INSTITUTIONAL SELF-EVALUATION REPORT

ABDULLAH GÜL ÜNİVERSİTESİ

2018

1. INSTITUTIONAL INFORMATION

1) Information on the Institution

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

1.1. Abdullah Gül University Contact Details

A.1. Contact Details

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Rector

The Abdullah Gül University Quality Committee

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

Self-Evaluation Subcommittee Members

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

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

Institutional Information

Dr. Harika SÜKLÜN	Committee President, Coordinator at the Office for Prospective Students
Onur ERDOĞAN	Assistant Specialist at Financial Services

Quality Assurance System

Prof. Cengiz YILMAZ	Committee President, Vice Rector
Prof. İbrahim AKGÜN	Chair, Department of Industrial Engineering
Prof. Mehmet ŞAHİN	Chair, Department of Engineering Sciences
Dr. Sedat ERDOĞAN	Faculty Member, Management Sciences
Dr. Kevser KAHRAMAN	Faculty Member, Engineering

Dr. Faruk GÜVEN	Faculty Member, Management Sciences
Onur ERDOĞAN	Assistant Specialist of Financial Services

Education

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

Research and Development

Assoc. Prof. V. Çağrı GÜNGÖR	Committee President, Chair of the Department of Computer Engineering
Prof. Hakan USTA	Deputy Director, Graduate School of Engineering and Science
Assoc. Prof. Evren MUTLUGÜN	Vice Dean, Faculty of Engineering
Dr. Alper İŞOĞLU	Vice Dean, Faculty of Life and Natural Sciences
Satı Demet ÇALIŞKAN (Secretary)	Civil Servant

Management System

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

1.2. Historical Development of Abdullah Gül University

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

The University campus is a project to transform the Sümerbank Textile Plant , which had one of the first and biggest industrial campuses of the Republic of Turkey, into an education campus. The Sümerbank Plant was established in Kayseri and began manufacturing 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. The efforts to bring a new state university to Kayseri were initiated in 2007 by the opinion leaders of Kayseri who came together thanks to the initiative of the Metropolitan Municipality. Buildings located on the Sümer Campus were renovated and re-functionalized by various architects as education and research spaces. **(Annex_1.1 Institutional History)**

The construction of the Mimar Sinan Campus, the second campus of the university, continues. An important element that furthers AGU's aims to offer education and to conduct research at an international level, to the fore with its new model is the AGU Support Foundation (AGÜV). Since its establishment on July 13, 2011 AGÜV has worked to support the development of the university in a noteworthy and effective manner. **http://www.aguv.org.tr/Aguv.aspx**

1.2.1. Students, Faculty Members and Administrative Staff
As of December 2018, AGU has 1293 undergraduate and 167 graduate students enrolled in the departments of Engineering, Architecture, Life and Natural Sciences and Management Sciences active under four faculties and one institute (Graduate School of Engineering and Science). 68% of our students are male and 32% are female. There are 134 international students and 44 students with a special status.
92 research assistants, 39 faculty members, 51 doctors, 12 associate professors, 10 professors and 130 administrative staff work at AGU in their respective academic and administrative capacities. The ratio of students per member of academic staff is 7.

Table 2: 2018 Departmental Quotas and Occupancy Rates

Program Name	ÖSYS Quota	ÖSYS Score Students Admitted	Empty Places	Occupancy Rate
Faculty of Management Sciences				
Business Administration (Eng.)	50	52	0	100%
Faculty of Architecture				
Architecture (Eng.)	50	52	0	100%
Faculty of Life and Natural Sciences				
Molecular Biology and Genetics	50	52	0	100%
Bioengineering	40	41	0	100%
Faculty of Engineering				
Electrical and Electronics Engineering (Eng.)	50	52	0	100%
Industrial Engineering (Eng.)	50	52	0	100%
Civil Engineering (Eng.)	50	52	0	100%
Mechanical Engineering (Eng.)	50	52	0	100%
Computer Engineering (Eng.)	50	52	0	100%
Total Number of Quotas for all Faculties	440	457	0	100%

