and the valid period.

Table 10: The list of projects coordinated by AGU Erasmus Office

Name of the Project	Type	Coordinator	Budget	Expenditure	Start and End Dates
2019-1-TR01-KA103-065887	KA103 Consortium	AGU	50.300,00 €	38.022,00 €	1 June 2019-31 May 2022
2019-1-TR01-KA103-062698	KA103	AGU	120.000,00 €	119.259,38 €	1 June 2019-31 May 2022
2020-1-TR01-KA103-081775	KA103	AGU	119.550,00 €	113.527,00 €	1 June 2020-31 May 2023
2020-1-TR01-KA103-083057	KA103 Consortium	AGU	48.150,00 €	17.130,00 €	1 June 2020-31 May 2023
2021-1-TR01-KA131-HED-000003051	KA131	AGU	89.300,00 €	75.370,00 €	1 September 2021-31 October 2023
2021-1-TR01-KA131-HED-000006531	KA131	AGU	39.050,00 €	Not used yet	1 September 2021-31 October 2023

The performance reports are regularly submitted to the National Agency. The budget which is not used is returned to the National Agency. The office allocates quotas to all relevant units for student and staff exchange and transfers unused quotas to units that demand extra quotas. Even though the quota usage by some departments for exchange opportunities is low, the policies encourage equitable use overall.

AGU has been using the budget allocated for the institution's share of European Union projects for the promotion of the institution on international platforms, institution visits for bilateral agreements, participation in international fairs, organisation of international symposiums and staff mobility weeks within the institution, and international network applications since the year the Erasmus Statement was obtained. These activities are carried out within the Regulation on Accounting for European Projects framework. The budget usage of KA131 projects, revised every two years, is reported to the Turkish National Agency biannually through the project management system (Internationalization Improvement Efforts). In addition, the lists of staff and students benefiting from Erasmus mobility are shared on our website every year to monitor budget performance indicators (Erasmus Mobility Lists by Year).

The internationalization resources of the university are not only limited to the International Office but also by the Erasmus Coordinatorship, Youth Factory, Kayseri Model Factory, AGU Academy, TTO, BAP Coordinatorships and academic units. For instance, TTO's project applications

were made to the Instrument for Pre-Accession Assistance (IPA) and Horizon 2020 Europe programs for international grant programs in 2021 and an action fiche was prepared for the IPA Project in 2022. AGU TTO also served as the Information Center of the European Patent Center. In 2015, an Erasmustern Consortium Project was launched under the coordination of AGU in partnership with Erciyes University, Nuh Naci Yazgan University, Sabancı University, Kayseri Chamber of Commerce, Kayseri Chamber of Industry and University-Industry Research Cooperation Foundation (ÜSAİV in Turkish) to increase internationalization resources and quotas for student internship and staff mobility. This project was selected as an example of good practice by the National Agency. In 2016, the project was introduced at a meeting in Istanbul. In 2021, Sivas Cumhuriyet University and in 2022 Sivas Science and Technology University were included in the partnership. With the project, students of both the coordinating and partner universities benefit from Erasmus internship mobility. This consortium is one of the few consortium projects in Türkiye. In this context, 147 students and 11 academic staff participated in exchange mobility in European Union countries.   Kayseri Model Factory has used UN budget in its establishment phase.

In 2021, the Youth Factory applied for accreditation of European Solidarity Corps (ESC) and KA150 projects to increase internationalization resources. As of 2022, our university was among the 169 applications submitted within the scope of the "ESC Youth Program Volunteering Activity Quality Certificate (ESC50)" and was entitled to receive the certificate. With the project carried out within the scope of this accreditation, 11 volunteers had a chance to visit abroad. A total budget of 76.725,00 Euros was used for these projects (European Solidarity Program Certificate).

A.5.3. Internationalization performance

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 international governance forums to address major global problems), SDSN Youth, Advanced Technology Higher Education Network Alliance (ATHENA), 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 instance, AGU partnered with the United Nations as part of the UN75 campaign(UN 75th anniversary).

As a 3rd 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 UNHCR to develop social cohesion projects for disadvantaged groups due to various meetings held on various issues, especially in Kayseri. Within the framework of this protocol, a roundtable meeting was held at AGU Creative Hub 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 education and social contribution status and 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 three consecutive years in (2019-2021) and 201-300 band in 2022 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 Türkiye that has calculated andreports greenhouse gas emissions for four consecutive years. AGU 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 UN, as part of the UNDP's efforts to achieve Türkiye's SDGs, 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 essential step for University-Industry cooperation, and current developments are followed through meetings held with industry and stakeholders.

AGU was among the top 25 in theWURI 2022 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 due to its performance it has shown during the COVID-19 pandemic, and the 2nd in the world in the "Student Mobility and Accessibility" category. Being the only Turkish university in the top 100 in the last two years, AGU has brought great success to both the university and Türkiye.

AGU differs from other academic institutions in its uniquely global approach, strong focus on societal impact, and effective teaching methods (including non-formal). 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 SDGs of the UN. In this context, it aims to educate students on the SDGs and current Global Challenges by creating theGLB curriculum, 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 pandemic, 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 3, 4, or 5 ECTS. Kindly see the relatedImplementation

Guidelines. AGU's education and training platforms continue their activities with the vision of raising a global citizen.

The International Office monitors the adaptation of international students to the country and university closely and offers them all kinds of support for their academic problems. The international protocols and partnerships are monitored and evaluated .If necessary, measures are taken based on the criteria set by the Selection and Evaluation Committee for International Students (23rd committee) and the International Office and by the International Mobility Offices (e.g., the Erasmus Office under the brand name of AGU Youth Factory), respectively(Criteria for Partner Selection and Collaboration Evaluation, 2022 AGU Performance Program Report; pg. 73).

The activities of the international office are welcomed by international students, which account for 7% of the total number of students. The office offers an orientation program for international students and coordinate volunteer students to provide peer support to international students. The office conducts a satisfaction survey (An example from AGU International Office Self Evaluation Report 2022 pg. 60-87) for international students one week after enrollment and repeats the survey at the end of the year. Improvement activities are carried out in line with the feedback received from the surveys. The survey results conducted every semester for international students are shared with the Office of the Rectorate, and the results of the survey are reported to the relevant units. When direct feedback is required, improvements and revisions are announced to international students individually and collectively via e-mail and social media (Kindly see Facebook AGU International Students Group).

AGU presented the Internationalization Strategy Assessment Report prepared in 2022 to monitor and improve its international activities. Within the concept of monitoring and improvement, this report evaluates AGU's 1) Education, 2) Research, 3) Internationalization activities in the Societal Contribution and 4) Internationalization categories in line with its strategy. Prepared in 2022, this process monitoring and evaluation report is essentially the last milestone of the workshops and evaluation reports conducted in 2015, 2017, and 2019.

In order to increase the number of incoming international exchange students, the nomination and application calendar was revised and information e-mails were sent to partners at regular intervals. In addition, to increase the number of incoming students, internship students were recruited in AGU administrative units.

- Total number of incoming students between 2015-2018: 13
- Total number of incoming students between 2019-2022: 26 (Nevertheless, there were no incoming students in 2020 and 2021 due to COVID-19).

In 2022, AGU organised International Staff Mobility Week for the first time to increase the number of coming international staff. Twelve international participants from Poland, Lithuania, Romania, Spain, Malaysia, Iraq, Algeria, Algeria and the USA attended the event. Since few universities in Turkey are organizing this event, this activity can be referred to as a sample application. For instance, Hitit University International Office attended to gain an insight into the organisation.

In 2021-2027, the Erasmus quotas allocated to universities have been reduced, resulting in an action to increase more diverse opportunities for students. Fifteen AGU students attended summer school at Deggendorf University of Technology in Germany and Wroclaw University of Science and Technology in Poland, which are AGU's partner universities.

The Erasmus Implementation Directive was updated to improve the system, so the staff selection criteria were changed and the application's requirement for a letter of acceptance was eliminated. As a result of this improvement, the number of administrative staff benefiting from Erasmus education mobility has increased.

In order to increase the quality of international student admission, the weight of admission with international exams (SAT, ACT, GCE, IB) has been increased instead of admission only with a diploma. The Senate decision on the revised criteria will be published before the call for applications for the 2023-2024 academic year. A report has been prepared on the monitoring of internationalization performance indicators and improvements and to demonstrate good practices that are in place. Aside from the mentioned applications mentioned above, AGU also has the following practices to increase and improve its internationalization activity:

- Faculty of Humanities and Social Sciences's Cultural Sensitivity Monitoring Report
- International Job and Internship Program Opportunities
- Prof. John Östh from Uppsala University participated as a guest in Spatial Economics course at AGU

For internationalization, internal stakeholders participate in activities in various domestic and abroad fields and make academic studies and publications. They communicate with external stakeholders and invite them to their courses, supporting the educational processes. External stakeholders also contribute to the process by supporting the courses. Students who go abroad from the faculty and return to the faculty from abroad through exchange programs contribute to the process by sharing their experiences with other students on various platforms. In addition, multiple meetings are held with local governments and various studies are carried out to serve societal contribution. Also, collaborative work with the business and industry sectors is available.

A rich summary of stakeholder relations focusing 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 and research are mentioned as well. The reader is kindly referred to that section of the report.

Uluslararasılaşma süreçlerinin yönetimi

Olgunluk Düzeyi: Uluslararasılaşma süreçlerinin yönetsel ve organizasyonel yapılanması izlenmekte ve iyileştirilmektedir.

Uluslararasılaşma kaynakları

Olgunluk Düzeyi: Kurumda uluslararasılaşma kaynaklarının dağılımı izlenmekte ve iyileştirilmektedir.

Uluslararasılaşma performansı

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

B. EĞİTİM VE ÖĞRETİM

1. Program Tasarımı, Değerlendirmesi ve Güncellenmesi

B.1.1. Design and Approval of Programs

Since its establishment, AGU has taken the views of stakeholders in search conferences on the design of programs, and interdisciplinary programs have been included in the design of graduate programs. Some examples of search conference can be seen in Link-1, Link-2.

At AGU, curricula are designed in line with the THEQF and have unique approaches and practices developed in line with the institution's objectives as well as standard practices and regulations.

As an example, with the Capsule Module System, which was initiated as a pilot project implemented in the Department of Electrical and Electronics Engineering, more than one course is brought together and the modules are carried out practically by different faculty members. The feedbacks of external stakeholders (Please see Participant List) were taken in the design of the model implemented in this department. Along with this pilot curriculum model being exemplary, studies are being carried out to evaluate its outputs by students, graduates and external stakeholders and to improve its results (Kindly see: Capsule Education System, Capsule Based Curriculum Rules).

AGU has a student information management system "UIS" that covers all information related to education and training programs that includes the aims and objectives, learning outcomes, course content and credits, teaching and learning, assessment and evaluation methods and criteria, and academic progression and career opportunities of the education and training programs offered at undergraduate and graduate programs.

CATSIS is an another education information system which covers all academic programs. In the system undergraduate and graduate programs in detail with their ECTS can be reached. In addition, in the system program informations such as curriculum, learning outcomes, course and program efficiency, program objective, admission requirements, graduation requirements, THEQF and program outcomes coverage are recorded and updated when required.

In the 2020-2021 academic year, AGU developed and started an undergraduate Psychology program (For detailed information AGU's Psychology program, please see the flipbook) under School of Humanities and Social Sciences and a graduate program in Policy Analytics in Global Issues (Master's) under the GSoES (Related CoHE Decision). The programs and curriculums are based on the 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 Committee (10th committee) and the Bologna and Accreditation Processes Commission (46th commission) to evaluate and share ideas in preparing the curriculums (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 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 SDGs that are developed by the UN. 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 Commission (47th commission) were appointed to redesign and reevaluate GLB courses and implement them in university-wide education. Under the Coordinator, GLB Commission prepared a proposal and submitted it for the approval of AGU Education Committee. Proposal has been approved by the two bodies, Education Committee and the Senate. Redesigned courses are tied to SDGs (Syllabus GLB 101, Syllabus GLB 205 and GLB Courses Contents) and learning outcomes are re-evaluated in 2022. AGU also has joined the SDG Academy, the education leg of the initiative. Kindly see an example at SDG Academy Library, Curriculum for SDGs at AGU.

The Presidential Office of the Human Resources (HR) office of the Republic of Türkiye 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 of the Electrical & Electronics Engineering Department.

B.1.2. Course Distribution Balance of Programs

All curriculums were reviewed according to the requirements of THEQF and ENQA as well as the expectations of stakeholders and feedback. The implementation was carried out by the department's teaching staff and reviewed by Education Committee (10th committee). Bologna and Accreditation Processes Commission (46th commission) 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. The field of specialization and workloads of the faculty members are taken into consideration in course distribution (Kindly see an example https://avesis.agu.edu.tr/burak.asiliskender/topics, https://avesis.agu.edu.tr/burak.asiliskender/experiences).

In the course distribution balance of the programs at AGU, there are compulsory GLB courses throughout the university in order for students to achieve more awareness and sensitivity, produce solutions, and actively engage with all 17 SDGs proposed by the UN. These courses have been the essential guide in all processes such as education, projects, assignments and activities at both undergraduate and graduate levels. This practice is not only widespread throughout the university, but also known by stakeholders, and there are various elective courses. Please see a Departmental Board Decision and Senate Decision on determining the course distribution balance.

The program structures and course distribution balance of the departments are developed by achieving a balance between subject-specific knowledge, professional expertise, and general culture, as well as possibilities to learn about several disciplines and build cultural depth. Public access to program and course information packages is provided via the university's UIS course management system, departmental websites, and the education information system, all of which are updated regularly.

Additionally, before the start of each academic year, faculty members' suggestions for additional elective courses are considered. The

administrative procedure for the start of the relevant course(s) is begun in this context.

At AGU, the number of courses and weekly class hours are organised in a manner that allows students to spend time on non-academic activities. In this context, AGU has initiated an exemplary and model practice. For the first to be implemented in Türkiye and in World Universities, a separate transcript called NAT is given to students at the time of graduation. This transcript documents, that have a trademark registration certificate, students' various competencies in non-academic activities such as communication skills, social skills, cultural, artistic and sportive activities and teamwork. In this context, NAT, which is awarded with a diploma, serves as a reference for students' internship and professional life. Here is an example of a NAT diploma.

B.1.3. Compatibility of Course Outcomes with Program Outcomes

PO of the departments have been determined in line with the institutional learning outcomes (LO) of AGU and the THEQF as well as the recommendations from stakeholders. The 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 and also CATSIS 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 (Here is an example from Faculty of Architecture Learning Outcomes of Program, THEQF & Program Outcomes Coverage and Institutional & Program Outcomes Coverage).

As AGU, we are defining the relationships between the learning outcomes of the courses and the program outcomes in the range of 0-5 (unrelated-very related) and explaining them in the course catalogs and syllabuses. Preparation of course catalog forms and syllabuses using the templates prepared by the Education Committee of our University, in which the relations between the learning outcomes of the courses, course contents and measurement-evaluation methods are defined. Sharing of course syllabuses over UIS and Bologna systems. At the end of the Fall and Spring semesters, using the Self-Assessment Form, feedbacks the courses are evaluated by the instructors and shared with the stakeholders in the Department Boards (Here is an example for student feedbacks Organisational Behavior Final Exam-Summer; pg. 2).

Table 11: Course-program outcomes matrix of the departments

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

B.1.4. Course Design Based on Student Workload

Departments follow Undergraduate Education and Examination Regulations-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, and set of questions are updated when required due to special cases such as pandemic condition.

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

Courses are conducted 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 reorganised to guarantee at least one hour of the course conducted face-to-face by observing the distance measures with a less dense grouping 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. At the end of the semester in which Hy-Flex classrooms were used for the first time, a survey about this subject was conducted to the students to get their feedbacks about the Hy-Flex classroom experience and the results of the survey feedbacks were reported, monitored and improvements were made as necessary actions were taken (Please see a survey report).

University constituted a Bologna and Accreditation Commission (46th commission) to support accreditation processes. Each programme compliances with THEQF and Bologna standards to the student workload and design of curricula. Bologna and Accreditation Commission organised 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 (Kindly see AGU-Cloud_Bologna-Page). Afterwards, the Faculty of Engineering and the Faculty of Architecture made their applications for accreditation by the Engineering Education Programs Evaluation and Accreditation Board (MÜDEK in Turkish) and the Accreditation Association for Architectural Education (MİAK-MAK in Turkish) in 2022.

AGU has an internship program that is called "7+1 Internship Program" and it is applied to students studying in AGU Computer Engineering, Civil Engineering and Electrical and Electronics Engineering undergraduate programs by considering the workload credits of the students which is different from the familiar internship program. This program includes 4-month internships at workplaces in the last semester in order to apply the theoretical knowledge and experience gained during the first 7 semesters of study, to improve the skills they have acquired in laboratory and workshop applications, to get to know the responsibilities, relationships, production processes and new technologies in the companies they will work in and to learn the problems and solutions related to the field they have studied by taking part in team work.

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. Before the program was updated, students evaluate the courses that they have taken and the instructors and assistants who take part in these courses. Evaluation reports are examined by the head of the Course records for program updates are evaluated by each Board of Department and then the Board of the relevant Faculty. Before the program was updated, students evaluate the courses that they have taken and the instructors and assistants who take part in these courses. Evaluation reports are examined by the head of the departments. At the department meetings with student participation held at the beginning and end of the academic year, the course pool of the program is updated in line with the elective course demands of the students (Course Evaluation Form, AGU Department of Architecture Course Self-Evaluation Form, Student Representatives Meeting, Curriculum Design and Course Content Meeting with Students). In the department boards, for the courses offered in the previous semester, student success ratios, feedback results, course contents and diversity, lab/theoretical course balances, etc. are monitored, evaluated and improvements are made if required. As a result of those evaluations, revisions are made if necessary, and new course proposals are submitted to the Education Committee and then to the Senate. For proposing a new course, the course record form is used (Please see an example of AGU Faculty of Engineering Department of Computer Engineering Course Records). 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 a sample evidence (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 elective courses 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 (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.

In 2022, There have been program updates that also took place in 2022. It can be seen an example of a feedback from the Education Committee to the department in order to update the program content.

Reviewing process of Department of Architecture's curriculum has recently finalised and reset ECTS credits of several mandatory courses, based on the student and instructor reviews. All these updates are followed and reviewed by Education Committee and approved by the Senate (Architecture Department Board Decisions, Senate Decision). 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 (Syllabus GLB 101, Syllabus GLB 205 and GLB Courses Contents).

The CeLT 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 relevant faculty member 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 presence and activities of CeLT at AGU were considered a strength for AGU by the THEQC IAP Evaluation Team, who visited our university as an external evaluator in November 2022.

The accreditation of undergraduate programs is encouraged by the Rectorate and faculty Deans. Hence, there are ongoing efforts in the departments of all faculties having active undergraduate programs to finalise the preparations for application to the relevant accreditation bodies such as ABET, MÜDEK, MiAK-MAK and Association to Advance Collegiate Schools of Business (AACSB). Specifically, all the departments in Faculty of Engineering and Faculty of Architecture completed the official application process for MÜDEK and MiAK-MAK as of 2022. Business

Administration and Economics Departments attach importance to accreditation of the programs in the following years, and the Accreditation Commissions for each department have been established to carry out required works in this context. Preparations for the AACSB application has continued in 2022. Moreover, with the works of Accreditation Commission of Business Administration department, a mutual agreement has been made between the university and the Pearson institution. Course learning outcomes were developed and changed in this regard.

B.1.6. Management of Education and Training Processes

Learning and teaching processes are conducted by the coordination of the university upper management, and duties responsibilities, organisational structure (e.g., committees, coordinatorships, research centers, CeLT etc.) and workflows are clearly defined. Principles, fundamentals, and calendar for designing, conducting, and evaluating of the learning and teaching programs are settled. Learning acquisitions in the programs, teaching program, type of the education (face-to-face, distance learning, hybrid, Hy-Flex etc.) harmony between teaching method and evaluation system, and coordination of all these processes are followed by the university upper management and the Bologna and Accreditation Processes Commission (46th commission).