Table 3: Number of Students at the end of 2018

Faculty	Department	Male	Female	Total
	Bioengineering (MSc)	3	10	13
	Electrical and Computer Engineering (MSc)	14	13	27
	Architecture (MArch)	5	8	13
	Industrial Engineering (MSc)	6	5	11
	Advanced Materials and Nanotechnology (MSc)	10	2	12
GRADUATE SCHOOL OF ENGINEERING AND SCIENCE	Sustainable Urban Infrastructure Engineering (MSc)	7	3	10
	Bioengineering (PhD)	0	3	3
	Materials Science and Mechanical Engineering (PhD)	11	8	19
	Industrial Engineering (PhD)	6	2	8
	Architecture (PhD)	0	9	9
	Electrical and Computer Engineering (PhD)	28	14	42
	Computer Engineering	132	21	153
	Electrical and Electronics Engineering	167	16	183
FACULTY OF ENGINEERING	Industrial Engineering	90	77	167
	Mechanical Engineering	157	15	172
	Civil Engineering	145	24	169
FACULTY OF ARCHITECTURE	Architecture	72	72	144
FACULTY OF LIFE AND NATURAL SCIENCES	Molecular Biology and Genetics	34	67	101
	Bioengineering	20	20	40
FACULTY OF MANAGEMENT SCIENCES	Business Administration	85	79	164
GRADUATE SCHOOL OF ENGINEERING AND SCIENCE		90	77	167
FACULTY OF ARCHITECTURE		72	72	144
FACULTY OF ENGINEERING		691	153	844
FACULTY OF LIFE AND NATURAL SCIENCES		54	87	141
FACULTY OF MANAGEMENT SCIENCES		85	79	164
TOTAL STUDENT COUNT		**992**	**468**	**1460**

Table 4: Number of Academic Staff Per Units at the end of 2018

UNIT	Prof.	Assoc. Prof.	Dr.	Academic	Research Assistant	Total
Rectorate	-	-	-	10	-	10
Faculty of Engineering	8	7	27	3	51	96
Faculty of Life and Natural Sciences	1	-	9	1	2	13
Faculty of Architecture	-	2	4	1	17	24
Faculty of Computer Sciences	-	1	1	1	3	6
Faculty of Management Sciences	1	1	5	1	8	16
Faculty of Humanities and Social Sciences	-	-	4	2	4	10
Faculty of Educational Sciences	-	-	1	1	3	5

School of Languages	-	-	-	18	-	18
School of Physical Education and Sports	-	1	-	1	-	2
Graduate School of Engineering and Science	-	-	-	-	4	4
Graduate School of Social Sciences	-	-	-	-	-	-
Graduate School of Educational Sciences	-	-	-	-	-	-
TOTAL	10	12	51	39	92	204

Table 5: Distribution of Administrative Staff by Class of Service

Distribution of Administrative Staff by Class of Service

General Services (GIH)	Technical Services (THS)	Legal Services (AHS)	Medical Services (SHS)	Auxiliary Services (YHS)	TOTAL
91	28	1	1	9	130

1.2.2. AGU's Location and Infrastructure

AGU has two campuses located in Kayseri province. Described as a City Campus, the Sümer Campus includes the buildings of Rectorate, Academic departments, School of Foreign Languages, library and student residences.**(Annex_1.2 AGU_Organizational_Chart)**Due to changes in the numbers of students, academics and administrative staff in 2018, distribution of physical spaces for administrative and academic departments have changed at the university. Data pertaining to physical spaces used by administrative departments on the Sümer Campus in 2018 are given in Table 6. Data pertaining to physical spaces used by academic departments in 2018 are in Table 7. Moreover, construction of Mimar Sinan Campus which is situated about 20 km away from the city center on the Kayseri-Malatya highway continues.

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

Offices and Other Spaces	Number of Offices for Academic Staff	Office Space of Academic Staff (m^2)	Number of Offices for Administrative Staff	Office Space of Administrative Staff (m^2)
Rectorate	13	747	4	109
Strategy Development			3	101
Information Technology Services			2	57
Administration and Finance			3	99
Library and Documentation			2	20
Student Affairs			2	72
Human Resources			3	92
Health, Culture and Sports			2	83
Construction and Technical Affairs			11	230
Legal Counsel			1	32
General Secretariat			4	202

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

	Academic Offices m^2	Administrative Offices m^2	Classrooms m^2	Laboratories m^2	Computer Labs m^2	Library m^2	Common Area m^2	Exhibition/ Foyer Area m^2	Confere Halls m^2
Common_Areas			686	1595	132	955	4899	2146	
School_of_Languages	265	86	570			955	4899	2146	650
Faculty_of_Engineering	1060	81	772	818	132	955	4899	2146	650
Faculty of Computer Sciences	40	20	772		132	955	4899	2146	650
Faculty of Architecture	195	60	772	584	132	955	4899	2146	650

Faculty of Management Sciences	120	30	772		132	955	4899	2146	650
Graduate School of Engineering and Science	26		64	1313	132	955	4899	2146	650
Faculty of Life and Natural Sciences	95	43	772	1313	132	955	4899	2146	650
Faculty of Humanities and Social Sciences	98	25	772		132	955	4899	2146	650
Graduate School of Social Sciences		20	64		132	955	4899	2146	650

1.3. AGU's Vision, Mission, Values and Strategic Targets (Annex_1.3 2018-2022_AGU_Strategic_Plan)

Vision

AGU will serve as a prestigious international university that embodies innovation and creativity, generates knowledge and contributes to science and society at high levels by transforming knowledge into value.

Mission

To make significant contributions to science and society through scientific research and modern education.

Our university considers and expresses its mission and projects in more than one area as shown below:

Mission of Research:

•To make significant contributions to science and to 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 the society while taking into account near and distant environmental differences;

•To develop and applying transdisciplinary research culture.

Mission of Education:

•To develop and implementing learner-centered training and research processes;

•To educate 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 and collaborative work processes with the society, business and industry, public institutions and non-governmental organizations.

Mission of the Management Level

•To ensure effective participation of internal and external stakeholders in the management processes of the university;

•To create management processes that will facilitate the development of innovative projects by the academic staff and researchers;

•To improve internationalization processes.

Stated Values:

•Awareness of the prestige of the academia;

•Innovation

•Openness to participation and cooperation

•Entrepreneurship

•Aesthetic awareness

•Ethical responsibility

•Care for the society

•Care for the environment

•Focus on the future

•Respect for the diversities and possession of a reconciliatory culture

•Liberalism

Strategic Aims and Objectives (Annex_1.3 2018-2022_AGU_Strategic_Plan)

Strategic Aims and Objectives for Research

AIM 1. TO REALIZE HIGH QUALITY AND ADVANCED RESEARCH STUDIES

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

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

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

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

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

Strategic Aims and Objectives for Education

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

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

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

Strategic Aim 2.3. : Organize classrooms and courses in such a way to maximise mutual interaction and active student participation. Achieving that level of quality 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. Increasing the number of students doing internships by 10% each year within the planned period.

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

Strategic Aims and Objectives at the Management Level

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

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

Strategic Aim 3.2. : Complete 75% of infrastructure and renovation work on the Sümer Campus, 80% of infrastructure work and 10% of the construction on the Mimar Sinan Campus by the end of the planned period in order to optimize 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 components (students, academic and administrative staff) adopt and apply universal/professional/scientific/ethical/multicultural values as well as encouraging and supporting them to take active roles at international organisations. Increasing such task assignments during the planned period.

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

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

Strategic Aims and Objectives for the Societal Impact

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

Strategic Aim 4.1.: Ensuring that facilities such as Technopark, TTO, Incubation Centers which will support research infrastructure and processes are established according to international standards within the first three years of the planned period. Increasing 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. : Ensuring that societal impact is observed in scientific studies and research carried out at AGU and explained in project texts. Ensuring that societal impact is explained in at least 70% of research projects realized at AGU by the end of the planned period.

Strategic Aim 4.3. : In all programs and primarily in the core curriculum, design courses that emphasize global affairs, entrepreneurship, design-and-project-focused thinking, societal impact, ensuring 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 increasing the number of projects by 20% within the planned period.

Strategic Aim 4.5. : Promote life-long educational 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, the civil society and public institutions, increasing the number of new courses by 10% every year within the planned period.