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 personalised 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 also has 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 2022 National Student Satisfaction Ranking.

Besides, in line with the R&D project supported by the Ministry of Development to pioneer "New Generation Universities", AGU has initiated the implementation of Capsule Module System as a pilot project in the Department of Electrical and Electronics Engineering, more than one course is brought together and the modules are carried out practically by different faculty members. The feedbacks of external stakeholders (Please see Participant List) were taken in the design of the model implemented in this department. Along with this pilot curriculum model being exemplary, studies are being carried out to evaluate its outputs by students, graduates and external stakeholders and to improve its results (Kindly see: Capsule Education System, Capsule Based Curriculum Rules).

Education Committee (10th committee) holds meetings at least twice a month to discuss student and instructor feedbacks, share good-case examples, develop policies, and coordinate education methodologies and facilities. Committee regularly monitors UIS, Canvas, Schoology Learning Management Systems, and CATSIS 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.

As above-mentioned in also "B.1.5. Monitoring and Updating Programs" sub-title, the CeLT 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 relevant faculty member 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. The presence and activities of CeLT at AGU were considered a strength for AGU by the THEQC IAP Evaluation Team, which visited our university as an external evaluator in November 2022.

Canvas, Schoology Learning Management Systems and CATSIS 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: İçselleştirilmiş, sistematik, sürdürülebilir ve örnek gösterilebilir uygulamalar bulunmaktadır.

Programın ders dağılım dengesi

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

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.

Programların izlenmesi ve güncellenmesi

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

Eğitim ve öğretim süreçlerinin yönetimi

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

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

B.2.1. Teaching Methods and Techniques

Since its establishment, AGU has been a university that continuously and systematically seeks, researches and implements innovative and emphasises active teaching-learning techniques and has set an example in this field. AGU has a student-centered, competency-based, interdisciplinary education-training policy and approach that supports interdisciplinary interaction practice in every process of learning, where students play an active role in learning processes (The reader is kindly referred to watch the following speech, Prof. Dr Cengiz Yılmaz, Times Higher Education Young Universities Summit Speech). As a result of the coordination of the Education Committee, academic departments and the upper management of the university, the active learning approach has became widespread throughout the institution. All faculties and departments have student-centered and active learning practices in their course information packages. The 'active learning week' practice (For an example of a technical tour organised during the active learning week, please click the link), which provides opportunities to students to practice different learning and teaching models outside the classroom, also supports students' active learning. Furthermore, CeLT was established at AGU in order to promote active learning. Periodic training of trainers programs organised by CeLT are one of the examples that can be shown towards this goal. In addition, students of related departments such as Mechanical Engineering, Computer Engineering, Electrical and Electronics Engineering, Industrial Engineering, Business Administration, etc. have the opportunity to apply what they have learned in their courses through internships and projects at the "Model Factory". Within the framework of the institution's cooperation with industry and employers (The reader kindly can be look Example-1, Example-2, Example-3), students' project and internship opportunities support active learning. The Capsule System implemented in AGU Electrical and Electronics Engineering Department is another example of active learning. The fact that this system was initially launched and followed in this department and planned to be generalised after the results were demonstrated is one of the proofs that there is a tradition of planned and systematic application, improvement and excellence in Teaching Methods and Techniques at AGU.

The GLB courses have been a model for many institutions in their application and development of the Personal Development Pathway and active learning techniques for many years. Although it has only been four years since its launch, GLB courses have been revised and improved many times, especially in response to feedback from students. Due to the importance of the subject, the GLB Commission (47th commission) was established a year ago and these courses were reviewed and revised both in terms of content and methodology (GLB Meeting Notifications, GLB Curriculum Coordination Handbook, GLB 300 Table of Content).
At AGU, the Education Committee convenes at least twice a month to review education and training processes, especially teaching and training techniques, and to make recommendations to senior management.

During the distance education process due to the COVID-19 pandemic, AGU was evaluated as the second university in the world that managed crisis management in the world for three consecutive years. This result in the Hanseatic Universities Association's WURI (World's Universities with Real Impact) rating was made possible by the continuous improvements that were put into action as a result of the numerous Zoom meetings we held with our faculty members and students before and after the transition to distance education during the pandemic (Please see the Link-1, Link-2 and Link-3). In addition, AGU was ranked 1st in Türkiye in University Assessments & Research Laboratory's (UniAr in Turkish) distance education ranking in 2021.

AGU has made a transition to distance education in April 2020, with COVID-19 pandemic desease. 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 and continued to be used in 2022. This model consists of asynchronous, synchronous and Hy-Flex learning sessions. Kindly see sample examples regarding Hy-Flex model: Hy-Flex Classroom, Academic General Assembly Meeting Minutes.

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 CeLT.

The language education system developed at AGU's School of Foreign Languages, which focuses on each of the four language skills (speaking, reading, writing, listening) separately, has set an example for the new system planned by the CoHE as a solution to the problems in English education in Türkiye. CoHE President Prof. Dr. Erol Özvar, in his speech at the Interuniversity Council Meeting held in December 2022, pointed to the problems with the level of English being taught in Türkiye and announced that they are planning to switch to the approach of teaching and measuring each of the four language skills separately, which is in practiced at AGU for years (Evidence: CoHE President's speech at the 255th Inter-University Board (ÜAK in Turkish) meeting on December 16, 2022). Detailed information about the prep school at AGU and its requirements can be reached from the Prep School Handbook.

Along with above-mentioned, 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. 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   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 recognise courses from DLP such as Couresera, EdX, 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.

B.2.2. Measurement and Evaluation

At AGU, assessment and evaluation systems in education are developed, monitored and improved in order to set an example. At AGU, student-centered assessment and evaluation is conducted on the basis of competence and performance, and opportunities for students to express themselves are diversified. The continuity of assessment and evaluation is ensured through multiple examination opportunities such as face-to-face or online and some of which are process-oriented methods including homeworks, projects and portfolios. The course outcomes analysed in the assessment and evaluation of the courses are matched with the program outcomes and precautions are taken to ensure consistency between time and people.

In 2017, in the line with the Competency-Based Curriculum and Assessment System Design Report developed with internal and external stakeholders, the new curriculum design and assessment system in the capsule education model (New Curriculum Report for Electrical and Electronics Engineering; pg. 26 & pg. 72) developed as a pilot project in the Department of Electrical and Electronics Engineering is an exemplary application.

Exam methods are planned and implemented in accordance with course outcomes and education types which are formal, distance, hybrid. For example, online and hybrid trainings were planned and implemented during the pandemic at the Prep School (AGU Prep School Handbook pg. 22). Exam applications and security of formal/online exams, exams for disadvantaged students during the online education period, measurement and evaluation mechanisms, improvements have been planned and implemented according to time and situation and according to the feedback that were taken from students (AGU Undergraduate Education and Examination Regulations, pg. 6-11, AGU Graduate Education and Examination Regulations; pg. 3-5, AGU Prep School Handbook; pg. 11 & pg. 24).

Consistency and reliability of assessment and evaluation practices between time and individuals are ensured. AGU improves its assessment and evaluation approaches and facilities based on student-faculty member feedbacks and the announcement of improvements, their implementation, control, compliance with the objectives, and the measures taken are monitored. For example, a report was prepared based on the surveys conducted at the Prep School and necessary improvements were made in the related directive based on that report, announced and put into action. Another example from the Prep School is that the assessment and evaluation of the exams of the courses offered are carried out by a commission/team in accordance with rubrics prepared in a student-centered manner in line with student feedbacks, except for Speaking and Presentation Skills courses (Prep Program Assessment Policy and Procedures). Students' written assignments and exams are strictly reviewed by Turnitin software, and if any plagiarism is determined, related disciplinary proceedings are initiated thus the students' academic ethics habits are reinforced (Prep School Handbook, pg. 13 & pg. 26).

During the pandemic period, in order to prevent students from being affected from the stress of the not only pandemic but also passing the course and grades, the option of passing or failing the course without being included in the grade point average (GPA) was put into practice with the senate decision. In addition, during the COVID-19 period, alternative methods that faculty members can use in the assessment and evaluation of their courses were announced by the Education Committee.

At AGU, courses are implemented with student-centered approaches that integrate different assessment and evaluation techniques such as homework, projects, applications, quizzes, literature research, and presentations, thus students' grades are not only evaluated by mid-term and final exam. For example, the syllabus of the Advanced Theory of Power Electronics course (ECE 506) at the Graduate School of Natural and Applied Sciences shows that the different assessment methods and weights used (Please see ECE 506 course syllabus, pg. 2). By collecting feedback from students through end-of-semester surveys, new approaches that will enable students to learn better are put into practice in the measurement and evaluation processes of the courses. In addition, the results of the courses, course and program outcomes are monitored, analysed and improvements are made if deemed appropriate by the faculty member. The reader can have a look at Course Activity Report.

As an another example of how the assessment and evaluation system is operated can be seen in the syllabus of the course, EE 400 named "Long Term Internship," within the scope of the 7+1 internship program that was described under the subtitle "B.1.4. Course Design Based on Student Workload" (Kindly see EE 400 Course Syllabus, pg. 2). It is ensured that students perform their internships in the expected manner with the rules

set for workplace experience internship.

Within the scope of the workplace experience course, students prepare a progress report weekly, make a presentation in the middle and end of the semester, prepare a final report, and the student is measured and evaluated with the weighted average of all these components. For example; the grades given by the faculty members of the department to the final presentations of the students who enrolled this course in the Department of Electrical and Electronics Engineering in the Spring semester of 2022 can be found in the linked document, the grades they received from each assessment component and the final grade can be found in the linked document. The course syllabus of this course titled "Long Term Internship" coded EE 400 shows the weights of this assessment method (EE 400 Long Term Internship Course Syllabus pg. 2). Examples of presentation announcements for this course also can be viewed in link-1, link-2 and link-3. This assessment and evaluation method is an example of student-centered learning and is improved when it is required.

In addition to the examples above, further evidence on assessment and evaluation can be found below:

- GSoES Board Decisions Meeting Date 11/07/2019
- GSoES Board Decisions Meeting Date 15/05/2019

For more detailed information on assessment and evaluation for individual faculties and institutes can be reached from their own 2022 annual unit self-evaluation reports under the same "B.2.2. Assessment and Evaluation" heading. The samples of these reports were provided in the previous sections of this report as **examples; the reader can have a look at** Faculty of Life and Natural Sciences Self Evaluation Report pg. 27-28, Faculty of Engineering Self Evaluation Report pg. 71-74, Faculty of Architecture Self Evaluation Report pg. 16-17, GSoSE Evaluation Report pg. 11-12, GSoSS Self Evaluation Report pg. 13, Faculty of Humanities and Social Sciences Self Evaluation Report pg. 12-13, Faculty of Managerial Sciences Self Evaluation Report; pg. 23-24).

B.2.3. Student admission recognition and crediting of prior learning

AGU admits Turkish students who have graduated from high schools or equivalent institutions through the centralised entrance exam administered by the Student Selection and Placement Center (ÖSYM in Turkish).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 (YÖS in Turkish) is not administered at AGU and YÖS results of other universities are not accepted. For all admission criteria, the reader kindly look at t h e International Student Selection and Admission Directive for Undergraduate Programs, Undergraduate Education Exam Regulations, Undergraduate Education Transfer Directive.

Recognition of prior learning is one of the issues under the follow-up of the Rector and on the agenda of the Education Committee. The Education Committee, which continues to work on the identification and improvement of areas that are open to improvement in the adaptation processes, has completed the draft directive revision. Please see also Adaptation Process Work Flowchart. In addition, 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.

AGU's rules regarding student admission, recognition and crediting of prior learning are determined with regulations. Exchange mobility crediting processes such as Erasmus and Mevlana are defined and followed by the Erasmus Committee (11th committee), International Office and Erasmus Office. The Erasmus Committee holds regular meetings and continuously evaluates not only the students/faculty members to be sent to exchange programs but also develops suggestions for improvement for the processes. The Erasmus selection and admission criteria for students were revised by the Senate decision dated 20.10.2021 and the processes was improved by implementing revisions in areas deemed to be open to improvement (Senate Decision on Erasmus Directive Revision, Erasmus Program Implementation Directive).

One of the most important strength of AGU is the continuous and systematic improvement mechanisms that are developed for the selection and admission of international students which are carried out successfully. AGU is aware of the fact that the admission of foreign students in higher education institutions in Türkiye is subject to various problems and abuses, and uses its own unique methods developed through continuous improvements to keep the quality of its international students at the highest level, at the same time tries to keep at 10% of the international student ratio. The specialised "International Student Selection and Evaluation Committee" (23rd committee), which evaluates the applications of international students and determines admission decisions, has been working since the establishment of the university. The evaluation processes and criteria for applications are reviewed and updated if necessary annually and unique criteria are used for each of the candidate students' countries. Our latest revision on this issue is the revision made by the University Senate decision dated 29.12.2021 to determine the minimum SAT scores for the admission of foreign students. Perhaps the most important proof of AGU's excellence-seeking approach in this regard is the fact that among our 12 undergraduate programs graduated in the class of 2022, the departmental winners of 5 programs were among our international students.

With a similar approach, in AGU graduate schools, the processes and criteria for student admission are re-evaluated by the institute boards in each student intake period and necessary improvements are put into practice whenever they are determined. The reader can have a look at AGU GSoES Board Decision Examples in the link-1 and link-2. In parallel with the example given, evaluation and improvement practices also apply to horizontal and vertical transfer processes and criteria. With the latest directive revision dated 27.07.2022, new criteria were introduced through improvements in areas open to improvement (Senate Decision on Horizontal Transfer Directive, Revised Horizontal Transfer Directive). In the process of establishing these new criteria, the opinions of all departments were taken and matured in the Education Committee and then the Senate decision was taken. Please see the different examples: Example-1, Example-2, Example-3.

Apart from the applications above-mentioned, AGU has established the Research Center for Career and Professional Development upon the publication of its guidelines on the Official Gazette on 18 July 2015 to follow the student's academic and professional progress.

B.2.4. The certification of qualifications and the diploma

The graduation requirements, approval of qualifications, graduation decision processes, document creation of diplomas and certificates and follow-ups of are carried out by the relevant academic units and the Student Affairs Department in clearly and comprehensively manner. 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. In addition, the Procedures and Principles for Determining the Success Ranking of Alumni are implemented.

Excluding the students admitted through the central placement exam, application criteria for the inter-institutional and internal-lateral transfers and International student quotas and application criteria are both provided.

Admission criteria for the Double Major (ÇAP in Turkish) and Minor Programs are available at the following rules and Guidelines which can be reached from the Student Affairs Department web page.

In addition to the AGU diploma and diploma supplement, a unique application was developed which is called "NAT" by the Dean of Students' Office and Youth Factory in 2017, This application is a first example not only in Türkiye but also in the World Universities. The reader can have also look at NAT Introduction Video.

With this transcript, apart from the academic qualifications of the students, different competencies such as communication skills, social skills and teamwork are certified. In addition, it is presented as a transcript along with the academic diplomas and diploma supplements that students will receive upon graduation as a reference for their internship and professional life. Please see an example NAT. This extraordinary application, which also has been trademark registered (NAT Trademark Registration Certificate) by the Turkish Trademark and Patent Office as of July 2019, social activities, organisations, projects, national and international events that our students have participated in throughout their university life have been

monitored and stored in a database. This is an individually prepared document for each student, which demonstrates the related SDGs and AGU values associated with the essential competencies that AGU students have developed throughout their education process. Besides, improvements of the earlier version have already been completed and announced to the students. At the same time, the reader can have a look NAT application system in the link. In summary, it has to be emphasised that NAT is an internalised, systematic, sustainable and exemplary practice that was developed in response to the needs of AGU, apart from standard practices and legislation.

In addition to the applications above-mentioned, AGU is also the first public university in Türkiye who offers students the opportunity to obtain an International Pearson HND. The HND is a European Qualifications Framework (EQF) aligned program that aims to provide students with a comprehensive and insightful program that combines high-level skills and competencies in the discipline of their interest.

Furthermore, SAP, an enterprise resource planning (ERP) software, is certified after 4-week training sessions within the scope of the "Production and Service Systems" and "Use of Business Intelligence" courses offered in the Department of Industrial Engineering and the Department of Business Administration at AGU. The reader can find these training sessions in Link-1 and Link-2.

Öğretim yöntem ve teknikleri

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

Ölçme ve değerlendirme

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

Öğrenci kabulü, önceki öğrenmenin tanınması ve kredilendirilmesi

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

Yeterliliklerin sertifikalandırılması ve diploma

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

3. Öğrenme Kaynakları ve Akademik Destek Hizmetleri

B.3.1. Learning environment and resources

AGU has various educational platforms such as CANVAS and Schoology LMS that can completely fulfill educational needs. These systems are user-friendly, and provides resources that 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 have been transformed to Hy-Flex classrooms. These classrooms are 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/Microsoft Teams etc. 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. Different facilities offered by zoom like breakout rooms are used to enable the student-student interaction by assigning the group works in online settings. In accordance with the spirit of dynamic education system of AGU, students can choose some courses from EdX/Coursera.

AGU has an internship program which is a very important learning source that is called "7+1 Internship Program". This program is another example of active teaching-learning program in the real world, and only AGU Computer Engineering, Civil Engineering and Electrical and Electronics Engineering undergraduate program students can benefit from this source.   This program includes 4-month internships at workplaces in the last semester in order to apply the theoretical knowledge and experience gained during the first 7 semesters of study, to improve the skills they have acquired in laboratory and workshop applications, to get to know the responsibilities, relationships, production processes and new technologies in the companies they will work in and to learn the problems and solutions related to the field they have studied by taking part in team work.

Certain courses of AGU are arranged in cooperation with the industry.   Students who take these courses sometimes go to the workplaces and sometimes professional from those companies come to the classrooms to share their realworld experiences. Among the companies who participate this project are Kayseri Transportation Inc., YATAŞ, DİTAŞ, Bamen Textile Inc. With the COVID-19 Pandemic the workplace visits within the course were interrupted. Currerntly, in winter semester of 2022-2023 acadedmic calendar the "CE 451 Railway Engineering" course was opened as a technical elective course for Civil Engineering Department students and carried out in the same way. Eventhough the some of the compulsary Industrial Engineering simulation, production, and quality related Courses such as IE 325, IE 375, IE 376, IE 380 were offered by taking students to the workplace and carrying out the course in the workplace before COVID-19 Pandemic, due to the increased student quota by the CoHE the students currently are directed to find companies and the realworld projects themselves. This is a unique approach applied by AGU and AGU supports and wants to increase the number of these type of courses and enrich the student learning resources by engaging students with realworld problems in companies.

Classroom, library, computer facilities, social, cultural, sportive activities, infrastructures, dining hall, student-oriented software, barrier-free university are available and efforts for improvement are continuing. The reader can have a look at our Active Learning Classrooms, Conference Hall, Exhibition Hall, Laboratory Facilities and Hy-Flex Classrooms. AGU has a total of 38 research laboratories, 28 in the Faculty of Engineering, 5 in the Faculty of Life and Natural Sciences, 3 in the Faculty of Architecture, 2 in the Faculty of Management. The full list of the state-of-the-art facilities is available in the Laboratory presentation website, from which internal and external users can make reservations. In additionally, 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 classrooms are equipped with technological features that enable skill-focused courses in language classes such as listening or speaking although we do not have a language laboratory.