1.4. Units Providing Educational Services

Since the language of instruction at AGU is English, priority is given to students' acquisition of English. To this end, English Language programs at the School of Foreign Languages are taught by well qualified national and international academic staff. Educational activities are carried out in 7 faculties and two schools at AGU as shown in Table 2. Courses in all programs are divided into obligatory and elective courses and offer students the chance to increase their competences in areas of their choice. Additionally, the number of applied courses has been increased so that students can apply their knowledge and gain more business experience. New students go through an orientation program at the university so that they can start their academic lives smoothly. Academic and psychological counselling and guidance are also available for students starting with their first steps into the university until their graduation. Thanks to technical visits, students acquire on-site knowledge and experience of successful projects in Turkey and abroad.

In order to support the personal and professional development of students, experts of different areas, successful business people are invited as part of both extracurricular and curricular activities. The faculties and departments also arrange meetings between students and influential people of industry and business. Courses are enriched by means of invited external speakers as part of a course themed "Discover Your Occupation." Considering that students need more guidance on personal development during their first years at the university, the Personal and Professional Development Activities course was transferred into the curriculum of the School of Foreign Languages as "University Transition (UT)" in the new academic year. Several training sessions and workshops have been organised with the aim of continuing professional development of teaching staff and enhancing their teaching skills. These training sessions covered learner-centred approaches in course design and implementation, use of technology in classrooms, managing classroom discussions, integration of learning through community service into courses, teaching non-native students in English. The Centre for English Language Teaching has been established to handle learning and teaching related issues more systematically by experts and support both academics and students on educational matters. Competences of academics and hence the quality of education are improved through group work with academics, personal counselling, class observations, and small workshops to discuss different teaching methods.

1.5. Units Carrying out Research Activities at AGU

All of the faculties, schools, and departments listed in Table 2 are the main units where the research activities are carried out. The locomotive school for research activity is the Graduate School of Engineering and Science. http://fbe.agu.edu.tr/fenbilimleri-enstitusu-about AGU's Graduate School of Engineering and Science is founded and started to receive its first grad students during 2014-2015 academic calendar year. Under the graduate school there are currently 6 M.Sc. and 5 Ph.D. Programs and all of them are running with 100% English Medium of Instruction. AGU currently has 167 graduate students. Graduate School gave its first M.Sc. graduate in 2015 and first 2 Ph.D. graduates in 2018. Since then, AGU has 35 M.Sc. and 2 Ph.D. graduates. AGU follows up its graduates, their thesis works, their publications in scientific journals, conferences and their patents, their career developments in academic or business world regularly. http://www.agu.edu.tr/userfiles//GSES/mezun_takip.pdf, http://fbe.agu.edu.tr/student-publications.

With the purpose of enhancing the research infrastructure, an ongoing process of construction of the building for AGU's Central Research Lab was completed in 2018. AGU's Central Research Lab aims to be a magnet for successful researchers in our country with its equipment inventory the acquisition of which has taken a number of years. The purchased equipment has been in service of the researchers in different lab units inside AGU pending the completion the dedicated Central Research Lab building. To administer the Central Research Lab more effectively, senior administration has determined a new organisational infrastructure, along with regulations for its use. **(Annex_1.4 Central Research Lab_Organizational Chart_2018) (Annex_1.5 Central Research Lab_Draft Rules and Regulations_2018).** Lab equipment has been started to be placed inside the Central Research Lab in appropriate and allocated lab spaces and the activation processes of each equipment continues. **(Annex_1.6 Central Research Lab_Equipments_2018).**

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

There are 8 Application and Research Centres at AGU. These centres are as follows: I. Guidance and Psychological Counselling, II. Career and Professional Development, III. Training for Gifted Children, IV. Continuing Education, V. Youth Activities, VI. Digital Publishing, VII. Life-long Learning, VIII. Middle-east Leadership and Entrepreneurship. In addition to these centres active in social fields at the university, centres of excellence have been planned to encourage

interdisciplinary research in global responsibility areas under Sustainability theme such as Health and Medical Biotechnology, Smart Systems (Cities, Industry 4.0, Advanced Materials, etc.) and Societies, Innovation and Entrepreneurship, Energy, etc.

Academics are also supported in their realisation of project partnerships with faculty members from other universities in multi-partner research. In this regard, externally supported project applications are encouraged. The AGU Office for Scientific Research Projects (BAP) collates and follows multi-partner projects grants as a dedicated category.