The primary goal of the Library and Documentation Department, which has a usage area of 958.83 m² and a seating capacity of 173 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 organised 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 2022, 1,321 printed books and 38 M.Sc./Ph.D. theses of AGU graduates were added to the library catalog. The library has a total of 25,363 printed books, 13,920 electronic books, 592 DVDs and 106 AGU grad school graduate theses. In addition, access is provided to 61,068 electronic journals, 379,975 foreign electronic books, 5,590,952 foreign electronic theses, 14 databases.

Even though the average number of printed sources per student is 7,39, the number of e-publications per student is 132,48 in 2022. So, the average number of all resources (printed and electronic) per student is 139,87.

In 2022, 65,777 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 visiting physically to the library by proper proxy settings, VPN application and the Database Access and Statistics System (VETİS in Turkish) 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. For more information the reader kindly see AGU Library 2022 Activity Report The university-wide organised activities and seminars are listed in the library website. Samples of these are as follows:

- http://katalog.agu.edu.tr/yordam/
- https://kutuphane-tr.agu.edu.tr/
- https://kutuphane-tr.agu.edu.tr/uploads/announcements/K%C3%BCt%C3%BCphane_%202022%20Y%C4%B1l%C4%B1%20Birim%20Faaliyet%20Raporu.p
- http://katalog.agu.edu.tr/vetisbt/
- http://library2.agu.edu.tr/
- https://kutuphane-tr.agu.edu.tr/e-books
- http://openaccess.agu.edu.tr/xmlui/

AGU Library carries out an annual user satisfaction survey on the learning environment and resources and the trainings it organises, prapares report, and makes improvement for necessary requirements.

AGU's administrative and classrooms building also has been made suitable for the use of disadvantaged students. In support of this, our university was awarded the "Spatial Accessibility Award" in the Orange Flag category in 2022 organised by CoHE.

Another unique approach of AGU for enriching student learning resources is that students who want to enroll in the projects that is managed by the Kayseri Model Factory which is an AGU joint Inc. can enroll according to the criteria rerquired. The Kayseri Model Factory is located within the AGU Sumer Campus is established with the support of the Ministry of Industry and Technology of the Republic of Türkiye and UNDP in cooperation with Kayseri Chamber of Industry and Kayseri Chamber of Commerce. One of the aims of the Model Factory is to enable students to interact with external stakeholders. This factory is one of the strengths of AGU as an active learning center with the participation of students in the process while aiming to increase the productivity of SMEs with lean production technologies and increase their competitiveness with digital transformation, to benefit from applied learning techniques and to enable employees to gain permanent skills by combining theory and practice.

B.3.2. Academic support services

AGU has established a Career and Professional Development Office 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. AGU Career and Professional Development Office also periodically organises Career Talks and Professional Development Trainings.
The Dean of Students' Office was established in 2014 to monitor and ensure the academic, personal, social, professional, physical and psychological development of all undergraduate and graduate students throughout their university life. The Dean of Students ensures the coordination of the units that will support all kind of health, finance, accommodation and social needs that will facilitate students' adaptation to academic studies and campus life at the university. The Dean of Students Office is an center where students can find answers to their needs in order to meet them. Some of the activities carried out by the Dean of Students' Office for the social, professional and personal development of students are as follows:

- University Orientation Program,
- Peer Guidance Program,
- Establishment of new clubs and follow-up existing clubs and their activities,
- Student Council Elections,
- Psychological Counseling and Guidance Office (AGU Psychological Counseling and Guidance Application and Research Center Regulation),
- Career Counseling (Mentoring) Program,
- Office for Gifted Children and Children's University,
- NAT.

There is also unique support mechanism in Psychology Department that the department has assigned two independent advisors for each cohort as academic and program advisors. In 2022, AGU School of Foreign Languages had an activity with one of these advisors. An online meeting with the students who collected less than 6 credits in a quarter was held and one of these advisors had a workshop to boost the motivation of the students. This might be an example of their working style.
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 reader kindly have a look at relevant documents and web pages in following links: Advisor Appointment, Program Executive Board Decision on Advisor Appointment, Graduate School Board of Directors Decision on Advisor Appointment 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. Please see AGU's other examples on academic support services/activities:

- Monitoring Students' Academic Performance
- Academic Q&A event in order to share information for prep students mutually

B.3.3. Facilities and infrastructures

Facilities and infrastructures are managed holistically to provide facilities and infrastructure of appropriate quality and quantity on the AGU Sumer Campus. The use of all facilities and infrastructures are systematically monitored by our university, and the monitoring results are evaluated together with the stakeholders, and measures are taken, and resources are diversified in line with the requirements. The reader can have a look below for more detailed information about AGU's facilities and infrastructures:

In order to meet the accommodation needs of the students, university provides a limited dormitory facility for male and female students with a 550 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.

In AGU dormitories, students from out of town and who are successful in the university entrance exam can stay with a 50% scholarship. The dormitories have 24-hour hot water, heating/cooling system, unlimited internet access, tennis, basketball and soccer courts. 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. These requests, suggestions and complaints are evaluated and resolved as soon as possible and the students are provided feedback via the same system.

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.

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. To guarantee the health and safety of the service receivers, regular inspections are carried out regarding the dining services at dining halls by a "Steering Committee for Dining Services (30th committee)". 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 (36th committee)" 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 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.

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.

Health services are provided by the Occupational Health and Safety Coordinatorship to the academic, administrative staff and students of our university with a team of occupational health and safety coordinator, occupational safety specialist, workplace doctor and nurse. Apart from the information given, AGU has protocols with health institutions. Some of these instutions are as follows: Maya Dental Oral and Dental Health Center, Kayserident Oral and Dental Health Polyclinic, Uzman Dental Hospital, Erciyes Hospital, System Hospital and Nuh Naci Yazgan University Faculty of Dentistry etc.

Faculties in AGU have exceptional world-class education facilities, research laboratories and infrastructures. There are 30 Hy-Flex classrooms which are currently available in AGU. 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 when distance education is being conducted. 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. AGU provides an infrastructure to its students for them to be able to take open online digital courses from different platforms such as MOOC, EDX. AGU provides an infrastructure for some of its students to gain workspace experience either through some of the courses or 7+1 longterm internship programs. The research laboratories are founded in contemporary spaces to ensure the scientific development of AGU students; it has been supported by all necessary hardware such as computer systems, data communication and networks, manufacturing equipment, experiment, and test equipment. In line with the importance it attaches to scientific infrastructure, AGU continues to work on establishing new laboratories for education and research purposes in addition to existing laboratories. Moreover, library resources (subscribed databases, trial databases, e-books, etc.) can be accessed remotely via the VETİS Platform, which has been actively used since 2021 without setting up a proxy/VPN in off-campus locations.

Apart from those aforementioned, 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/
- http://www.agu.edu.tr/kampusteyasam

- 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
- https://sks-tr.agu.edu.tr/sosyal-tesisler
- https://yapiisleri-tr.agu.edu.tr/sosyalalanlar
- https://yapiisleri-tr.agu.edu.tr/suemer-kampusu

B.3.4. Disadvantaged groups

AGU has filled 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 (3rd 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. As a result of this improvements/actions that have been taken, AGU was awarded the "Spatial Accessibility Award" in the Orange Flag category in 2022 organised by CoHE.

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.

Practices for disadvantaged groups to access educational opportunities are monitored and improved by taking the opinions of disadvantaged groups. AGU has an Accessible Unit Coordinatorship that counsels students with disabilities on effective communication skills, coping with difficulties, improving social skills and providing career support. The interior spaces of all buildings used on campus are equipped with the necessary information and directive signs for an accessible university and campus. Please also see AGU Pedestrian-Friendly Campus Report Students' needs are monitored and improved through the feedbacks that is obtained from one-to-one conversations.
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 (Disadvantaged_groups_facilities-1, Disadvantaged_groups_facilities-2).

The Children's University of AGU provides training and consultancy services to gifted children, their families and teachers. The reader can have a look at Children University activities in webpage link.

Apart from the aforementioned, in 2022, within the scope of the Disability Week, AGU Barrier-Free Unit Coordinatorship organised a joint activity not only with AGU Academy but also with 4 universities that are in Kayseri. In addition, the Barrier-Free Unit Committee organised an Accessible Campus and its Practices Meeting in December 2022.

B.3.5. Social, cultural and sportive activities

At AGU, all units have prioritised the interaction of its students with the other local, national, and international students. Social, cultural and sportive activity mechanisms are followed, activities are diversified in line with needs and demands. Social and cultural activities of the students are carried out within the scope of the Student Clubs Directive. The coordination and planning of events organised at AGU are carried out with the participation of the Dean of Students Office, Health, Culture and Sports Department, Student Activities Coordinatorship, Student Representative, Student Club Presidents, International Office, as well as all Turkish and Foreign Students. During planning the current year's activities, improvements are made by taking into account the activities carried out in previous years. Click here to access the activities organised by the Health, Culture and Sports Department. 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 organise 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 Office of the Rectorate. Activities approved by the Office of the Rectorate 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 organised by student clubs. For all kinds of requests and suggestions incoming from the student clubs, 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. The reader can access the relevant documents about this procedure in the following links: Event Annual Report Template, Event Annual Report Examples, Student Clubs, AGU Student Clubs Handbook, AGU Student Clubs and Communities Social Media Principles.

With the coordination of the Department of Health, Culture and Sports, a ski course is offered which is free of charge each year and all students are encouraged to attend the course. All ski clothes and necessary equipment are provided by AGU. Our university aims for every student to learn skiing before their graduation. Although there is no other example of this free charge ski course in Türkiye, it is among the practices that can be shown as sample example (Ski Course, Snow Volleyball, Futsal Soccer).

Social activities which is called "Spring Fest" and are held annually in other universities that include concerts, student club stands, activity areas, are organised twice a year as "Spring Fest" and "Fall Fest" upon the request of AGU students. In addition, the content of the program is prepared together with AGU students (Spring Fest Announcement, Spring Fest, Fall Fest, Fall Fest Example Photo). In addition, an orientation program is organised for all foreign and Turkish students who has enrolled at AGU for the first time at the Fall Fest event (Orientation Program, Orientation and Fall Fest).

AGU, together with its external stakeholders, organises different activities on campus, such as the sports festival with Kayseri Metropolitan Municipality in October 2022. Please see the example photos in link-1, link-2 and link-3.

At AGU, sports tournaments in various branches are organised in the spring and fall semesters of each academic year. With these organisations, students both have fun and play sports. As a result of these tournaments, gifts are given to the successful teams and players (Tournament Dates, Chess Tournament with Prize). All those activities are carried out entirely with the support of the government and AGU's external stakeholders and they are free of charge.

The AGU Inter-Cultural Series 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 (Event Request Form). These events are organised by the AGU International Office in collaboration with the AGU International Association and the students who present their country. The objective is to:

- Highlight and raise the international profile of AGU (currently 54 nationalities are represented on campus) & World's cultural variety, differences, similarities, evolution,
- Raise curiosity and interest in the AGU community and even beyond,
- Educate attendees, open the eyes and minds of attendees to the rest of the World,
- Encourage dialogue among cultures, intercultural exchange, cultural enrichment,
- Strengthen the ties of the whole AGU community,
- Entertain attendees, create a show.

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.

As another social activity, the International Festival was organised by AGU International Office in May 2022. Within the scope of this festival, the Erasmus project was introduced to the students and they were informed about the opportunities as well as exchanged students shared their experiences. The festival also organised a pre-departure orientation program for students who will go abroad within the concept of Erasmus. At the various stands of countries such as Romania, Poland and Portugal students were informed about the countries they would like to apply for exchange.

Various extracurricular activity courses such as pencil drawing, sign language, marbling art, diction, and first aid are organised separately in each academic year in the spring and fall semesters. Within this concept, courses were organised in 2022 in cooperation with the Kayseri Kocasinan Public Education Center Directorate and Public Education Directorate and relevant certificates were given to the participants. At the beginning of the academic year, necessary coordination and planning are made in line with the demands of the students. At the end of the course, exhibitions are organised and the artworks of the students are shared with the entire university (Course Registration Form).

The reader kindly have a look at our other activities conducted in 2022 as example:

- http://www.agu.edu.tr/etkinlikler/
- https://www.instagram.com/aguhayalim/
- Student Club Activities List
- https://psyw4.agu.edu.tr/events
- A Joint Activity of AGU Psychology department with NNY psychology department
- Prep Students of AGU Department of Psychology Have Played Treasure Hunt Together with PSYF221 Class
- https://ie.agu.edu.tr/etkinlikler
- "University Transition Activities" simulation event for the prep students of AGU Department of Political Science and International Relations
- http://ce.agu.edu.tr/events/

Öğrenme ortam ve kaynakları

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

Akademik destek hizmetleri

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

Tesis ve altyapılar

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

Dezavantajlı gruplar

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

Sosyal, kültürel, sportif faaliyetler

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

4. Öğretim Kadrosu

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.

AGU appointment and promotion criteria are updated in line with the university's goal of providing a competitive research performance output. In the last 5 years, the appointment and promotion criteria have been updated in response to requests and requirements (Senate Decision dated 18.04.2018, Senate Decision dated 27.03.2019, Senate Decision dated 06.01.2021). For instance, with the senate decision dated 06/01/2021, the scoring of publications according to quartile indices has been reclassified and in this context, journal publications in the "Q1" category are evaluated as "A" class, journal publications in the "Q2" category are evaluated as "B" class, and journal publications in the "Q3" and Q4" categories are evaluated as "C" class.

The Criteria for Appointment and Promotion at AGU were last updated on 02.03.2022 to encourage the competitive aspects of the university with the focus on research (e.g. increasing the points required for publications, the requirement to apply for a project in reappointments, the requirement that half of the relevant criteria points in appointments of professor title must be obtained after the associate professor title). The reader can have a look at AGU's Previous Criteria for Appointment And Promotion and Current Criteria for Appointment And Promotion.

According to 2021 data, AGU ranks 7th among research universities in Türkiye in terms of the number of publications per faculty member and 1st in terms of the number of citations received for publications made in the last 5 years. Please see CoHE's Indicator Values Report. Therefore, in this context, AGU as a research-oriented university, is aimed to improve its criteria for appointment and promotion to a more competitive level.

The minimum appointment and promotion criteria for the academics are also publicised on AGU's own web page and related CoHE web page. The related criteria which is open to public observe academic merit and ensure equal opportunity. The process stated below was followed in updating the Criteria for Appointment and Promotion:

- Preliminary study of the Advisor to the Rector,
- Opinions and feedback of each Department Chair after face-to-face meeting with the Rector and the Advisor to the Rector,
- Opinions and feedback of each Dean after face-to-face meeting with the Rector and the Advisor to the Rector,
- Giving the last shape at Senate meetings and Senate decision,
- CoHE Executive Board revision,
- Release.

The reader can see related documents about above-mentioned process in link-1, link-2, link-3, link-4, link-5 and link-6.

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 theCoHE's webpage link.

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

The processes regarding performance monitoring in criteria for appointment and promotion are monitored through AVESIS updates. About Research performance monitoring issue, under the coordination of the Advisor to the Rector responsible for research, a system has been developed in which research outputs are monitored with all units by consolidating the data taken through AVESIS annually. Reports of current information on AVESIS can be exported by system administrators and so the performance of each unit can be evaluated. Evaluations are carried out quarterly on a department and faculty basis and annually on each academis unit and each individual faculty member at the Rectorate, and new objectives are determined for each department for the upcoming year. As of the end of 2022, these objectives and the results were analysed for each department and academic member through evaluation meetings attended by the Rectorate, the Advisor to the Rector, the Dean and the Heads of Departments. Thus, the expectations of the upper management from faculty members are transparently shared.

Faculty members and research assistants are reviewed annually based on the data they enter into the AVESİS about their above mentioned 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. Each year, the Advisor to the Rector for Research coordinates the collection of the data from the AVESIS and the reports to be generated by the related department chair about the performance of the academics in their department. Later, each department is evaluated with a separate meeting wherein Rector, the Advisor to the Rector for Research, the related Dean and the department chair attends. In these meetings, each individual department is evaluated based on the performance report about the performances of academics found in that department. Later, the possible measures are decided to improve the performance of the related department with a common and collective mind. While Assistant Professors are reviewed and re-appointed biannually, Associate Professor and Professor positions are granted based on the objective and measurable appointment and promotion criteria as mentioned above. AGU also promotes all faculty with *CoHE Academic Promotion Payment* 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 Office of the Rectorate 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 Office of the Rectorate, a staff position permit is requested from the CoHE. Please see below other related documents:

- Advisory service for doctorate students
- Department of Business Administration Academic staff assignments according to their field of specialization
- Department of Data Science Academic staff assignments according to their field of specialization
- Regulation for appointment
- Regulation for assignment
- Regulation on Promotion and Appointment of Faculty Members

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

In order to increase the competencies of face-to-face or distance education to all faculty members by using student-centered and active learning methods, CeLT provides training of trainers seminars in the areas determined through the Academic Needs Analysis survey. When a seminar is

completed, a survey is conducted and the results of the seminar are monitored and analysed together with the faculty members and measures are taken if necessary.

Education Committee has been established whose mainly purpose is to evaluate and improve the teaching competence of faculty members. The committee holds regular meetings in order to evaluate and improve the feedback that was received from students and faculty members. AGU has evaluation questionnaires that are filled out twice in an academic semester in order to receive, monitor, analyse and take actions using the feedback received from students on teaching competence.

CeLT arranged various trainings for faculty members on teaching and learning for their continued development whose examples can be seen below:

- The Information Volunteers on Wikipedia: Beyond Consuming Information on the Internet, 11 November 2022.
- Creating & Using Rubrics for Assessment, 20 September 2022 (Dr. David Sacks).
- Implementation of SDGs in Higher Education Curriculum, 18 February 2022 & 17 September 2021.
- Digital Technology Training, 30 November 2021 (Cappadocia University academic staff is also invited).
- Digital Technology Training, 12 August 2021 (Cappadocia University academic staff is also invited).
- Work/Life Balance, 30 June 2021.
- Assessment Dilemma, Tehi ATHENA European University Colloquial Talks in Modern Teaching and Trends, 9 June 2021.
- Pedagogy for Distance Education: Tools and Tactics, 30 March 2021 (METU Distance Learning Center Director Prof. Dr. Kürşat Çağıltay).
- 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.
- De-coding Creativity, AGU TTO, 23 January & 5 June 2021.

Please see below for other sample trainings, workshops, etc. in which AGU faculty members participated:

- Workshop On Learner-Centered Approaches in College STEM Education, 13-15 September 2022, Sabancı University, Tuzla Campus.

B.4.3. Incentives and rewards for educational activities

Innovative practices in education award, which is given to appreciate, recognise and reward the educational performance of the education staff. Commissions established at Department, Faculty and University level, defined criteria and processes for the implementation of the Academic Incentive Allowance application, and sharing these with the public and stakeholders via the AGU website. "Teaching in excellence" & "innovative teaching" awards are put on hold and redesigning fort he upcoming year. The reader can have a look our previous award practice example documents in below:

- Innovation in Teaching Award
- Innovation in Teaching Award Certificate Sample
- AGU's Stars Award Ceremony
- Rubric Innovative Teaching Award

Atama, yükseltme ve görevlendirme kriterleri

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

Öğretim yetkinlikleri ve gelişimi

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

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.1.1. 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 UN since 2018 have been placed on the basis of the policy as areas where AGU research projects must contribute. All academic activities (papers, conference proceedings, dissertations, etc.) are associated with the SDGs and are periodically updated on AVESİS and also monitored by the research commission. 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 realise 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 organisation. According to the needs; new offices, committees, commissions (Please see 7th committee) and boards are added as shown in the AGU's Revised Organisational Chart.

In line with AGU's 2018-2022 Strategic Plan, AGU academics are supported and encouraged to make project applications for external funding through TÜBİTAK, KOSGEB, Development Agencies, relevant Ministries, European Union funds, and other international fund grants.
In order to develop the research and development capacity of the university, free trainings on project writing are organised for students and faculty members, institutions and organisations that make a request, and free project writing consultancy is provided by TTO. Besides, national and international grant programs are monitored periodically and announced to the AGU academics.

There are different channels of externally funded research projects to be conducted. TÜBİTAK, KOSGEB, Development Agency, Ministriy funded projects are proposed to the related institution directly by the academics. Once the project proposals are accepted, the related paperwork and operational processes are carried out by AGU Scientific Research Project (BAP) Unit. EU and other internationally funded projects are usually proposed to TUBITAK and once they are accepted, they are processed as TUBITAK projects. For those projects whose proposals are submitted to AGU TTO, AGU Revolving Fund Unit, Kayseri Model Factory or AGU start-up companies are followed and processed by the related unit.

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 2022, 29 TÜBİTAK projects (with a total budget of 21.391.459,4 TL), 7 AGU-BAP projects (with a total budget 69.025,00 TL) as well as university-industry collaboration projects (with a total budget of 2.500.000,00 TL) were supported (AGU BAP Projects 2022) (AGU TÜBİTAK Projects 2022).

In 2022, through university-industry cooperation, the university has several ongoing projects with a total budget over 2.500.000,00 TL, including projects with top-tier companies such as ASELSAN, YATAŞ, UNDP, TUSAŞ, ELC Aluminium Joint Company, Kayseri Model Factory Joint Company, and Honkong E. Motor Advance Technology, which is an abroad company.

The following strategic aims regarding research are provided in AGU's 2018-2022 Strategic Plan Document (Please see 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 realised values.

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

Objective: 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.			
Performance Indicators	**Starting Value @ 2017**	**Proposed for 2022**	**Realised in 2022**
Performance Indicator -1: Number of Events (Conferences/Symposia/Workshops)	10	21	137
Performance Indicator - 2: Number of Participants	680	960	5636

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

Objective: Increasing the number of qualified international master's and doctoral students as well as postdoctoral researchers at AGU by three times until the end of planned period.			
Performance Indicators	**Starting Value @ 2017**	**Proposed for 2022**	**Realised in 2022**
Performance Indicator -1: Number of International Master Students	0	246	11
Performance Indicator - 2: Number of International Doctoral Students	0	5	6
Performance Indicator - 3: Number of Postdoctoral Researchers	0	5	5

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

Objective: Finishing the construction of specified laboratories and

infrastructure facilities that will answer to researchers' urgent and priority research needs by the end of the planned period.

Performance Indicators	Starting Value @ 2017	Proposed for 2022	Realised in 2022
Performance Indicator -1: Laboratory Area (m²)	1673 m2	8900	4054,27
Performance Indicator - 2: Number of Laboratories	26	140	57

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

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

Performance Indicators	Starting Value @ 2017	Proposed for 2022	Realised in 2022
Performance Indicator -1: Number of Workshops	7	11	2
Performance Indicator - 2: Number of Search Conferences	4	6	6
Performance Indicator - 3: Workshops/Search Conferences	225	320	298

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

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

Performance Indicators	Starting Value @ 2017	Proposed for 2022	Realised in 2022
Performance Indicator -1: Number of research projects carried out by researchers from different disciplines at AGU	19	42	31
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	9	6

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

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

Performance Indicators	Starting Value @ 2017	Proposed for 2022	Realised in 2022
Performance Indicator -1: Number of theses and research projects that contributes to society	3	35	66
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	32

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

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

Performance Indicators	Starting Value @	Proposed for 2022	Realised in 2022

	2017		
Performance Indicator -1: Number of initiatives (proposals, applications) for developing international project partnerships	4	37	10
Performance Indicator - 2: Number of international project partnerships (training/seminar/meeting count)	4	23	5

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 2022, graduate students received lab safety training and started research in their respective labs. In 2022, the Occupational Health and Safety Coordination Unit worked actively, and took relevant precautions concerning staffs' health, ventilation, and location of warning signs at the institution (AGU Occupational Safety Evaluation Report 2022).

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 papers or make presentations including industrial partnerships. As of 2022, 13 start-up companies from AGU are active in techno parks, 9 of which have been set up by faculty members, 2 by research assistants and 2 by master students 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, project development unit and university-industry cooperation unit were established within the scope of R&D activities of AGU TTO and their processes were determined. AGU TTO is working as an implementation partner of TÜBİTAK BiGG program and AGU faculty members applied to that program to establish their start-up with TÜBİTAK support (AGU TTO Training Sessions 2022).

Table 19: Companies owned in Technopark by AGU academic staff as of 2022

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 Teknopark	Burak Uzal
2	Vehbi Çağrı Güngör, Akademi Arge	15.07.2014	Erciyes Teknopark	Çağrı Güngör
3	Kasım Taşdemir	20.05.2015	Malatya Teknopark	Kasım Taşdemir
4	T2 LAB Proje ve Teknoloji Geliştirme Danışmanlık Eğitim Hizmetleri Tic. Ltd. Şti	09.07.2021	Erciyes Teknopark	Buket Metin
5	Nanome Nanoteknoloji Arge Danışmanlık san. ve tic.ltd.şti	7.08.2017	Erciyes Teknopark	Evren Mutlugün
6	Chemicamed Kimya Anonim Şirketi	18.10.2019	Erciyes Teknopark	Ali Duran
7	Opsentia Arge Yazılım Danışmanlık Sanayi Ticaret Limited Şirketi	28.08.2018	Erciyes Teknopark	Kutay İçöz

8	Teknocc Ar-Ge İnovasyon Ltd. Şti	12.07.1905	Erciyes Teknopark	Cihan Çiftçi
9	Mavi Menzil Yazılım İleri Teknoloji Ltd Şti	4.09.2018	ODTÜ Teknopark	Levent Yavuz
10	MTM Biyoteknoloji Sanayi ve Ticaret LTD. ŞTİ	09.07.2021	Erciyes Teknopark	Fatih Altındiş
11	Karboard Spor Ekipmanları Limited Şirketi	02.11.2021	Erciyes Teknopark	Çağatay Yılmaz
12	Windlar Yazılım Enerji LTD. ŞTİ.	15.01.2020	Zafer Teknopark	Harun Tanrıverdi
13	Nev Yazılım Sanayii ve Ticaret LTD. ŞTİ.	09.07.2021	İstanbul	Salih Yalçın

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 (Please see Central Research Lab Catalogue). Other research labs and equipment inventory list found in all those labs are attached herewith (AGU Labs, Annual Report of Central Research Lab AGU has established the Experimental Economics Laboratory, one of the few laboratories in Türkiye. The laboratory aims to help decision makers to make more effective policy recommendations and make more effective decisions by evaluating the behavior of human beings, the main ingredient of economics, through different experiments. In addition, AGU faculty members have established own laboratories for their research activities (Research Laboratories).

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 Sumer 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 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 (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 summarised in the presentation attached (AGU Model Factory Info Pack). Many trainings, site visits have been held for this purpose in 2022 (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 38 research laboratories, 28 in the Faculty of Engineering, 5 in the Faculty of Life and Natural Sciences, 3 in the Faculty of Architecture, 2 in the Faculty of Management. The full list of the state-of-the-art facilities is available in the Laboratory presentation 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 Organised 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 also has 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 2022

Library Resources	Count
Total Number of Printed Books	25363
Number of Electronic Books (purchased)	13920
Number of Electronic Journal (subscribed)	61068
Number of International Electronic Books (subscribed)	379925
Number of International Electronic Dissertations (subscribed)	5590952
Number of Database (subscribed)	14
Number of Database (EKUAL-TÜBİTAK-ULAKBİM)	48

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 realised, 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, Library and Documentation, and relevant commissions. With the purpose of enhancing the research infrastructure, AGU-CRF /AGU Central Research Lab(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. (Central Research Lab Catalogue). AGU Labs in general has an top-notch equipment inventory.

Academics are also supported to realise 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 (BAP Implementation Directive, Proje Süreçleri Yönetim Sistemi).

AGU encourages collaborations with internal and external stakeholders and benefiting from external funds. The Revolving Fund Management Unit carries out several projects with the aim of increasing the number of external projects and diversifying service incomes.

In order to develop the research and development capacity of the university, projects are written and carried out by the AGU TTO for International and National grant resources. AGU TTO has brought research revenues so far by being a TÜBİTAK BiGG Implementing Organisation, from the Creative Hub Project supported by US Embassy, and from the projects it has implemented with Private Institutions. In addition, national and international grant programs are monitored periodically and applications are made to appropriate resources as AGU TTO to outsource the research and development activities. The projects conducted through the Revolving Fund Management Unit and AGU TTO in 2022 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.

Department of Architecture is another unit who has several policies that encourage the use of external resources to execute research and development activities. They are founded according to the institutional goals and research policy. In this manner, the faculty members are encouraged to apply TUBITAK, ORAN and KOSGEB funding calls to submit their research proposals along with their graduate students. There are several examples of such projects. Another example is, in 2022 a senior student of the Business Administration department got a research grant from TUBITAK with the project titled "Consumer Perception Towards 'Mask-Distance-Hygiene Ads during the Covid Period" under the supervision of Serap Sarp, assistant professor of the Business Administration Department.

In order to enhance research cooperation, ÜSAİV was established in collaboration with AGU, Erciyes University, Kayseri University and Kayseri Chamber of Industry in Kayseri. Some of the objectives of ÜSAİV are as follows:

- To ensure university-industry cooperation in order to conduct research for industry in accordance with today's technology,
- To support researches carried out in universities according to the latest technology for industry. In this context, to establish laboratories, workshops, to provide tools and equipment and to inform industrialists about the latest developments,
- To provide opportunities to train personnel and scientists in technical fields related to today's technology. In this direction, to organise seminars, conferences and symposiums in order to ensure that university students and industrialists benefit from international developments in science branches.

In line with the AGU 2018-2022 Strategic Plan, well-known industrial enterprises in Kayseri and Türkiye 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 Organisation), 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 organised 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 145 participants participated these training sessions in 2022. 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 2022, AGU TTO, as the implementing organisation of the TÜBİTAK BiGG program, supports entrepreneurs in applying to the TÜBİTAK BiGG program.

BAP Committee (1st committee) works for the purpose of providing scientific research conducted at AGU with financial support. The BAP Commission'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 implementation fundamentals 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 (BAPSIS). Both departments and academics' research performance can be monitored on the BAPSIS.

AVESİS is a updated continuously so that internally and externally supported projects of faculty members can be entered and monitored; departments and personnel can follow their performance, and analyse their status at the university/faculty/department levels.

In line with the AGU 2018-2022 Strategic Plan, AGU academics are supported and encouraged to make project applications for external funding through TÜBİTAK, KOSGEB, Development Agencies, relevant Ministries, European Union funds, and other international fund grants.

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 2022, 29 TÜBİTAK projects (with a total budget of 21.391.459,4 TL), 7 AGU-BAP projects (with a total budget 69025,00 TL) as well as university-industry collaboration projects (with a total budget of 2.500.000,00 TL) were supported (AGU BAP Projects 2022) (AGU TÜBİTAK Projects 2022).

In 2022, through university-industry cooperation, the university has several ongoing projects with a total budget over 2.500.000,00 TL, including projects with top-tier companies such as ASELSAN, YATAŞ, UNDP, TUSAŞ, ELC Aluminium Joint Company, Kayseri Model Factory Joint Company and Honkong E. Motor Advance Technology, which is from abroad company.

As part of the high impact research activities carried out at AGU, 2 patent applications have been made in 2022 where each of them national patent applications as shown in Table 21. From among many patent applications which were done in previous years have resulted in 3 patent grants in 2022. These national and international patent grants are as shown in Table 22.

Table 21: Patent Applications in 2022

No	Inventor	Patent Title	Country of Reference	Protection Type	Application Date	Application Number
1	Levent Yavuz	EOG-EMG ve EKG Sinyallerinin Entegre Bir Sistemle Alınması	Türkiye	Patent	21.03.2022	TR2021019961
2	Bülent Yılmaz	Kontrol Edilebilir Bir Yapay El Sistemi	Patent Cooperation Treaty (PCT)	Patent	01.03.2022	PCT/TR2022/050183

Table 22: National and International Patents Granted in 2022

No	Inventor	Patent Title	Country of Reference	Granted Day	Application Number
1	Vehbi Çağrı Güngör	5G ve Ötesi Ağlarda Sanal Ağ Gömme Probleminin Çoklu Fiziksel Ağ Yapısını Kullanan Derin Bilgi Maksimizasyonu İle Çözümlenmesi Yöntemi	Türkiye	21.07.2022	2021 004311
2	Vehbi Çağrı Güngör	5G ve Ötesi Ağ Yapıları İçin Güvenli Bölge Optimizasyonu Bazlı Derin Öğrenme Temelli Bir Kaynak Atama Yöntemi	Türkiye	22.08.2022	2019 22659
3	Hakan Usta	Organic Electroluminescent Transistor	People's Republic of China	21.10.2022	CN111146352

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

AGU has five Ph.D. and 8 M.Sc. programs under the GSoES. In the Ph.D. programs there are 99 Ph.D. students, in the M.Sc. programs there are 109 M.Sc. students. There is a single M.Sc. program under GSoSS and there are 27 M.Sc. students in that program, totaling 208 M.Sc. students overall at AGU. The M.Sc. programs at AGU feeds significant number of students for the Ph.D. programs. The distribution of the Ph.D. and M.Sc. students with respect to programs are provided in Table 23. The total number of all graduate students at all graduate programs is 235.

Table 23: Number of Grad Students with respect to Programs in 2022

Schools	Male	Female	Total
Ph.D. Programs at AGU GSoES			
Bioengineering (Ph.D.)	4	13	17
Electrical and Computer Engineering (Ph.D.)	31	12	43
Industrial Engineering (Ph.D.)	6	3	9
Materials Science and Mechanical Engineering (Ph.D.)	8	8	16
Architecture (Ph.D.)	3	11	14
Total Number of Ph.D. Students at *GSoES* Programs	**52**	**47**	**99**
M.Sc. Programs at AGU GSoES			
Bioengineering (M.Sc.)	11	14	25
Electrical and Computer Engineering (M.Sc.)	29	6	35
Architecture (M.Arch.)	5	18	23
Industrial Engineering (M.Sc.)	9	4	13
Advanced Materials and Nanotechnology (M.Sc.)	6	1	7
Sustainable Urban Infrastructure Engineering (M.Sc.)	4	1	5
Policy Analytics in Global Issues (M.Sc.)	0	1	1
Total Number of M.Sc. Students at *GSoES* Programs	**64**	**45**	**109**
Total Number of Grad Students at *GSoES* Programs	**116**	**92**	**208**
M.Sc. Programs at AGU GSoSS			
Data Science for Business and Economics (M.Sc)	13	14	27

Total Number of of M.Sc. Students at *GSoES* Programs	13	14	27
Total Number of Grad Students at *all Graduate* Programs	129	106	235

The rate of graduate to undergraduate students enrolled in AGU is 235/3198 which leads to rate of %7.34. In graduate theses, it is aimed to make a difference in the international scientific community, offer solutions to local and global problems with high quality research. In 2021, a new transdisciplinary M.Sc. program "Policy Analytics in Global Issues" was opened, which begun to accept its first students in 2022-2023 academic year. 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 GSoES website link and GSoSS website link 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 4 international researchers in the departments of Engineering and 1 national researcher in the department of Architecture as post-doc at AGU. While some of these post-docs positions are supported by TÜBİTAK Projects, some of them are supported by Turkish Scholarships (An example for Offer of Scholarship and Scholarship Commitment Letter) . These post-docs are provided an office, allowed access to library, computer, internet, and all research facilities and labs. They are also provided accommodation in the student dormitories.

The outcomes of the post-doc projects are monitored regularly by the related departments, faculties, the advisor to the Rector for Research, and the Rector. Most of the time, a post-doc academic work to gether with the inviting AGU faculty member, and his/her outcomes like publications, citations count together with the inviting faculty member since they make the publications together. Both the number of post-doc academics and their outcomes is increasing

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

Araştırma süreçlerinin yönetimi

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

İç ve dış kaynaklar

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

Doktora programları ve doktora sonrası imkanlar

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

2. Araştırma Yetkinliği, İş birlikleri ve Destekler

C.2.1. Research competencies and development

AGU's academic staff is almost completely composed of scientists who completed their Ph.D. and/or post-doctoral studies abroad. Through reverse and regular brain drain between 2013-2022, 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 (29th committee) at the end of this quality-centered evaluation the most qualified candidate is assigned to the position. Employment Promotion Assignment Directive is also revised with the guideline of upper management's consent (Current version: Employment Promotion Assignment Directive, Previous version: Employment Promotion Assignment Directive).

The academic incentive system which has been active since 2016 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 2022, 53 academics qualified for academic incentive.

AGU implements AGUF support program which is based on performance in order to develop and enhance academic competences. Taking into account yearly academic performance, AGUF 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.

AGUF'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 2022 from academics who had projects and were evaluated by relevant departments.

Current research labs and infrastructures reached 4054,27 m^2 as of 2022 which in turn made AGU a better candidate and ideal working area for outstandingly successful scientists and entrepreneurs.

The research competencies of the members of the all faculties are regularly followed up by means of a system based on AVESIS. That is why, all academic staff update their academic activities/publications on AVESİS periodically and the research commission tracks these updates. The annual

research performance of the faculty members of the department is evaluated annually with the participation of the head of the department, the dean, the advisor to the Rector in charge of research and the Rector. In these meetings, annual performance evaluations are made on the basis of the academic staff, methods are determined to remove the obstacles to the research output and targets are determined for the following year. The data, which is the basis for the annual output of the instructors, is drawn through AVESİS. AGU strongly encourages academics to conduct interdisciplinary research with international collaborations. For instance, Economic department started to have Research Seminars Series called "Brown Bag". In addition to that, regular bi-weekly seminars are being organised by the academic departments. That aims to share ongoing or completed research to get feedback from Faculty academics for further directions.

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 AGUF 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 joint programs and joint research units

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 (Please see Central Research Lab Catalogue). Other research labs and equipment inventory list found in all those labs are attached herewith (AGU Labs). AGU has established the Experimental Economics Laboratory, one of the few laboratories in Türkiye. The laboratory aims to help decision makers to make more effective policy recommendations and make more effective decisions by evaluating the behavior of human beings, the main ingredient of economics, through different experiments. In addition, AGU faculty members have established own laboratories for their research activities (Research Laboratories).

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 TTO became an implementing organisation of TÜBİTAK BiGG (Individual Youth Enterprise) Program which provides opportunities for young entrepreneurs among AGU researchers (AGU TTO University-Industry Colloboration Unit). 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.

Intra- institutional and inter-institutional joint programs, joint research activities and joint publications at national and international level are monitored, developed and evaluated together with stakeholders. Kindly see Example 1, Example 2 and Example 3 for joint research activities. Moreover, AGU Faculty of Architecture supports interdisciplinary research programs opened within the Institute of Science in line with the university's sustainable research and development goals. The academic staff of Department of Architecture teaches courses in the Sustainable Urban Infrastructure Engineering Graduate program. Apart from this, faculty members from the Faculty of Engineering and Erciyes University offer courses in Architecture Master's and Doctorate programs every semester.

In 2022, the university has gained 12 new TÜBİTAK projects and they contribute to the running 29 projects, which totals an accumulated budget over 21.391.459,40 TL.

In 2022, through university-industry cooperation, the university has several ongoing projects with a total budget over 2.500.000,00 TL, including projects with top-tier companies such as YATAŞ, UNDP, TUSAŞ, ELC Aluminium Joint Company, Kayseri Model Factory Joint Company and Honkong E. Motor Advance Technology, which is from abroad company.

In addition, in 2022, under the National Earthquake Research Program (UDAP in Turkish), a research was conducted with a total budget of 51.000,00 TL.

In 2022, through the central budget, the university acquired equipment which is worth 4.687.326,09 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.