Reporting to the Rectorate, the Technology Transfer Office (TTO) was established as a coordination office in 2014 to support research and development activities at the university and improve the University-Industry cooperation in the region. The mission of the AGU TTO is to develop national and international project collaborations, cultivate of an intellectual property culture, and to produce products with high added value first and foremost in the province of Kayseri, then regionally and then nationally. 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, founding start-up companies. Founded on 12.12.2018 with the Kayseri Chamber of Commerce membership, AGU TTO Inc. will collaborate with public and private sectors for R&D, innovation and product development, aiming for incorporation and entrepreneurship support. AGUTTO Inc. offers mentoring for intellectual property of information and discoveries and work in areas of entrepreneurship, licensing and industrial cooperation. **(Annex_1.7 AGU TTO_Inc_Chamber_of_Commerce_Certificate), (Annex_1.8_AGU TTO_Inc_Jan-Mar_Bulletin), (Annex_1.9 AGU TTO_Inc_Apr-Dec_Bulletin)**

In attain synergy while increasing national and international competitive power in applied sciences and technologies, AGU TTO Inc. offers services under the Units of Educational Awareness, Project Development, University-Industry Cooperation, Intellectual Property, Entrepreneurship and Incorporation. By the end of 2018, AGU academics made 26 international and 8 national patent applications through the TTO. AGU faculty members hold 25 total patents, one national and 24 international. In 2018, the TTO organised 8 awareness, briefing and training events. **(Annex_1.10 Sample_National_and_International_Patents), (Annex_1.11 Patent_Application_Sample), (Annex_1.12 AGU TTO_Activities_Patent Applications and Counts)**

1.6. Enhancement Endeavours

AGU is itself a project: to pioneer the 3rd generation university concept in all its activities including but not limited to education, research, societal contribution, societal impact, and service to society. AGU has completed the design phase of this project with a final summary report converted into a booklet with a title "Innovative University Design_AGU Model". (Since the system didn't allow the uploading of high volume pdf document, only the content and foreword section is attached as Annex here. **(Annex_1.13 Innovative University Design_AGU Model)).** AGU now is in the application phase of this project, with the Electrical and Electronics Engineering Department chosen as the pilot department for its implementation. The department has changed its curriculum starting from the 2018-2019 Spring Semester to put the pilot project phases into effect. Although it is not yet reflected in the department's updated curriculum, a capsule concept has been put into effect whereby a group of courses are gathered around a selected project to help students to realise the selected project. **(Annex_1.14 Updated_EED_Curricula).**

AGU plans to enhance its research infrastructure through its new organisational infrastructure, rules and regulations of which will be finalised for the Central Research Lab and other AGU Labs to administrate them more effectively. AGU has already started an initiative for all the equipments it has in its inventory to be shared by any AGU academics who can benefit from them. For this purpose, an equipment inventory list has been established and distributed to all academics regarding what equipments are available at AGU, where they are located and who is responsible for them. (http://files.agu.edu.tr/lab/)

In order to keep its current success level, 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 the hiring of academicians, successful graduate and undergraduate students, and qualified administrative staff of the highest quality. AGU plans to revise its appointment and promotion criteria for academicians, the scholarships and privileges for students for improvement so that prospective successful students list AGU in their preferences, and also to contact authorities in Higher Education Council (YÖK) so that quota increase in undergraduate programs can be kept at an optimal level. **(Annex_1.15 2018_Undergraduate_Placement_Exam_Result_Assessments)** With reference to the 2018 external evaluation report, enhancement endeavours are also mentioned under relevant subsections above.

- Institutional Documents
    - Annex_1.1 Institutional History.pdf
    - Annex_1.2 AGU Organization Chart.pdf
    - Annex_1.3 2018-2022 AGU Strategic Plan.pdf
    - Annex_1.7 AGUTTO Inc Chamber of Commerce Certificate.pdf
    - Annex_1.8 AGUTTO Inc Jan-Mar Bulletin.pdf
    - Annex_1.9 AGUTTO Inc Apr-Dec Bulletin.pdf
    - Annex_1.10 Sample National and International Patents.pdf
    - Annex_1.11 Patent Application Sample.pdf
    - Annex_1.12 AGUTTO Activities, Patent Applications and Counts.pdf
- Evidence for Improvement
    - Annex_1.4 Central Research Lab_Organizational Chart_2018.pdf
    - Annex_1.5 AGU Central Research Lab Draft Rules and Regulations.pdf
    - Annex_1.6 Central Research Lab_Equipments_2018.pdf
    - Annex_1.13 Innovative University Design_AGU Model.pdf
    - Annex_1.14 Updated_EED_Curricula copy.pdf
    - Annex_1.15 2018 Undergraduate Placement Exam Result Assessments.pdf