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.3.1. Monitoring and evaluation of research performance

Advisory for Research whose members are each Department Head, the Dean and the Rector has been established in 2021 continued its activities through 2022. 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. 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 also has led to the formation of the AGU Research Committee (7th committee) with members from each Faculty of the University. The committee have regular 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 "GSoES" and the other is "GSoSS". A total 235 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 23 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 accepted 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 (Please see in Link 1 and Link 2) for a particular year.

With its internationally recognised 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 2022 by graduate students under the supervision of faculty members. Since 2015, the GSoES have given 94 master's degree graduates, and 19 Ph.D. degree graduates considering the establishment of graduate school and its initial programs took place in 2013-2014 academic year.

The research activities of the academic staff of the university are monitored through FAR which include their contributions to research, teaching-learning, service and application. The academic incentive system is another method for the annual assessment of research performances in relevant areas and academic incentive scores of academics are announced on the university's website. The results of performance evaluations are considered for contract renewals, annual performance-based pay raise calculations, the distribution of incentives, academic promotions, and academic and administrative assignments.

AGU is placed in the top of Turkish university rankings in terms of scientific articles and citations per academic staff. According to the 2022 data, the average of scientific articles published in internationally indexed journals per academic staff is more than 1.59 at AGU. (Based on Web of Science).

The number of scholarly publications has increased from 119 in 2019 to 148 in 2020 to 172 in 2021 and hit to record value of 202 in 2022 according to Scopus. Among the articles published by the AGU members, over 70% are Q1 and Q2 publications. (Based on 2021 index).

AGU will continue to be an ideal destination for scientists who make a difference in Türkiye 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).

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 (29th committee); at the end of this quality-centered evaluation the most qualified candidate is assigned to the position. Employment Promotion Assignment Directive is also revised with the guideline of upper management's consent **(**Current version: Employment Promotion Assignment Directive, Previous version: Employment Promotion Assignment Directive**)**.

In AGU, there is also an academic incentive system which has been active since 2016 for yearly measuring of research competences in relevant areas and academic incentive score of academics are announced on the university website every year. In 2022, 53 academics qualified for academic incentive. Also, each faculty and department also monitors and evaluates their research activities based on the metrics set in the Strategic Plan with the "Performance Indicator Realizations Monitoring Form" on a monthly basis. You can also find other sample examples of academic publications and activities in Link 1 and Link 2.

C.3.2. Evaluation of instructor/research performance

The research competencies of faculty members are regularly followed up by means of a system based on AVESIS. That is why, all academic staff update their academic activities/publications on AVESİS periodically and the research commission tracks these updates. The annual research performance of the faculty members of the department is evaluated annually with the participation of the head of the department, the dean, the advisor to the Rector in charge of research and the Rector. In these meetings, annual performance evaluations are made on the basis of the academic staff, methods are determined to remove the obstacles to the research output and targets are determined for the following year. The data, which is the basis for the annual output of the instructors, is drawn through AVESİS.

In AGU, there is also an academic incentive system which has been active since 2016 for yearly measuring of research competences in relevant areas and academic incentive score of academics are announced on the university website every year. In 2022, 53 academics qualified for academic incentive. Also, each faculty and department also monitors and evaluates their research activities based on the metrics set in the Strategic Plan with the "Performance Indicator Realizations Monitoring Form" on a monthly basis. You can also find other sample examples of academic publications and activities in Link 1 and Link 2.

AGU implements AGUF support program which is based on performance in order to develop and enhance academic competences. Taking into account yearly academic performance, AGUF gives academics motivating incentives. AGUF'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 2022 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 previous version of 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, the latest modified academic promotion and assignment criteria is put in 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.

D. TOPLUMSAL KATKI

1. Toplumsal Katkı Süreçlerinin Yönetimi ve Toplumsal Katkı Kaynakları

D.1.1. Management of Societal Impact Process

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 and also has a societal impact policy. 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 societal impact mission is to implement the Socio-Technical University Model (STUM) through close and collaborative partnerships on both a national and international scale. At AGU, societal impact activities are carried out not only by the university's education and research units such as faculties, institutes, etc. (scientific, economic, social, and cultural activities) but also by the university's liason offices established explicitly for this purpose (TTO, AGU Academy, Youth Factory, Model Factory, AGU Technopark, Department of Health, Culture and Sports, etc.). AGU also has a Societal Impact Process Flow that explains how Societal Impact processes are implementing in accordance with the societal impact policy. For detailed information about this Process Flow, the reader kindly have a see subtitle "D.2.1. Follow-up and Evaluation of Service to Society Performance". Furthermore, please see Societal Impact Organisation Chart and Societal Impact Process Flow. Our societal impact policy entails transferring scholarly activities into human resource training, innovative technological applications, lifelong educational practices, and community integration. (The reader kindly have a look at AGU Academy's Societal Impact Activities Work Flow Chart). All scholarly activities in this approach allow us to increase the magnitude of social impact on society by disseminating and transferring academic knowledge to be helpful information in society. 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 societal impact principles (for further details, please see Innovative University Design; AGU Model, 2018, p.14). AGU's vision strongly emphasises 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 also clearly state its ambitions for societal impact by defining it in 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."

Driven by AGU's mission and vision, its societal impact approach has focused on producing solutions to global problems, addressed by the UN's17 SDGs. AGU conducts all of its activities by considering SDGs. The projects of "The Creative Hub" "AGU Bostan" "AGU Çocuk" and "AGU ArchforEarth" are outcomes of many implementations of this policy through the university.

AGU believes that contemporary global problems cannot be solved from the perspective of a single discipline. Therefore, the university has developed and applied social impact policies to flourish an interdisciplinary and transdisciplinary research culture within and across campus. Thus, AGU determines the principles of multidisciplinary programs and graduate departments' common approach based on the UN's SDGs. In this context, the university implements this policy by including sustainability-focused programs and courses at both undergraduate and graduate levels. All graduate programs at AGU enforce that not only a dissertation must be written with an interdisciplinary approach, but also it must show a clear association with at least one of the SDGs. Please see some examples for the grad thesis by link-1, link-2, and link-3.

AGU carries out societal impact activities in line with its global goals and strategies along with the local, regional, and national development goals (kindly see quality assurance declaration for further details). For instance, to create equal opportunities across countries and communities for the youth, AGU organises SDGs workshops for various elementary, secondary, and high schools and communities (e.g. Workshop on SDGs). In addition, AGU also has many local and global networks and student clubs to organise societal impact activities.

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

One of the essential elements to sustain professional development and action in response to local and global 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 deal with a specific field. Since its establishment, the SI Committee, 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 Committee. These branches aim to focus on managing AGU's societal impact policies in their unit by generating various applications touching SDGs. They also observe these units' activities regarding whether they follow the PDCA Cycle (Plan, Do, Check and Act) mechanism. The SI Committee is entitled to advise the upper management team to build and modify macro policies on the societal impact of AGU, SI Committee. Within this framework, SI organised four training programs for sub-branches of the SI Committee, 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 Committee has established a data collection system designed according to the PDCA mechanism. Every year, the AGU Ranking team prepares comprehensive reports on policies and practices, improvements, activities, events, projects and research for all SDGs.

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 Committee has established a data collection system designed according to the PDCA mechanism. Every year, the AGU Ranking team prepares comprehensive reports on policies and practices, improvements, activities, events, projects and research for all SDGs.

It should be noted that among all universities in Türkiye, AGU is one of the institutions that most closely monitors, documents and evaluates the activities of its education and research units in terms of both resource allocation and impact analysis. One of the most important indicators is AGU's high ranking in THE Societal Impact rankings, an internationally prestigious independent evaluation agency for universities across the globe, every year. Please see THE Social Impact 2022. Moreover, for the last few years, AGU has ranked 1st in the Turkish University Satisfaction Survey (TÜMA in Turkish), conducted by UniAr, an independent institution researching universities in Türkiye.

There are several units at AGU which focus on the management of AGU's social impact policies. One of these crucial units is the TTO. The office observes, assesses, and reports the university's societal impact 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 Societal Impact Rankings that require evidence-based SDG-related activities in the university. Not only is it responsible for the management process, but TTO also aims to produce societal impact through the various projects and SDG-focused units. For instance, theCreative Hub Initiative, which aims to create 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 contemporary social problems and build various business-related ideas for producing societal impacts. We believe the Creative Hub will be essential in achieving AGU's societal impact vision by encouraging creative and innovative thinking to address contemporary social problems.

Another critical unit is the AGU Youth Factory. It has been established to guide young university students to produce various projects to solve contemporary world problems by addressing the SDGs. The unit actively supportsseveral projects related to AGU's SDG strategies. Please see Youth Factory's 2022 activity report. The unit defines its strategic aims to create an impact not only for 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 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 world challenges, offered to students by a group of interdisciplinary scientists, focusing on a particular SDG. The Global Problems and Responsibilities Courses Coordination Commission(47th 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(GLB Coordination Commission). The commission has organised to determine the number of the required GLB courses, besides coordinating each individual course dedicated to each world challenge.

In the Spring Term of the 2021-2022 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 encouraged our students to engage with the UN agenda actively. The new design has been applied since the Fall 2021-2022 semester, and the outcomes were evaluated in February 2022.

As part of the UN Academic Impact project, AGU has agreed to help the UN's efforts to support the attainment of its goals and raise awareness about the preservation of human rights. AGU's membership in the initiative happened due to 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 societal impact strategies, each year, several extra events and activities are targeting the SDGs that have organised and reported periodically in this social impact eco-system.

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 societal impact mission is to ensure that the STUM is used nationally and internationally. 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 various ways, including encouraging and fostering entrepreneurship among students and researchers. Below please see other societal impact activities carried out in 2022.

- AGÜ Academy Societal Contribution Activities in 2022
- AGU Academy Activities Statistics in 2022
- Lebanon Day Celebrated at AGU
- African World Heritage Day Celebrated at AGU
- Gathering About The Projects Planned for Children in Kayseri Juvenile and Youth Imprisonment Institution
- Cooperation Protocol Signed with Chief Public Prosecutor's Office
- AGU Erasmus+ Office International Quarterly

D.1.2. The Resources of Service to Society

AGU's community outreach activities carried out by its liaison offices and research units, all stages of resource planning and monitoring, impact analysis, and budgeting processes in general are carried out, reported, evaluated, analysed and improved systematically and continuously. In November 2022, the THEQC IAP external evaluation team stated that it would be significant to create an administrative structure under a new department within the scope of SI. In this regard, the IAP external evaluation team was informed that the Vice-Rector responsible for External Stakeholders at our university is also responsible for SI and SDGs. Moreover, it should be noted that there are differences between these offices in this regard. At AGU, unlike other universities in Türkiye, the TTO is an independent corporation and is managed together with external stakeholders, using its own resources, budget monitoring and evaluation mechanisms (Kindly see AGU_TTO_3rd_Quarter_Activity_Report).

Likewise, the Model Factory is an independent corporation and carries out resource allocation, performance, and budget analysis process in board meetings held at regular intervals (Kayseri Model Factory 2022 Activity Report). Other social outreach units, such as AGU Academy and Youth Factory (Youth Factory 2022 Activity Report), are internal units of the institution. Each of these units regularly submits resource-activity-performance reports to the Rectorate. The reports submitted by all these units (TTO, Model Factory, AGU Academy, Youth Factory and AGU Technopark) are closely monitored by the Rectorate and upper management, future plans are realised in the light of this information, and in fact, THE Societal Impact application file is prepared in the light of this information. More formalised social outreach units such as the Department of Health, Culture and Sport and GSoES (Please see Societal Impact Projects and Training) are offices with clearly defined social outreach activities in their job descriptions and therefore in their budget items. Their resources are allocated by the Presidency and the Ministry of Finance as part of the central budget, and every transaction is recorded and can be fully tracked. In conclusion, the resource-activity-performance information of all these different units in terms of social outreach is submitted to the Rectorate in separate reports and closely monitored and analysed by the senior management (Rector, Vice-Rectors, Advisors to the Rector, Secretary General), and actions are taken for improvements if necessary. This information from the units and the evaluations of the upper management are concretised as new activities and higher performance outputs in THE Societal Impact application file, which is the basic monitoring and improvement document of AGU's Societal Impact mechanisms and systematic, and AGU is able to rank high in international rankings every year.

It should be noted that among all universities in Türkiye, AGU is one of the institutions that most closely monitors, documents and evaluates the activities of its education and research units in terms of both resource allocation and impact analysis. One of the most significant proofs of this is AGU's high ranking in THE Societal Impact rankings every year (Kindly see 2022 THE Social Impact Rankings).
The executive program of TUBİTAK BiGG in AGU supports entrepreneurs in order to eliminate social inequalities against women. It 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 societal impact activities in AGU. In line with the social impact policy, which was also determined in the AGU's 2017-2021 Strategic Plan (Please see the Strategical Purpose 4 and Strategical Objective 4.1 and 4.2 for further details, pg. 56-66), 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, 74 of them from TUBİTAK with a budget of 33.669.929,13 TL, 6 of them from the EU projects with a budget of 51.212,33 Euros, besides 53 of them from the BAP project with the budget of 992.743,00 TL.

AGU also utilises various human recourses and budgets that belong to its centres, administrative and academic units. Besides GLB courses which use a variety of budget items, the CeLT also has conducted several professional education programs to increase academic teaching quality among professors addressing the various.

Toplumsal katkı süreçlerinin yönetimi

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

Kaynaklar

Olgunluk Düzeyi: Kurumda toplumsal katkı kaynaklarının yeterliliği ve çeşitliliği izlenmekte ve iyileştirilmektedir.

2. Toplumsal Katkı Performansı

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 AGU's significant societal impact power, yet they suggested observing these activities to enhance further applications. Thus, AGU concluded an executive decision to handle the suggestion for establishing a commission that provides evidence-based information on societal impact activities for further policy development. Since the 2020's evaluation, AGU has been auditing its societal contribution performance through the SI Committee to enhance societal contribution policies based on the SDGs. The SI Committee has newly developed a performance audit model echoing the CoHE's PDCA model (e.g., the illustration of the performance audit model) to help foster the performance of societal 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 societal impact activities. According to the system, the academic and administrative units have been monitored by receiving a biannually societal impact report (Please see for an example report) to the SI Committee through an electronic form. SI Committee has registered and reported the social impact activities and gives feedback if necessary (Kindly see a summary report of SI Committee). Also, each unit receives a consultation from a member of the SI Committee upon an inquiry for their societal impact activity.

There are other structural units to monitor AGU's societal impact performance. For instance, societal impact focuses GLB courses have been monitored by the newly established Global Problems and Responsibilities Courses Coordination Commission(47th Commission) in line with the students' and instructors' experiences and feedback to enhance the magnitude of societal impact and knowledge sharing among the AGU community. Based on the input from academics and students, the number of elective lectures has increased. The Global Courses Coordination Commission appointed a coordinator for each SDG module in 2022.

Having organised all the academic and administrative departments around the target of providing societal impact, it is not a simple task to give a clear picture of the societal impact of AGU, given the fact that the AGU's values require each activity of the university must be dedicated to producing a societal impact. Yet, AGU is also dedicated to monitoring the mechanism and magnitude of societal impact that they have been aimed to produce for being helpful to the people at the local and global level so that the volume of societal 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 2022, of which the following eight 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' societal impact and its proud invention of the STUM.

Example 1 (Educational Unit):AGU-SEM (AGU Academy) organised online and free education programs such as "English Language Training, Decision-making of NGOs mechanisms, 5G and beyond communication systems and applications, Effective Communication Skills Training, UN

Stress Management Training Series- Stress Management Workshop Agenda Training".Each program was planned as a three-hour activity with a total participant of 643. Feedback was collected through surveys in order to evaluate performance (Kindly see an example). Also, high schools in Kayseri agreed to collaborate to create 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, primary school and middle school like TED School (Please see training examples) students inside and outside the institution. Moreover, training pieces are given to prepare our students on CV preparation and interview techniques, which are the first step of starting professional life. Furthermore, Career Talks and Professional Development Training are organised in cooperation with private companies in which all university students can participate free of charge.

AGU International Office organised the International Fest. The festival was launched on Europe Day, celebrated by both the member states of the Council of Europe and candidate countries of the European Union, and started with introductions to the Erasmus program for students. At the festival, one of AGU's Electrical and Electronics Engineering students, Mustafa Baha Bilen, who participated in student mobility in Lithuania, shared his experience with the participants. For more International Office activities please see pg. 28-29.

Example 3 (Project Initiative): AGU TTO has been providing free support to the community to start and sustain socially and financially sustainable businesses within the scope of the UN SDGs. These supports are provided to all segments of society at local and global levels and include trainings, workshops, monitoring, and financial support. Kindly see several activity examples.

Example 4 (Faculties and Departments): AGU institutes and faculties carried out many societal contribution activities like seminars, exhibitions, and workshops in 2022. For instance, Computer Engineering Faculty Member Assist. Prof. Samet Tonyalı gave a seminar on "Cyber Security" to the students of Nuh Mehmet Baldöktü Anatolian High School and Selçuklu Anatolian High School. AGU Faculty of Architecture, Quality Committee organised a participatory workshop to reveal faculty-specific research, and community outputs, and future projections. During the workshop, the social outcomes of education and research activities were evaluated through the UN SDGs and the necessity of identifying focuses and aligning the department's social contribution strategy with AGU's overall social contribution strategy was discussed (For more Faculty of Architecture examples please see pg. 27-29). AGU Civil Engineering Department Faculty Member Prof. Dr Niğmet Uzal attended the Kayseri Climate Change Action Plan Stakeholder Workshop organised by Kayseri Metropolitan Municipality Climate Change and Zero Waste Department. Prof. Dr Uzal presented a paper titled "Climate Change: Wastewater Reuse". In her presentation, Prof. Uzal touched upon wastewater treatment, wastewater reuse practices, and SDGs. AGU organises a weekly seminar series by academics working in different disciplines. The free seminars, can also be attended simultaneously online (For further Faculty of Managerial Sciences examples, please see pg. 29). As another example, AGU Life and Natural Sciences Faculty organised many congresses, workshops, and career workshops for high school students in order to contribute to the society in 2022. AGU provides both technical and financial sponsorships AGU. Please see Life and Natural Sciences Faculty Unit Self-Evaluation Report-2022; pg. 37-41.

Example 5 (Local and Global Partnership): AGU became a member of the UN Academic Impact initiative, launched by the United Nations to support the realisation of its goals, increase awareness about the protection of human rights, advance educational opportunity for all, and support the completion of the SDGs. A cooperation protocol was signed between AGU, the Provincial Directorate of Migration Management and the Association for Solidarity with Asylum Seekers and Migrants. AGU signed a cooperation agreement for ATHENA (Advanced Technology Higher Education Network Alliance), one of the federations of higher education institutions within the scope of the European Union's European Universities Initiative. Within ATHENA, universities combine their capacities, develop innovative solutions in education, research, and social contribution, and form working groups involving students, academics, and administrative staff from different departments and divisions and external stakeholders. AGU will take its place in these groups with its innovative approach to education, research, and social contribution. It will also help build a multicultural and interdisciplinary environment for addressing and solving social problems. Kindly see our other partnership examples in the link.

Example 6 (Youth Factory): Many projects and activities titled International Days with UNESCO, Immigrants Learning Turkish, Getting to Know and Introducing Erasmus+ Programs, School Visits, Social Contribution and Social Responsibility Projects, AGU Talks, European Union Projects (From Youth Factory to Europe for Volunteerism and Solidarity, Creative Hub: From Local to Global, Documentary Theatre: Words Matter and Building Sustainable Communities), Creathon and Immigrants and Social Adaptation Project.were also carried out by AGU Youth Factory within the framework of Sustainable Development Goals.

Example 7 (Industry): Within 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. University-Industry Research Cooperation Foundation (USAIV) is a foundation established in Kayseri with partnership of AGU, Erciyes University, Kayseri University and Kayseri Chamber of Industry.

Example 8 (Global Impact): AGU aims to reduce carbon-intensive energy sources by preparing the climate action plan of AGU. With this carbon footprint calculation, AGU contributes to the global fight against climate change by reducing greenhouse gas emissions. AGU was certified with TS EN ISO 14064-1:2018 (Carbon Footprint) by QSI, an international company in 2022.

Toplumsal katkı performansının izlenmesi ve değerlendirilmesi

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

E. SONUÇ VE DEĞERLENDİRME

Leadership, Management and Quality

As a New Generation University Model, AGU was established in 2010 and admitted its first students in the 2013-2014 academic year. AGU prepared its first Strategic Plan in 2017 by taking the feedback of its internal and external stakeholders and defined AGU's mission, vision, core values, strategic goals, objectives and performance indicators in this Strategic Plan.

In 2022, with the know-how of applying AGU's 2018-2022 Strategic Plan, AGU's new 2023-2027 5-year Strategic Plan is prepared. Huge effort has been put for the revision of strategic aims, objectives and the performance indicators in the new strategic plan to ease the annual measurement of the realization of performance indicators and to improve the effectiveness of assessment and quality further in all aspects. Besides, the

academic unit's are given the dricetive to produce their own 5-year strategic plans in line with AGU's new [2023-2027 5-year Strategic Plan](#).

AGU updated its Quality Assurance, Education, Training, Research, Societal Contribution and Management Policies with the participation of internal and external stakeholders and announced them on its website. The Quality Coordinatorship was established to strengthen internal quality assurance mechanisms later in 2021. All academic and administrative units are asked to establish their own quality commissions. All academic and administrative units have prepared their own organisational charts, job descriptions, work flow charts, and forms that they use in the processes and announced them on their websites.

AGU has prepared PDCA cycles and calendars for Quality Assurance, Education, Research, and Societal Contribution processes and posted them on its quality website.

AGU International Office follows a "2020-2025 Internationalization Strategy Document" in its internationalization activities and arranges strategy realization review meetings every two year and prepares a development report.

Education and Training

AGU's curricula are aligned with THEQF and have unique approaches and practices developed in line with the institution's objectives as well as standard practices and legislation. Course outcomes are aligned with program outcomes in all programs and are shared through course information packages. GLB courses, which are related to the 17 SDGs proposed by the UN, is included in the university-wide curriculum, and also have been the main guide for students at both undergraduate and graduate programs in all processes such as projects, assignments and activities. The design, evaluation and updating processes of the programs is systematic, defined and institution-wide and they are constructed with external stakeholders, such as Kayseri Chamber of Industry and Kayseri Chamber of Commerce.

AGU has adopted a student-centered, competency-based, interdisciplinary teaching and student assessment approach in which students play an active role in the learning process. 'Hy-Flex', 'Capsule Education', 'Model Factory', 'GLB Courses', 'Lecture Free Week' and similar practices are among the most important evidences of this approach. AGU has a student-centered, diversified and process-oriented assessment and evaluation practices such as group work, projects, presentations, written reports in all faculties, departments and the School of Foreign Language. The course outcomes measured in assessment and evaluation in courses are matched with program outcomes.

At AGU, learning environments and resources are adequate and improvements are made whenever necessary. Hy-Flex classrooms, CANVAS and Schoology LMS, AGU-CRF, library, study rooms, open source resources, courses accepted from Open EdX like platforms are available to all students. 7+1 Workplace Experice Programs and workplace engaged courses are available to certeain department students. AGU Capsul based pilot program is only available to Electrical and Electronics Engineering Department students. Student opinions and feedback on the use of dormitories, dining halls, canteens, cafeterias, sports facilities are regularly taken and improvements are regularly made.

All processes for the recruitment, appointment, promotion and course assignment of academic staff at AGU have been clearly defined and criteria have been determined and shared with relevant stakeholders. CeLT, which was established to support the active learning at the institution, organises regular trainings and seminars for academic staff.

Research and Development

AGU aims to become one of the leading research universities in Türkiye. The University has defined its research mission, policies and strategic purpose in line with the mission of the institution by receiving feedback at search conferences held with participation of internal and external stakeholder. Within the framework of the UN SDGs, research at AGU is focused on competitive research areas such as Health and Medical Biotechnology, Smart Systems, Advanced Materials, Cities and Societies, Energy and Innovation and Entrepreneurship. The University aims to use the results of its research to contribute to the advancement of technology, education, training and society.

AGU has a high-tech research infrastructure that can be used by researchers and is also open to the use of external stakeholders and students. AGU also encourages researchers to study in interdisciplinary research areas. In order to overcome the deficiencies that emerged in the research PDCA cycle, an Advisor to the Rector on research was appointed which resulted the establishment of Research Committee that includes academic staff from each academic unit. AGU TTO provides training support for researchers at the University, which contributes positively to their performance. In addition, the effects of AGUF's support to successful researchers in their research have positive effects on their research performance. Once the establishment phase of AGU Technopark is completed, it will have a positive impact on the faculty members in their wish to establish R&D companies in the Technopark, carry out projects in cooperation with industry and business world, and produce interdisciplinary scientific research projects that have societal impact.

As the number of qualified faculty members increase, the international collaborations are expected to increase as well. This will have a positive affect on AGU's R&D activities.

Societal Impact

AGU is a distinct university which comes to forefront with its societal impact activities. It addresses its Societal Impact Policy in line with the UN SDGs. The fundamental keys on which AGU bases its policy are the training of qualified human resources, the realization of social innovation and the production of technology for human well-being. As a result of adopting global trends and approaches by addressing the social contribution process through the UN SDGs, AGU has developed a institutional expertise in societal impact.

The management and organisational structure of the societal impact process is in line with the University's Societal Impact Policy. AGU's integrated approach to the societal impact process with its educational and research dimensions makes AGU unique. At AGU, the adoption of societal impact as a culture is one of the university's most important strengths. As a result of the societal contribution process, which has been structured and internalised as a culture since the establishment of institution, AGU has been ranked in the 101-200 band in the three consequative years between 2019 and 2021 and in the 201-300 band in the 2022 in the THE Impact Rankings.

Resources allocated for societal impact activities are considered as resources allocated to units that support the fundamental functions for education and research of AGU. In addition, these resources are adequate in terms of quality and quantity to sustain societal impact activities. At AGU, societal impact performance is monitored, measured, evaluated and improved according to 2018-2022 Strategic Plan and Academic Promotion and Appointment Directive through various mechanisms such as Societal Contribution Quality Sub-Committee and the information entered into. AVESIS.

AGU has passed an external evaluation in 2017, an external monitoring in 2020 and an external Institutional Accreditation Program (**IAP**) evaluation in 2022 for the first time since its establishment. Since the 2022 IAP Evaluation Report (**IAPER**) and its results have not yet been published, AGU's strengths and areas open for improvement are made only based on the 2020 Institutional Monitoring Report (**IMR**) and 2017 Institutional Evaluation Report (**IER**).

In the 2020 IMR, the following **strengths** and **areas open for improvement** were identified under the "**Quality Assurance System**" title:

Strengths in Quality Assurance System Determined at 2020 Institutional Monitoring Report (IMR):

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 PDCA cycles for Quality Assurance, Education, Research, Management, and Societal Contribution.
3. There exists a dynamic and experienced upper 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 IER.

Areas Open for Improvement in Quality Assurance System Determined at 2020 IMR and Things Done to Overcome These Areas which are Open for Improvement in 2022:

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

Actions Taken to Overcome This Area in 2022:

1.1. Each unit in the university whether academic, administrative or liaison office has prepared its own annual unit self-evaluation report according to the up to date guidelines provided by Quality Coordinatorship which is in line with up to date THEQC Guideline Version 3.1.

1.2. Unit quality commissions have been established in each academic and administrative unit in order to disseminate the quality assurance system.

1.3. The number of specialist staff appointed to the Quality Coordinatorship Unit which was established in 2021 is increased to 3. The coordinatorship headed by the Vice Rector responsible from the quality affairs has coordinated the 5-year strategic plan preparations, annual ISER preparations, all the data collection and processing duties across the university for different purposes, such as national and international rankings.

1.4. AGU recognises that it has reached a certain level of maturity in the dissemination of quality culture and has applied for the MÜDEK accreditation for the Faculty of Engineering and MİAK accreditation for the Faculty of Architecture. The Faculty of Management Sciences is in the process of applying for a porper internationally recognized accreditation.

1.5. Trainings were organised to inform, raise awareness and disseminate the quality assurance system acroos both administrative and academic personnel at the institution (A training example).

In addition, in 2022, the IAP external evaluation team highlighted the Rector's emphasis and leadership to disseminate the quality processes in establishing internal quality assurance mechanisms as noteworthy.

2. The university needs to execute PDCA cycles for Quality Assurance, Education, Research, Management, and Societal Contribution and implement improvements systematically.

Actions Taken to Overcome This Area in 2022:

2.1. Quality Coordinatorship has spent a lot of effort in preparing and bringing the past and current evidences to gether in a single document for the Institutional Accreditation Program (IAP) held in Nov 2022 by coordinating all the academic and administrative units. A very detailed evidence document which is prepared by the Quality Coordinatorship according to "ISER Preperation Guide 3.1 Measures and Sample Evidences" is considered an important milestone in improving the PDCA cycles of every measure and in giving feedback to the individual academic and administrative unit about which evidences they lack while assess themselves as a unit in their unit's self evaluation reports. This action in turn will trigger to increase the quality, performance of PDCA cycles and help disseminate the quality culture across each unit of the university.

2.2. Each quality sub-committee head responsible for Quality Assurance, Education, Research, Societal Contribution and Management has made plans to improve their own PDCA Cycles and put into action as much as possible. In addition, PDCA cycles and calendars for each quality sub-committee (Quality Assurance, Education, Research, Societal Contribution) were prepared and shared on the quality website. Besides, the Quality Coordinatorship has prepared a "AGU Quality Handbook" on Quality Processes in order to run PDCA cycles with the active participation of each unit.

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

Actions Taken to Overcome This Area in 2022:

3.1. While implementing the quality assurance system, AGU not only takes into account the academic, administrative units' and liaison offices' self-evaluation reports and evidences produced, but also previous years IER and IMR.

4. Academic and administrative units need to prepare their strategic plans which will be compatible with the institutional strategic plan.

Actions Taken to Overcome This Area in 2022:

4.1. AGU top admin believes that only academic units of the university can have strategic plans, but administrative offices of the university can only have action plans to bring the institutional strategic plan into life. Since at the end of the 2022, 2018-2022 5-year strategic plan of the institution will become outdated, AGU's top admin has initiated the preparation of new 2023-2027 5-year Strategic Plan. Initially, top admin has revisited the mission, vision statements and AGU Values. Later, top admin has given a direction to the AGU Quality Committee, Strategy Development Department and Quality Coorddinatorship and explained the philosophy and the main approaches to be accepted for the preparation of the rest of the details of the new 2023-2027 5-year Strategic Plan especially with a focus on the differentiation strategy, strategic aims, objectives and the performance indicators. Huge effort has been put for the preparation of the new 2023-2027 5-year Strategic Plan by the Strategy Development Department initially, with the review and development of the Quality Coordinatorship, with the feedback of Quality Committee and the top Admin. Couple of cycles after each feedback has been carried out and a draft 5-year strategic plan is developed after long meetings. Later, the draft 5-year strategic plan is sent to all academic units as well as major external stakeholders to get their feedback. After feedbacks are received, another cycle has been run to come up with the final version of the new 5-year strategic plan. Prepared draft plan is sent to Strategy Development Presidency to be approved. With minor revision requests, AGU's new 2023-2027 5-year strategic plan has been liked and praised by the Strategy Development Presidency. After completing the minor revisions, AGU's new 2023-2027 5-year strategic plan was approved and announced in our webpage. In line with the new 2023-2027 5-year strategic plan, all academic units are issued a dricetive to produce their own 5-year strategic plans compatible with AGU's new 2023-2027 5-year 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.

Actions Taken to Overcome This Area in 2022:

5.1. Quality Coordinatorship Unit has been established in 2021 and 3 specialist staff is appointed. The coordinatorship headed by the Vice Rector responsible from the quality affairs is made responsible to coordinate the 5-year strategic plan preparations, annual ISER preparations, all the data collection duties across the university and processes them for different purposes, such as national and international rankings.

5.2. In 2022, a protocol has been signed between AGU and Gazi University to obtain an "Institutional Data Management System (KVYS)" that Gazi University has developed. This new system will be used to improve the institutional system for data collection, goal setting, and monitoring activities within the context of strategic plan. The related trainings are planned by the attendance of appropriate personnel and the project is planned to be implemented towards the end of 2023.

In the 2020 Monitoring Program Report, the following **strengths** and **areas open for improvement** were identified under the **"Education"** title**:**

Strengths in Education Determined at 2020 IMR:

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 AGUF.
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 IER.

Areas Open for Improvement in Education Determined at 2020 IMR:

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

Actions Taken to Overcome This Area in 2022:

1.1. During the development of new programs, departmental boards and faculty members met with professionals and other academicians from different disciplines, Education Committee (10th committee) and the Bologna and Accreditation Processes Commission (46th commission) to evaluate and share ideas in preparing the curriculums (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.

1.2. Capsule education program, which was initiated as a pilot project implemented in the Department of Electrical and Electronics Engineering, more than one course is brought together and the modules are carried out practically by different faculty members. The feedbacks of external stakeholders (Please see Participant List) were taken into account in the design of the model implemented in this department. Along with this pilot curriculum model being exemplary, studies are being carried out to evaluate its outputs by students, graduates and external stakeholders and to improve its results (Kindly see our Capsule Education System, Capsule Based Curriculum Rules).

1.3. Education Committee hold regular meetings to discuss student and instructor feedbacks, share good-case examples, develop policies, and coordinate education methodologies and facilities. Education Committee regularly monitors UIS, Canvas and Schoology LMS and course deliveries to guarantee learner centered high-quality and high-performance education.

1.4. AGU has applied for MÜDEK accreditation for the Faculty of Engineering and MİAK accreditation for the Faculty of Architecture. The Faculty of Management Sciences is in the process of applying for accreditation.

1.5. CeLT regularly arranges surveys on both prep, undergrad and grad students about the courses and instructors, shares the results with the relevant stakeholders, including AGU, 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.

1.6. The CeLT performes annual focus group assessment sessions dealing with the education quality in all active programs. The observations, concerns and critiques are shared and evaluated in meetings with the Department Chairs, student-related administrative units, Vice Rectors and the Rector. The expectations of the students are shared with related units and staffs in order to analyse the results and improve the requests if possible.

1.7. Individual Departments also conduct surveys independent from the CeLT, evaluates the results, share with the stakeholders, discuss possible improvement strategies with the related boards or upper management, take improvement actions either in administrative scale or academic scale with the relevant changes in rules or regulations.

1.8. AGU is in strong communication with external stakeholders, especially Kayseri Chamber of Industry and Chamber of Commerce, and improvement practices such as adding necessary courses to the programs are carried out in line with external stakeholder feedback.

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.

Actions Taken to Overcome This Area Open in 2022:

2.1. CeLT arranged various trainings for faculty members on teaching and learning for their continued development. CeLT also provides seminars for training of trainers in the areas determined through the Academic Needs Analysis survey. When a seminar is completed, a survey is conducted and the results of the seminar are monitored and analysed together with the faculty members and measures are taken if necessary.

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 such as "Digital Technology Training" etc. are determined to be examples of these sort of needed components.

3. Systematically monitoring and evaluating PO and THEQF relationship results.

Actions Taken to Overcome This Area in 2022:

3.1. PO of the departments have been determined in line with the Institutional LO of AGU and the THEQF as well as the recommendations taken from stakeholders. The LO of the courses in each program have been defined and matched with POs. The monitoring of the compliance of the course outcomes with the program outcomes has been checked by the relevant department boards and necessary actions are taken when deemed necessary.

3.2. CATSIS which is an education information system has been purchased in 2022. A detailed tech specs of the program has been worked out. Program enables to see all undergraduate and graduate academic programs with detailed information such as program objective, THEQF and program outcomes, curriculum, admission requirements, graduation requirements, course syllabuses with detailed student ECTS workloads, learning outcomes, course and program efficiency. All these information are recorded and updated when required. This program will address most of the questions posed under the Eduction and Teaching title of the ISER.

4. Developing different measurement and evaluation methods to determine the achievement of Program Educational Objectives and Program Outcomes, and periodic monitoring.

Actions Taken to Overcome This Area in 2022:

4.1. Education Committee holds regular meetings to discuss student and instructor feedbacks, share good-case examples, develop policies, and coordinate education methodologies and facilities. Committee regularly monitors UIS, Canvas and Schoology LMS and course deliveries to guarantee learner centered high-quality and high-performance education.

4.2. During the development of new programs including program educational objectives and POs, departmental boards and faculty members met with professionals and other academicians from different disciplines, Education Committee (10th committee) and the Bologna and Accreditation Processes Commission (46th commission) to evaluate and share ideas in preparing the curriculums (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.

4.3. Capsule education program, which was initiated as a pilot project implemented in the Department of Electrical and Electronics Engineering, more than one course is brought together and the modules are carried out practically by different faculty members. The feedbacks of external stakeholders (Please see Participant List) were taken into account in the design of the model implemented in this department. Along with this pilot curriculum model being exemplary, studies are being carried out to evaluate its outputs by students, graduates and external stakeholders and to improve its results (Kindly see our Capsule Education System, Capsule Based Curriculum Rules).

4.4. Consistency and reliability of assessment and evaluation practices between time and individuals are ensured. AGU improves its assessment and evaluation approaches and facilities based on student-faculty member feedbacks, the announcement of improvements, their implementation, control, compliance with the objectives and the measures taken. For example, report was prepared based on the surveys conducted at the Prep School and necessary improvements were made in the related directive, announced and put into action. Another example from the Prep School is that the assessment and evaluation of the exams of the courses offered are carried out by a commission/team in accordance with rubrics prepared in a student-centered manner in line with student feedbacks, except for Speaking and Presentation Skills courses (Prep Program Assessment Policy and Procedures). Students' written assignments and exams are strictly reviewed by Turnitin software, and if any plagiarism is determined, related disciplinary proceedings are initiated thus the students' academic ethics habits are reinforced (Prep School Handbook, pg. 13 & pg. 26).

In the 2020 IMR, the following **strengths** and **areas open for improvement** were identified under the **"Research and Development"** title:

Strengths in Research and Development Determined at 2020 IMR:

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-CRF, 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 Strategic Plan of the Institution.
6. Conducting Ph.D. studies in the priority areas of our country in the institution within the scope of CoHE 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/TÜBİTAK/BAP projects, and actively operate institutions and processes that support the dissemination of science to society.
8. Supporting successful researchers by AGUF 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 IER.

Areas Open for Improvement in Research and Development Determined at 2020 IMR:
1. Reviewing the effectiveness and efficiency of research results and ensuring their continuity and quality assurance.

Actions Taken to Overcome This Area in 2022:

1.1. Based upon the AVESİS academic information system entries of the AGU researchers, the individual research performances of each faculty member and department are monitored and evaluated. High level meetings have been carried out for the research output evaluations of the existing performances of individual faculty members and departments with each Department Head, the Dean, the Rector and Rector Advisor for the Research. Later, the goals for the new year have been identified. The existence of the Advisor to the Rector for the Research has also led to the formation of the AGU Research Committee with members from each Faculty. The committee have hold regular meetings with an agenda to address the high level of research needs of the university. The committee has then 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 top administration.

1.2. The academic incentive system is an alterative method for the annual assessment of research performances of academics in relevant faculties. The results of performance evaluations based on incentive scores of academics are also considered in areas such as annual performance-based pay raise calculations, the distribution of incentives, and academic and administrative assignments.