2. QUALITY ASSURANCE SYSTEM

1) Quality Policy

At the heart of the AGU's vision and mission lies a university model which creates synergy between functions of education, research and societal impact within innovation. The said vision and mission were determined in view of strategic objectives and performance indicators, with the strategic managerial viewpoint, a participatory understanding and a future-oriented perspective.

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

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

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

Design efforts at the university level were repeated with a similar logic at the level of faculties and departments. The vision and mission of the departments, programs, learning outcomes and program outcomes were determined and published on department web pages. The aims, objectives and performance indicators are stated in the strategy document and the annual monitoring and evaluations are carried out by the senior management and the Monitoring and Evaluation Committee.

1-The institution's mission, vision and objectives, the institutional identity, priorities and preferences.

Universities generally carry out three basic functions which are education, research and societal contribution. Unlike first-generation universities, which focused only on education, and those of the second-generation, which emphasised research, the newest generation universities, foreground and redefine the function of societal contribution. In this context, AGU, a new generation university, has been designed as a university model that aims to integrate the functions of education and research and to create synergy between the two functions with a view to contributing to the society and finding solutions to global problems. AGU's mission, vision and objectives have been set in accordance with the said university model as a result of more than 30 search conferences and workshops realised with the participation of a large number of internal and external stakeholders.

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

2-The institution's strategies and objectives and their relevance to its mission and vision

The University's strategies, and objectives related to its strategies, are directly related to the mission and vision of the institution.

The 2018-2022 AGU Strategic Plan has been prepared in accordance with the vision and mission of the institution with the participation of internal and external stakeholders. Strategic objectives have been determined under the main strategic aims of research, education, management processes and societal contribution. Strategic aims are directly related to the vision and mission. In the same way, checklists have been prepared and are being used as monitoring and control processes for strategic objectives.

3-The institution's approach based on mission differentiation

AGU is a new generation research university that aims to make an important contribution to science, generation of scientific knowledge, innovative education and university-community interaction on an international level and aims to be respected world-wide.

The most significant distinction between it and other universities is that AGU aims to integrate activities of research, education and societal contribution and create synergy between them. At AGU, activities of research, education and societal contribution are not separated; all activities are carried out in an integrated and quality-oriented manner, and thus support and enrich each other. In this sense, AGU, different from the traditional university approach, carries out its activities, takes decisions and cooperates with community partners (business and industry, public institutions, non-governmental organisations, local governments, society in general). At AGU, it is the most important goal that each activity makes a significant contribution to the society and science, whether in the short, medium or long term. AGU is committed to the development of new technologies, new products, new business models, finding solutions to global problems, and generating societal benefits in all its activities. These integrated processes are all intertwined with education and it is intended that students become important stakeholders of these processes.

While realising its academic goals, AGU aims to accommodate highly qualified students and academics both from Turkey and the international community. Particularly significant in this regard is the support of the AGU Foundation (AGUV), which crucially, contributes to the goal of making AGU an academic institution respected around the world by providing support based on objective principles designed to make AGU the institution of choice for qualified academics and students alike.

AGU fosters an innovative and entrepreneurial approach and culture. One significant role off AGU is to be a pioneer in the process of constructing a new university model, whereby academic institutions become more integrated with society and, through their activities, produce social and economic values .

in the process of achieving its objectives AGU relies on these strong points: (1) a qualified labor force, (2) the innovative vision and the AGU culture shared by AGU stakeholders (students, academic and administrative personnel), who embody the value of this vision, and (3) strong ties and collaborations established with business, industry and civil society representatives.