1.3. With its internationally recognised academic staff, AGU aims to be a research institution where high quality research is conducted to take our country to internationally recognised high 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.

2. Providing faculty members more time to spend on research by increasing the number of faculty members and reducing the burden of education.

Actions Taken to Overcome This Area in 2022:

2.1. Eventhough a significant number of faculty members has joined to AGU in 2022, unfortunately a significant number of faculty members has left AGU as well mostly because of better financial options, leading to a result of not much significant change in the number faculty members found at AGU. As known, the number of faculty members of the desired quality which is determined by the appointment and promotion criteria could not been increased as desired. For almost more than 12 years since AGU has been established in 2010, number of the faculty members (Prof Dr, Assoc. Prof. Dr and Assist. Prof. Dr) have not increased beyond 100. This case definitely introduces the above-mentioned difficulties considering even further the multiple admin tasks has to be distributed among a handful of these 100 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" criteria regarding the employment of foreign personnel.

Actions Taken to Overcome This Area in 2022:

3.1. Unfortunately, the rejection of many new international faculty member employment applications by CoHE in the past made the

administrative staffs in the Dean/Principle positions of Faculties or Chairman positions of the Departments give up for new applications. Rejection of international candidates puts the Deans/Principals or Chairmans in difficult position to explain to the candidates who apply and got approval from the department/university for the position.   They are continuously encouraged to find new international candidates by the top administration, but apparently it gets nowhere.

In the 2020 IMR, the following **strengths** and **areas open for improvement** 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 societal contribution mission, policies and strategies.
2. Determining the societal contribution approach focused on solutions to global problems and based on the 17 SDGs of the UN.
3. Following the 17 SDGs of the UN in the institution and establishing a SI Committee in order to raise awareness on this issue and to advise upper management about faculty members on how to improve societal contribution in their activities; to make societal impact-based evaluations in administrative units
4. The institution revises its focus areas in line with the UN SDGs, 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 Impact Ranking of 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 societal 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 societal 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 IER related to this title since there was no Societal Contribution title in that report. All of the above strengths are new strengts for AGU under Societal Contribution title.

Areas Open for Improvement in Societal Contribution Determined at 2020 IMR:

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.

 Actions Taken to Overcome This Area in 2022:

1.1. AGU has carried out societal impact activities in line with its global goals and strategies along with the local, regional, and national development goals (Kindly see quality assurance declaration for further details). For instance, to create equal opportunities at the international level for the youth in the community, AGU has organised sustainable development goals workshops for various elementary, secondary, high schools and communities (e.g. Workshop on SDGs). In addition, AGU also has many local and global networks and student clubs to organise societal impact activities.

1.2. AGU TTO is an independent corporation and is managed together with both internal and external stakeholders. AGU TTO observes, assesses, and reports the university's societal impact policy activities such as start-up supports, business incubators, Creative Hub, AGU BiGG and Technopark in terms of their connections with the SDGs. Besides, this office regularly collects all the info required to assess societal impact of AGU, and their relations to SDGs from different academic or administrative units, and produces regular reports to be used in the ranking applications where the societal impact and SDG related questions are posed.   Such activities have been carried out in 2022 as well.

1.3. AGU emphasises its uniqueness, efficiency and productivity through its mechanisms and initiatives and successfully integrates these mechanisms with its stakeholders. Some of these mechanisms are as follows: "GLB Courses," "Societal Contribution Seminars," "Model Factory," "Youth Factory" and "Social Incubation Center".   These mechanisms have been operated in 2022 as well.

1.4. 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 Committee to enhance social contribution policies based on the SDGs. The SI Committee has developed a performance audit model echoing the CoHE's PDCA cycle (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 societal contribution processes and results in terms of efficiency and productivity, taking necessary measures to ensure the sustainability of successful results.

Actions Taken to Overcome This Area in 2022:

2.1. "AGU Academy" is in charge of the education, "AGU TTO" is in charge of research, "Youth Factory" is in charge of student activities, and "Model Factory" is in charge of external stakeholders' aspect of societal contribution.   AGU TTO observes, assesses, and reports the university's societal impact policy activities such as start-up supports, business incubators, Creative Hub, AGU BiGG and Technopark in terms of their connections with the SDGs. Besides, this office regularly follows up societal impact related ranking applications and completes application proceudres by using the information in its hand and the reports it produces. Such activities have been carried out in

2022 as well.

2.2. AGU top administration has instituted a Vice Rector Position responsible from the external stakeholder affairs. This Vice Rector coordinates critical societal impact activities where external stakeholders take role and the relation of these activities to SDGs. AGU TTO which is in charge of the research aspect and "Youth Factory" which is in charge of student activities aspect of societal contribution operates under this Vice Rector.

2.3. The SI Sub-Committee, Societal Impact Faculty Representatives and Societal Impact Administrative Unit Representatives take part in the management and execution of the community engagement process. The efficiency and productivity of events, trainings, etc. organised within the scope of Social Impact is monitored and, if necessary, improved via surveys administered to participants at the end of the related event.

2.4. 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 social impact report (Please see for an example report) to the SI Committee through an electronic form biannually. SI Committee has registered and reported the societal impact activities and give feedback if necessary (Kindly see a summary report of SI Committee). Also, each unit receives a consultation from a member of the SI Committee upon an inquiry for their societal impact activity.

2.5. There are other structural units to monitor AGU's societal impact performance. For instance, social impact focus GLB courses have been monitored by the newly established GLB 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.

2.6. AGU's positioning of its societal contribution processes is described in its Strategic Plan, efficiency and productivity of performance is regularly monitored and evaluated through five objectives tied to this purpose.

2.7. The fact that AGU has been in the 101-200 band in THE Social Impact Ranking for 3 consecutive years is an other indicator of the efficiency and productivity of its societal contribution processes and results.

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.

Actions Taken to Overcome This Area in 2022:

3.1. AGU top administration has instituted a Vice Rector Position responsible from the external stakeholder affairs. The most important indicator of AGU's efforts to follow global trends is its international partnerships. All these stakeholder partnerships are coordinated and followed up by the Vice Rector responsible from the external stakeholder affairs. AGU is committed to supporting the implementation of 17 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 SDSN, SDG Academy, GSI, SDSN Youth, SDG Accord, Provincial Directorate of Migration Management (GİM in Turkish) and Solidarity with Asylum Seekers and Migrants (SGDD-ASAM in Turkish), ATHENA, Magna Charta as well as the UNHCR and UN 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.

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 SDGs of the UN. In this context, it aims to educate students on the SDGs and current Global Challenges by creating the 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.

3.3. AGU TTO provides free training and mentoring services to entrepreneur candidates as the implementing agency of TÜBİTAK BiGG 1512 Techno-Entrepreneurship Capital Support Program.

3.4. Within the scope of AGU Creative Hub various trainings and workshops are organised to develop the creativity of entrepreneurs. These events are open to public participation.

3.5. As the leading development agency of the UN, as part of the UNDP's efforts to achieve Türkiye's SDGs, the Kayseri Model Factory project was implemented in the AGU Sumer Campus in cooperation with the Ministry of Industry and Technology, in partnership with the Kayseri Chamber of Industry and the Kayseri Chamber of Commerce. The project is mainly financed by the German Investment Bank (KfW) as well as the UNDP. 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.

3.6. AGU closely follows its targets related to societal contribution that is stated in AGU's Strategic Plan 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 committee (placement of zero waste boxes, analysis of wastes, etc.) are also reported annually with stakeholders via waste committees' website.

3.7. As part of the AGU's Climate Action Plan which is prepared with stakeholders, it has been reporting and sharing its greenhouse gas emissions with a global perspective every year since 2018 with internal and external stakeholders via AGUs' sustainability website. With this carbon footprint calculation, AGU contributes to the global fight against climate change by reducing greenhouse gas emissions. AGU was certified with TS EN ISO 14064-1:2018 (Carbon Footprint) by QSI, an international company in 2022.

3.8. Specialists from different fields and successful business people 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 organise meetings between students and influential people of industry and business.

4. Monitoring the activities of the SI Committee and making improvements.

Actions Taken to Overcome This Area in 2022:

4.1. AGU top administration has instituted a Vice Rector Position responsible from the external stakeholder affairs. AGU TTO which works under this Vice Rector observes, assesses, and reports the university's societal impact policy activities such as start-up supports, business incubators, Creative Hub, AGU BiGG and Technopark in terms of their connections with the SDGs as well as activities reported by the Societal Impact (SI) Quality Sub-Committee. AGU TTO regularly follows up societal impact related ranking applications and completes application proceudres by using the information in its hand and the reports it produces. Such activities have been carried out in 2022 as well.

4.2. The SI Committee has extended its members in a way that composes different units of AGU. This committee produces reports on its own activities and submits them to both the Quality Committee and the Quality Coordinatorship. Each faculty has established sub-branches of the SI Committee. 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 in order to ensure that PDCA mechanism is implemented properly. The SI Committee is entitled to advise the upper management team to build and modify macro policies on the societal impact of AGU.

4.3. Since 2020's external evaluation, AGU has been auditing its societal contribution performance through the SI Committee to enhance societal contribution policies based on the SDGs. The SI Committee has newly developed a performance audit model echoing the CoHE's PDCA model (e.g., the illustration of the performance audit model) to help foster the performance of societal 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 social impact report (Please see for an example report) to the SI Committee through an electronic form biannually. SI Committee has registered and reported the societal impact activities and give feedback if necessary (Kindly see a summary report of SI Committee). Also, each unit receives a consultation from a member of the SI Committee upon an inquiry for their societal impact activity.

In the 2020 IMR, the following **strengths** and **areas open for improvements** were identified under the **"Management System"** title:

Strengths in Management System Determined at 2020 IMR:

1. Providing a close cooperation environment as a result of the effective open-door policy followed by the experienced and sharing upper 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, glocal issues, professional development paths) targeted by the institution is complementary to the innovative and flexible approach gained through changes in the organisational 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 IER.

Areas Open for Improvement in Management System Determined at 2020 IMR:

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.

   Actions Taken to Overcome This Area in 2022:

   1.1. Each unit in the university whether academic, administrative or liaison office is asked to prepare its own annual unit self-evaluation report every year based on the guidelines provided by THEQC.

   1.2. Unit quality commissions have been established in each academic and administrative unit in order to disseminate the quality assurance system.

   1.3. Quality Coordinatorship Unit has been established in 2021 and the number of specialist staff appointed to this unit has been increased to 3 in 2022 to better deal with quality issues. The coordinatorship headed by the Vice Rector responsible from the quality affairs has coordinated AGU's new 2023-2027 5-year strategic plan preparations, units' new 5-year strategic plan preperations in line with AGU's new 5-year strategic plan, annual ISER as required by THEQC (YÖKAK) and units' Self Evaluation Report preparations, all the data collection and processing duties across the university, follow up ranking systems requirements and deadlines, produce and complete proper and correct data entry for such ranking applicaitons.

   1.4. AGU has recognised that it has reached a certain level of maturity in the dissemination of quality culture and has applied for MUDEK accreditation for the Faculty of Engineering and MIAK accreditation for the Faculty of Architecture. The Faculty of Management Sciences is in the process of applying for accreditation.

   1.5. Trainings were organised to inform, raise awareness and disseminate for administrative and academic personnel on quality assurance system (A training example).

   1.6. In 2022, a protocol has been signed between AGU and Gazi University to obtain an "Institutional Data Management System (KVYS)" that Gazi University has developed. This new system will be used to improve the institutional system for data collection, goal setting, and monitoring activities within the context of strategic plan. It is considered that this data collection management system will help integrate the data collected by different information systems and increase the effectiveness of the performance monitoring of the university.

1.7. A program called CATSIS which is an education information system has been purchased. A detailed tech specs of the program has been worked out. Program enables to see all undergraduate and graduate academic programs in detail with information such as program objective, THEQF and program outcomes, curriculum, admission requirements, graduation requirements, course syllabuses with detailed student ECTS workloads, learning outcomes, course and program efficiency. This program will help to address most of the questions posed under the Eduction and Teaching title of the ISER and increase the effectiveness of the transparency of the education system at the university.

2. Taking measures to increase the number of respondents to satisfaction surveys and resulting improvements by handling the survey results.

Actions Taken to Overcome This Area in 2022:

2.1. The survey questionnaire is reviewed in order to increase participation of stakeholders. Number of questions is also reduced and questions which implies who the respondent is eliminated in line with Personal Data Protection. The reader can have a look at Student Satisfaction Survey; pg. 3 as an example.

2.2. Action plans are taken throughout the university to maximise the participants' expectations as it is impossible to fulfill everybodys' needs simultaneously. The reader is kindly referred to have a look at Prep. School Survey Result, Evaluations and Recommendations pg; 18, pg. 22-25 for a sample.

2.3. Surveys prepared by the CeLT 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.

3. Elimination of deficiencies in job descriptions, task distribution and complaints on process management related to human resources management.

Actions Taken to Overcome This Area in 2022:

3.1. Each academic, administrative unit and liaison office reviewed their job descriptions, task distribution and made necessary revisions in order to eliminate deficiencies. More detailed information and evidences presented in sub-title A.1.1 The Management Model and Administrative Structure.

3.2. Each unit tries to distribute the jobs not equally but in equity in a way to get the maximum performance out of the personnel available according to their background, enthusiasm and passion for the job. It should be also reminded that it is very difficult to get rid of the underperformed staff 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.

Actions Taken to Overcome This Area in 2022:

4.1. Steps are taken and continued to be taken to better report and interpret the differences seen in the target and realised values in the performance indicators in the university's annual activity reports and annual performance monitoring reports.

4.2. A 5-year general review of the target and realised values of the performance indicators found in 2018-2022 5-year strategic plan is made in AGU's new 2023-2027 5-year strategic plan prepared.

4.3. In 2022, a protocol has been signed between AGU and Gazi University to obtain an "KVYS" that Gazi University has developed. This new system will be used to improve the institutional system for data collection, goal setting, and monitoring activities within the context of strategic plan. It is considered that this data collection management system will help integrate the data collected by different information systems and increase the effectiveness of the performance monitoring of the university since this program will provide to generate integrated reports about certain subjects.

5. The integration of information systems (UIS, Schoology LMS, 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.

Actions Taken to Overcome This Area in 2022:

5.1. Quality Coordinatorship Unit has been established in 2021 and the number of specialist staff appointed to this unit has been increased to 3 in 2022 to better deal with quality issues. The coordinatorship headed by the Vice Rector responsible from the quality affairs has coordinated AGU's new 2023-2027 5-year strategic plan preparations, units' new 5-year strategic plan preperations in line with AGU's new 5-year strategic plan, annual ISER as required by THEQC and units' Self Evaluation Report preparations, all the data collection and processing duties across the university, follow up ranking systems requirements and deadlines, produce and complete proper and correct data entry for such ranking applicaitons.

5.2. The new "KVYS" was obtained from Gazi University in 2022 and will be used to improve the institutional system for data collection, goal setting, and monitoring activities within the context of strategic plan. It is considered that this data collection management system will help integrate the data collected by different information systems and increase the effectiveness of the performance monitoring of the university.

6. Saving time and staff by preparing a common database for activities such as THEQC external evaluation, ISO 9000 certification, EFQM external assessment, EUA assessment.

Actions Taken to Overcome This Area in 2022:

6.1. Quality Coordinatorship Unit has been established in 2021 and the number of specialist staff appointed to this unit has been increased to 3 in 2022 to better deal with quality issues. Quality coordinatorship has spent a lot of effort in preparing and bringing the past and current evidences to gether in a single document for the Institutional Accreditation Program (IAP) held in Nov 2022 by coordinating all the academic

and administrative units. A very detailed [evidence document](#) which is prepared by the Quality coordinatorship according to "ISER Preperation Guide 3.1 Measures and Sample Evidences" is considered an important milestone in improving the PDCA cycles of every measure and in giving feedback to the individual academic and administrative unit about which evidences they lack while assess themselves as a unit in their unit's self evaluation reports. This action in return will trigger to increase the quality, performance of PDCA cycles and help disseminate the quality culture across each unit of the university.

6.2. The new "Institutional Data Management System (KVYS)" was obtained from Gazi University in 2022 and it will be used to improve the institutional system for data collection, goal setting, and monitoring activities within the context of strategic plan.

6.3. [CATSIS](#) which is an education information system has been purchased in 2022. A detailed tech specs of the program has been worked out. Program enables to see all undergraduate and graduate academic programs with detailed information such as program objective, THEQF and program outcomes, curriculum, admission requirements, graduation requirements, course syllabuses with detailed student ECTS workloads, learning outcomes, course and program efficiency. All these informations are recorded and updated when required. This program will address most of the questions posed by THEQC under the Eduction and Teaching title of the ISER.

7. Regularly reviewing the performance indicators used to increase their usefulness to strategic decision making processes and to check their realization.

Actions Taken to Overcome This Area in 2022:

7.1. The Strategy Development Department requests performance indicators from each unit quarterly, consolidates and prepares a report by evaluating the performance indicators annually in order to take better strategic decisions and also to check their realization.

7.2. Since at the end of the 2022, 2018-2022 5-year strategic plan of the institution will become outdated, AGU's top admin has initiated and completed the preparation of new [2023-2027 5-year Strategic Plan](#). Initially, top admin has revisited the mission, vision statements and AGU Values. Later, it has given a direction to the AGU Quality Committee, Strategy Development Department and Quality Coorddinatorship for the preparation of the rest of the details of the new [2023-2027 5-year Strategic Plan](#) especially with a focus on the differentiation strategy, strategic aims, objectives and the performance indicators. Huge effort has been put for the preparation of the new [2023-2027 5-year Strategic Plan](#) by the Strategy Development Department initially, with the review and development of the Quality Coordinatorship, with the feedback of Quality Committee and the top Admin. Review and evaluation of the past 5-year Strategic Plan, its performance indicator realizations are all carried out and reported, the correctness of the prediction of the numbers in the performance indicators, importance of the performance indicators, the need to institute new performance indicators, the need to determine key performance indicators are all checked and changed where necessary while preparing AGU's new 2023-2027 5-year Strategic Plan.

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).

Actions Taken to Overcome This Area in 2022:

8.1. AGU responded rapidly to the changes that occured 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 also has led universities in Türkiye 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. AGU transformed its 30 classrooms to Hy-Flex classrooms and they are now ready for use whenever it is needed. These classrooms are 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.

8.2. AGU was among the top 25 in the [WURI 2022 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 Türkiye.

8.3. With the issue of digital learning on the agenda after the 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). The reader kindly have a look at our [Implementing Principles of Counting Online Courses Offered on Digital Platforms as Elective Courses](#).

8.4. Specialists from different fields and successful business people 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 organise meetings between students and influential people of industry and business. The reader can also have a look at our event on [Digital Transformation and Career](#) and our seminar on [Digital Technologies: Internet of Things and Artificial Intelligence](#) as examples.

8.5. AGU TTO provides researchers with project support services such as writing [projects](#), finding partners, preparing project applications through online or face-to-face 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 etc.) 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 organised 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. Moreover, [Kayseri Model Factory](#) is a project implemented at AGU with two main objectives: lean production and digital transformation.

8.6. CATSIS which is an education information system has been purchased in 2022. A detailed tech specs of the program has been worked out. Program enables to see all undergraduate and graduate academic programs with detailed information such as program objective, THEQF and program outcomes, curriculum, admission requirements, graduation requirements, course syllabuses with detailed student ECTS workloads, learning outcomes, course and program efficiency. All these informations are recorded and updated when required. This program will address most of the questions posed by THEQC under the Eduction and Teaching title of the ISER.