4-Balance between offices in the distribution of institutional sources

Activities concerning the mission, vision and objectives of the institution are carried out by committees composed of relevant administrators, academics, and support personnel. These committees are also involved in the distribution of resources in accordance with their activity areas. For example, ADEK (Research Support Committee) is tasked with distributing the budget for research activities. Offices forward their requests to the relevant committees upon calls from them in certain periods or as the need arises. In meetings held with the participation of all relevant offices, the Committee listens to presentations of all offices about their current status, request justifications, targets planned to be reached if requests are met, and so on. Then the committee prioritise needs of all stakeholders in line with AGU's mission, vision and goals. The results are shared with relevant offices and additional opinions and suggestions are collected, if any. Committee decisions are re-evaluated in meetings attended by senior executives and final decisions are made regarding the resource distribution. With this approach,

resources are distributed among offices transparently and resources are used effectively and efficiently.

5-The defined and proclaimed quality policy that encompasses all the institutional processes

Aiming at "quality with shared wisdom", the institution has begun to work on quality issues and established a Quality Committee and quality-oriented committees of Quality Assurance System, Education, Research Development and Management System. The duties, authorities and responsibilities of the Quality Committee have been determined, and working procedures and principles have been defined in the Abdullah Gül University Quality Assurance Directive prepared within the scope of YÖK Quality Assurance Regulation**(Annex_2.2 Quality_Assurance_Directive**). The institutional policies under the headings of research, education, societal contribution and managerial structure have been determined and announced on the website of the institution.
The institutional quality policies of AGU in different areas are summarised below:
Management Policies:
- Ensuring the participation of internal and external stakeholders in management processes;
- Ensuring institutionalisation in management processes and increasing the quality;
- Ensuring sustainability and continuity in management processes;
- Internationalisation in every area;
- Improving management processes in a way to support activities of education, research and societal contribution and increase interaction between them.

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

Research Policies:

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

6-Sharing the institutional quality policy with stakeholders, disseminating it inside and outside the institution

At AGU, the quality policy is announced to internal and external stakeholders by the following methods and tools:

Involving the Internal Stakeholders in the Quality Assurance System

- Information sharing through the constantly-updated university web site
- Information sharing through social media platforms
- Information sharing through the digital and printed versions of the monthly AGU News bulletin prepared at AGU
- Information sharing through private, general, confidential and open feedback
- Presence of representatives from different offices in various committees
- Meetings being open to internal stakeholders
- Creating direct and rapid communication systems that allow all internal stakeholders to express their views and recommendations
- Organising focus group meetings to get opinions and suggestions on specific topics
- Organising search conferences and workshops on key themes where all stakeholders are involved
- Mutual exchange of views with the student council through regular meetings

Involving the External Stakeholders in the Quality Assurance System

- Information sharing through the constantly-updated university web site
- Information sharing through the social media platforms
- Information sharing through the digital and printed versions of the monthly AGU News bulletin prepared at AGU
- Organising seminars, workshops, brainstorming meetings and search conferences with the participation of external stakeholders

7-Practices demonstrating that the institution's quality policy is internalised

As a pioneer of the new generation universities, AGU aims to become a world-renowned and accredited university. AGU is aware that,in order to achieve that goal, it needs to attain high quality and to enhance its international profile. In this regard, an internationalisation and quality master plan has been created, including all the work to be carried out by 2023, along with the design efforts. Objectives to be reached in time and action plans together with responsible personnel have been defined under the headings of research, education, integration with the society and administrative offices.
Quality activities at AGU are based on the Turkish Higher Education Qualifications Framework, the Bologna Process and European Standards (ENQA-European Standards and Guidelines). The work has already underway with regard to the Turkish Higher Education Qualifications Framework and Bologna Process. Currently, ECTS credits are used throughout the university. Work is in progress for diploma supplements and ECTS labels.
As a future target, AGU aims to have its programs accredited by Turkish and/or international accreditation commissions. All existing programs have been designed with reference to accreditation requirements in order to apply to the relevant commissions when the application conditions are met (e.g. after graduating students). Applications to the following association or boards have been planned: for the accreditation of the Managerial Sciences Faculty, to AASCB (The Association for Advance Collegiate Schools of Business) or EQUIS (European Quality Improvement System); for the accreditation of the Engineering Faculty, to MÜDEK (Association for Evaluation and Accreditation of Engineering Programs) and/or ABET (Accreditation Board of Engineering and Technology); for the accreditation of the Architecture Faculty, to MİAK (Architectural Accrediting Board) and RIBA (Royal Institute of British Architects) or NAAB (National Accrediting Architectural Board).
In order to achieve the stated targets, a management structure has been established at AGU to strengthen cooperation and coordination among relevant academic and administrative offices. Committees formed within this scope convene at certain intervals and carry out their work. Thanks to this approach, harmonisation and cooperation between the academic/administrative offices are ensured and direct information flow is realized. *In order to support the AGU's quality assurance system externally, representatives from the Kayseri Chamber of Industry and the Kayseri Chamber of Commerce also participate in committees where relevant. The institution is also trying to have some representatives from the Kayseri Chamber of Architects participate.*
In addition to the committees mentioned above, the Academic Performance Evaluation team, appointed by the Rector in order to ensure the highest level of quality assurance at AGU, continued its assessments in 2018. The said team evaluates the comprehensive annual activity report prepared by faculty members on