8.7. Based upon the AVESİS academic information system entries of the AGU researchers, the individual research performances of each faculty member and department are monitored and evaluated. High level meetings have been carried out for the research output evaluations of the existing performances of individual faculty members and departments with each Department Head, the Dean, the Rector and Rector Advisor for the Research. Later, the goals for the new year have been identified. The existence of the Advisor to the Rector for the Research has also led to the formation of the AGU Research Committee with members from each Faculty. The committee have hold regular meetings with an agenda to address the high level of research needs of the university. The committee has then 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 top administration.

8.8. In 2022, a protocol has been signed between AGU and Gazi University to obtain an "Institutional Data Management System (KVYS)" that Gazi University has developed. This new system will be used to improve the institutional system for data collection, goal setting, and monitoring activities within the context of strategic plan. The related trainings are planned by the attendance of appropriate personnel and the project is planned to be implemented towards the end of 2023.

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.

Actions Taken to Overcome This Area in 2022:

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 and products from suppliers. They are requested to reconsider their technical and purchasing specifications to ensure to relevant items of SDGs or include new items related to SDGs.

9.2. AGU Administrative and Financial Affairs Department applies a Supplier Sustainability Survey to all of its suppliers annually, considering the SDGs. Based on the results of the survey, the unit prepares a survey evaluation report and work on issues that can be improved. Moreover, all these activities are published on their website in order to share with stakeholders.

There were 6 weaknesses stated in the 2017 Institutional Evaluation Report (IER). Only two of those 6 weaknesses, namely, 1 and 5 are listed in the 2020 Institutional Monitoring Report (IMR). Thus, other 3 weaknesses in the old report and 1 weakness related with COVID-19 period were removed. Instead, there are 8 new additional weaknesses determined in the new report where they are treated as stated above.

In summary;

Under the "A. Leadership, Management and Quality" title;

Considering the feedback for the 2020 IMR from THEQC and 2017 IER, a university-wide effort has been initiated to redefine all processes including internal evaluation process in a structured way and prepare a Quality Processes Handbook The handbook defines how to measure, monitor, evaluate, and improve all processes. It also clarifies interrelationships between the processes and how the feedback from external and internal stakeholders is incorporated into the continuous improvement cycle. In this context,

- Quality Committee was restructured to include personnel who can spare more time for quality processes,
- Quality Coordinatorship human resources capacity is increased to better coordinate quality assurance system and disseminate quality culture,
- Academic, administrative units and liaison offices formed their unit-level quality committees,
- Policy documents regarding Education, Quality Assurance, Management, Research, and Societal Contribution were revised and announced on the Quality Coordinatorships' web site,
- Academic, administrative units and liaison offices prepared their own units' self evaluation reports,
- Trainings regarding quality processes were carried out for academic and administrative personnel,
- Main processes with regard to Education, Quality Assurance, Management, Research, and Societal Contribution were identified,
- PDCA cycles for main processes were defined and time schedule for main activities was prepared.

The university-wide efforts conducted while preparing 2023-2027 Strategic Plan also facilitated the dissemination of quality processes among all academic and administrative personnel. The university-level realizations for the main strategic aims of research and development, education, management processes, and societal contribution are 74.01%, 58.39%, 119.23%, and 121.65%, respectively. The reader is kindly referred to have a look at the realization level of performance indicators between 2018-2022 in detail in the review section of AGU's new 2023-2027 5-year strategic plan. Current realization levels were taken into account while determining the new 5-year strategic plan performance indicators and their target values.

AGU has purchased a new education information system called CATSIS in 2022 to better address education related issues. A detailed tech specs of the program has been worked out. Program enables to see all undergraduate and graduate academic programs with detailed information such as program objective, THEQF and program outcomes, curriculum, admission requirements, graduation requirements, course syllabuses with detailed student ECTS workloads, learning outcomes, course and program efficiency. All these informations are recorded and updated when required. This program will address most of the questions posed by THEQC under the Eduction and Teaching title of the ISER.

AGU has started to employ a new assessment model for its academic personnel performances. The new model is based on the AVESİS academic information system entries of the AGU researchers. The individual research performances of each faculty member and department are monitored and evaluated through the data entries made in AVESIS. Various top level meetings have been carried out for the research output evaluations of the existing performances of individual faculty members and departments with each Department Head, the Dean, the Rector and Rector Advisor for the Research. Later, the goals for the new year have been identified. The existence of the Advisor to the Rector for the Research has also led to the formation of the AGU Research Committee with members from each Faculty. The committee have hold regular meetings with an agenda to address the high level of research needs of the university. The committee has then 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 top administration.

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. Quality Coordinatorship is responsible for coordinating all the data collection activities across the university and processes them for different purposes required for the preparation of various performance reports, institutional self-evaluation reports and national and international rankings etc. Moreover, in order to monitor all data at the AGU, a new "Institutional Data Management System (KVYS)" was obtained from Gazi University in 2022 and it will be used to improve the institutional system for data collection, goal setting, and monitoring activities within the context of strategic plan.

AGU top administration has instituted a Vice Rector Position responsible from the external stakeholder affairs. This Vice Rector coordinates critical societal impact activities where external stakeholders take role and the relation of these activities to SDGs. AGU TTO which is in charge of the research aspect and "Youth Factory" which is in charge of student activities aspect of societal contribution operates under this Vice Rector.

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 upper management to spot errors and take corrective measures.
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, orientation, international partnership, internationalization workshop, heritage day, international newspaper, international staff mobility, international fest processes and activities to establish and maintain international collaborations that enable student and employee mobility.

As a new generation university, AGU has established an "Quality and Internationalisation Master Plan" comprising all the works needed to be realised 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, recognised 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.

As part of its improvement and monitoring activities, AGU evaluates the 2015-2020 and 2020-2025 internationalization strategies biannually with the participation of academic and administrative units (Internationalisation Meetings Evaluation Reports). According to the outcomes of these meetings, the strategy document is updated and actions are taken to improve it. In addition, updating the institution's 2020-2025 strategy by re-evaluating the 2015-2020 AGU internationalization strategy in terms of its achievability, sustainability and shortcomings and taking the CoHE Internationalization Strategy as a guide is an essential aspect of this monitoring-improvement process. (Previous version: Internationalization Strategy 2015-2020, Current version: Internationalization Strategy 2020-2025).

The internationalization resources of the university are not only provided by the International Relations Office, but also by the Erasmus Coordinatorship, Youth Factory, AGU Academy, TTO, BAP Coordinatorship and academic units. As an example, Erasmustern Consortium Project was launched under the coordination of AGU in partnership with Erciyes University, Nuh Naci Yazgan University, Sabancı University, Kayseri Chamber of Commerce, Kayseri Chamber of Industry and ÜSAİV to increase internationalization resources and quotas for student internship and staff mobility. This project was selected as an example of good practice by the National Agency. As an another example, the Youth Factory applied for accreditation of ESC and KA150 projects to increase internationalization resources. As of 2022, our university was among the 169 applications submitted within the scope of the "ESC Youth Program Volunteering Activity Quality Certificate (ESC50)" and was entitled to receive the certificate.
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 infrasturcture, best health, sports and cultural facilities and ecosystem used by the internal and external stakeholders of the university. All necessary precautions were taken inside the campus and dormitories and necessary classroom transformations for Hy-Flex Education are made, necessary online platform licences were renewed during the remote education period. Besides, some other offices such as Dean of Students, International Office, Career Office, Youth Factory, Phsycology-Consultation-Guidance Office helped assisting the students and found solutions to the specific problems that some students face in these difficult circumstances.

Under the "B. Education and Teaching" title;

AGU redesigned its university-wide mandatory courses of GLB with the aim of encouraging students to gain more awareness and sensitivity and bring solutions and engage actively with all the 17 SDGs developed by the UN.

AGU has purchased a new education information system called CATSIS in 2022 to better address education related issues. A detailed tech specs of the program has been worked out. Program enables to see all undergraduate and graduate academic programs with detailed information such as program objective, THEQF and program outcomes, curriculum, admission requirements, graduation requirements, course syllabuses with detailed student ECTS workloads, learning outcomes, course and program efficiency. All these informations are recorded and updated when required. This program will address most of the questions posed by THEQC under the Eduction and Teaching title of the ISER.

In addition, 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. On the process of designing new university-wide Career Planning course by the directives of Presidency of the Republic of Türkiye 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 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 Hy-Flex Education. AGU has announced a Hy-Flex Education strategy and transformed many of its classrooms to Hy-Flex classrooms across the university to facilitate Hy-Flex Education which allows students to follow the course both from the classroom (face-to-face) and from a distance via an online platform outside the classroom. Classrooms are re-structured with audio-visual tools such as camera, microphone, internet access and distance learning tools. The classrooms are ready to serve education to students both face-to-face and from a distance synchronously. 30 large classrooms as mentioned before in AGU are converted to Hy-Flex classrooms allowing 30 seats.

Since its establishment, AGU has been a university that continuously and systematically seeks, researches and implements innovative and

emphasises active teaching-learning techniques and has set an example in this field. AGU has a student-centered, competency-based, interdisciplinary education-training policy and approach that supports interdisciplinary interaction practice in every process of learning, where students play an active role in learning processes. As an example, with the Capsule education program, which was initiated as a pilot project implemented in the Department of Electrical and Electronics Engineering, more than one course is brought together and the modules are carried out practically by different faculty members. The feedbacks of external stakeholders (Please see Participant List) were taken in the design of the model implemented in this department. Along with this pilot curriculum model being exemplary, studies are being carried out to evaluate its outputs by students, graduates and external stakeholders and to improve its results (Kindly see our Capsule Education System, Capsule Based Curriculum Rules).

AGU has an internship program that is called "7+1 Internship Program" which is another example of active teaching-learning technique and it is applied to students studying in AGU Computer Engineering, Civil Engineering and Electrical and Electronics Engineering undergraduate programs by considering the workload credits of the students which is different from the familiar internship program. This program includes 4-month internships at workplaces in the last semester in order to apply the theoretical knowledge and experience gained during the first 7 semesters of study, to improve the skills they have acquired in laboratory and workshop applications, to get to know the responsibilities, relationships, production processes and new technologies in the companies they will work in and to learn the problems and solutions related to the field they have studied by taking part in team work.

At AGU, apart from the academic qualifications of the students, different competencies such as communication skills, social skills and teamwork are certified. In addition, it is presented as a transcript along with the academic diplomas and diploma supplements that students will receive upon graduation as a reference for their internship and professional life. Please see an example NAT. This extraordinary application, which also has been trademark registered (NAT Trademark Registration Certificate) by the Turkish Trademark and Patent Office as of July 2019, social activities, organisations, projects, national and international events that our students have participated in throughout their university life have been monitored and stored in a database.

The accreditation of undergraduate programs is encouraged by the Rectorate and faculty Deans. Hence, there are ongoing efforts in the departments of all faculties having active undergraduate programs to finalise the preparations for application to the relevant accreditation bodies such as ABET, MÜDEK, MiAK-MAK and Association to Advance Collegiate Schools of Business (AACSB). Specifically, all the departments in Faculty of Engineering and Faculty of Architecture completed the official application process for MÜDEK and MiAK-MAK as of 2022. Business Administration and Economics Departments attach importance to accreditation of the programs in the following years, and the Accreditation Commissions for each department have been established to carry out required works in this context. Preparations for the AACSB application has continued in 2022. Moreover, with the works of Accreditation Commission of Business Administration department, a mutual agreement has been made between the university and the Pearson institution.

The departments' PO are determined in accordance with the university's strategic goals as well as THEQF accord and announced at websites of each department. 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. PO of the departments have been determined in line with the institutional LO of AGU and the THEQF as well as the recommendations from stakeholders. The LO of the courses in each program have been defined and matched with POs. All those PO, LO and other related program informations are monitored continuously at CATSIS Education Information System.

The language education system developed at AGU's School of Foreign Languages, which focuses on each of the four language skills (speaking, reading, writing, listening) separately, has set an example for the new system planned by the CoHE as a solution to the problems in English education in Türkiye. CoHE President Prof. Dr. Erol Özvar, in his speech at the Interuniversity Council Meeting held in December 2022, pointed to the problems with the level of English being taught in Türkiye and announced that they are planning to switch to the approach of teaching and measuring each of the four language skills separately, which is practiced at AGU for years. Detailed information about the prep school at AGU and its requirements can be reached from the Prep School Handbook. Consistency and reliability of assessment and evaluation practices between time and individuals are ensured. For detailed information, the reader kindly have a look at sub-title B.2.2. Measurement and Evaluation.

The 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 related staff(s) 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 organised 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.

At AGU, all units have prioritised the interaction of its students with the other local, national, and international students. Social, cultural and sportive activity mechanisms are followed, activities are diversified in line with needs and demands. Social and cultural activities of the students are carried out within the scope of the Student Clubs Directive. The coordination and planning of events organised at AGU are carried out with the participation of the Dean of Students Office, Health, Culture and Sports Department, Student Activities Coordinatorship, Student Representative, Student Club Presidents, International Office, as well as all Turkish and Foreign Students. Unlike other universities, a ski course is offered which is free of charge each year and all students are encouraged to attend the course. The reader kindly have a look at other practices from the following links (Ski Course, Snow Volleyball, Futsal Soccer).

The Criteria for Appointment and Promotion at AGU were last updated on 02.03.2022 to encourage the competitive aspects of the university with the focus on research (e.g. increasing the points required for publications, the requirement to apply for a project in reappointments, the requirement that half of the relevant criteria points in appointments of professor title must be obtained after the associate professor title). The reader can have a look at AGU's Previous Criteria for Appointment And Promotion and Current Criteria for Appointment And Promotion The processes regarding performance monitoring in criteria for appointment and promotion are monitored through AVESIS academic information system updates.

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. AGU controls the equipment infrastructure through a centralised 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 recognised 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.

As of 2022, 13 start-up companies from AGU are active in techno parks, 9 of which have been set up by faculty members, 2 by research assistants and 2 by master students to offer consultancy and carry out R&D projects with a positive contribution to the region.

In 2022, 29 TÜBİTAK projects (with a total budget of 21.391.459,40 TL), 7 AGU-BAP projects (with a total budget 69025,00 TL) were supported (AGU BAP Projects 2022) (AGU TÜBİTAK Projects 2022). Through university-industry cooperation, the university has several ongoing projects with a total budget over 2.500.000,00 TL, including projects with top-tier companies such as YATAŞ, UNDP, TUSAŞ, ELC Aluminium Joint Company, Kayseri Model Factory Joint Company and Honkong E. Motor Advance Technology, which is from abroad company. Through UDAP, a research project was conducted with a total budget of 51.000,00 TL. Through the central budget, the university acquired equipment which is worth 4.687.326,09 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.

As part of the high impact research activities carried out at AGU, 2 patent applications have been made in 2022. From among many patent applications which were done in previous years have resulted in 3 patent grants also in 2022.

The number of scholarly publications has increased from 119 in 2019 to 148 in 2020 to 172 in 2021 and hit to record value of 202 in 2022 according to Scopus. Among the articles published by the AGU members, over 70% are Q1 and Q2 publications. (Based on 2021 index).
AGU is placed in the top of Turkish university rankings in terms of scientific articles and citations per academic staff. According to the 2022 data, the average of scientific articles published in internationally indexed journals per academic staff is more than 1.59 at AGU.
The number of publications per faculty member has increased from 1.35 in 2019 to 1.72 in 2020 to 1.87 in 2021. Among the articles published by the AGU members, over 70% are Q1 and Q2 publications.
AGU will continue to be an ideal destination for scientists who make a difference in Türkiye 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 Impact" title;

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 with public institutions, but also with NGOs, private businesses and community leaders. AGU is also aware that these ambitious aims require constant development around the societal impact policy and implementations. At AGU, societal impact activities are carried out not only by the university's education and research units such as faculties, institutes, etc. (scientific, economic, social, cultural activities) but also by the university's liason offices specifically established for this purpose (TTO, AGU Academy, Youth Factory, Model Factory, AGU Technopark, Department of Health, Culture and Sports, etc.)

Given the fact that the THEQC's IMR in 2020 provided an inside to achieve new developments for further enhancement and institutionalisation of the AGU's societal impact, AGU has implemented a range of mechanisms to correspond to the feedback of the THEQC's report for enhancing AGU's societal impact. In the THEQC's evaluation process, four important key remarks provided the opportunity to do so, (1) *institutionalisation 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 societal impact implementations. Since then, first and foremost, AGU has embraced evidence-based information on societal impact activities for further policy development, as it is detailed through the report. AGU has institutionalised its SI by auditing its societal contribution performance through the SI Committee. AGU, with the increasing the number of partners at a global level (e.g., ATHENA, UN Academic Impact, SDG Academy, SDG Accord, Universities in Europe and the USA, the UN, the Global Solution Network), national level (e.g., the Ministry of Education, Chief Public Prosecutor's Office, Disaster and Emergency Management Presidency (AFAD in Turkish), Green Crescent Counseling Center, Turkish Red Crescent, GİM, SGDD-ASAM) and local level (e.g., Kayseri High School, Nuh Mehmet Baldöktü Anatolian High School Yahya Kemal Beyatlı Middle School, Çetin Şen Science and Art Center, Talas Municipality) together with stakeholders in industry and commerce (e.g., Kayseri Chamber of Industry, Kayseri Chamber of Commerce) wishes to transfer its societal impact ideas into tangible impact to the society. AGU also has taken preventive measures to sustain the strength of AGU's societal impact by developing a performance audit model which is implemented at each individual unit level and includes a monitoring system. According to the system, the academic and administrative units have been monitored by receiving a biannually societal impact report (Please see for an example report) to the SI Committee through an electronic form. SI Committee registers and reports the societal impact activities and give feedback if necessary (Kindly see a summary report of SI Committee). Also, each unit receives a consultation from a member of the SI Committee upon an inquiry for their societal impact activity. Thanks to this model, AGU has been improving its communication and feedback mechanism with each planned societal impact activity as well as monitoring the structured entities of societal impact. AGU is an ambitious university that wants to turn areas open to improvement 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, criticising 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.

AGU believes that contemporary global problems cannot be solved from the perspective of a single discipline. Therefore, the university has developed and applied social impact policies to flourish an inter/trans-disciplinary research culture within and across campus. Thus, AGU determines the principles of multidisciplinary programs and graduate departments' common approach based on the UN's SDGs. In this context, the university implements this policy by including sustainability-focused programs and courses at both undergraduate and graduate level. All graduate programs at AGU enforce that not only a dissertation must be written in an interdisciplinary approach, but also it must show a clear association with at least one of the SDGs.

Besides the societal impact dedicated units, AGU also embedded various structural elements in its educational and research activities. AGU developed an innovative 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(47th 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 societal impact and knowledge sharing among the AGU community (GLB Coordination Commission). The commission has organised to determine the number of the necessary GLB courses, besides coordinating each individual course dedicated to SDGs.

AGU is an institution that continuously monitors, documents and evaluates the activities of its education and research units in terms of both resource allocation and impact analysis. One of the most important indicator is AGU's high ranking in THE Societal Impact rankings every year. For instance, THE Societal Impact 2022 which is an internationally prestigious independent evaluation agency for universities across the globe. Apart from this, for the last few years, AGU has ranked 1st in the Turkish University Satisfaction Survey prepared by UniAr.

Having organised all the academic and administrative units around the target of providing societal impact, it is not a simple task to provide a clear picture of the societal impact of AGU given the fact that the AGU's values require each and every activity of the university must be dedicated to producing a societal impact. AGU's Values embraces to the fullest to shape a better and more sustainable future globally. Yet, AGU is also dedicated to monitoring the mechanism and magnitude of societal impact that they have been aimed to produce for being helpful to the people at the local and global level so that the magnitude of societal impact can gradually increase and help to build better policy across unit and university as a whole.

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 Türkiye'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 ensures that it continues its activities and maintains its originality, taking into account global trends, national targets, and stakeholder expectations.

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, is in constant communication with these stakeholders. Within the scope of the Management System Concept, AGU 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. AGU 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.