the criteria of education, research and contribution to university/society.

The Academic Data Management System (AVESIS), which was established in order to enable the offices and personnel to follow their own performances and to analyze their status at the university/faculty/department, was also at users' disposal in 2018 as well.

Stakeholders' opinions also play an important role in AGU's quality assessment and improvement processes. Focus group sessions for students and questionnaire surveys that students use to evaluate courses and instructors were carried out in 2018 as well. In the following years, activities will continue including graduates. According to the results obtained, necessary improvements will be assessed in relevant committees and realised.

AGU aims to be placed high in university rankings calculated according to various indices. Although AGU cannot apply to international rankings due to its current academic status, it makes preparations necessary to enter those rankings as soon as possible. The Rating and University Index Committee which has been established to plan and coordinate the processes at AGU in this regard continues its activities. In the ranking of the Entrepreneurial and Innovative University Index conducted by the T.R. Ministry of Science, Industry and Technology, AGU was placed 17th, 23rd and 12th, respectively, between the years 2015-2017. Although the results of the 2018 evaluation have not been announced yet, it is believed that a similar success as of 2017 will be achieved. AGU's target is to be in the top 5 state universities of our country in 2023.

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

Together with its quality efforts, AGU attaches great importance to internationalisation and aims to offer cultural enrichment to its students beyond providing education in English. Within this scope, action plans have been developed under the headings of increasing the number of international students and faculty members, supporting the mobility of students and faculty within EU programs and other international collaborations and creation of joint graduate programs. As a result of these efforts, the number of international students at AGU increased by 36% to 135 from 2017 to 2018.

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

In order to achieve its objectives, the institution has formed committees within a management structure which will strengthen cooperation and coordination between relevant academic and administrative offices. In addition to the work of these committees, the "*Academic Performance Evaluation*" team, which was put together to provide the highest level of quality assurance, evaluates the comprehensive annual activity reports prepared by faculty on the criteria of education, research and contribution to the university/society.

At the institution, several information systems are in place: AVESIS and BAPSIS for offices and personnel to follow their own performance and for R&D activities; the "University Information System-UIS" for educational activities; learning management systems "Schoology" and "Canvas".

AGU aims to establish a certain quality culture over time. Within this scope, training, meetings and panels have been organised in order to raise the quality awareness of all personnel and to foster a culture of quality. Activities within this scope have also been included in the report of the Press and Public Relations **(Annex_2.3 Activity_Report_Press).** In the future, it is aimed to increase the number of such activities and make them better.

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

In parallel with the annual evaluation cycle, the academic activities of each academic semester (number of courses opened, number of students, full/part-time lecturers, class sizes, grade point averages, compulsory/elective courses, evaluations, student surveys, etc.) are forwarded to the relevant offices and committees so that necessary assessments are carried out. In addition to planned activities, communication platforms in which internal and external stakeholders can express their opinions and suggestions on any subject are created and existing ones are developed to increase the quality of communication and transparency.

8-Does the quality policy reflect the institution's preference?

As a new generation university, AGU aims to integrate the functions of education and research and create synergy between the two functions with a focus on societal contribution and finding solutions to global problems. In the AGU Quality Policy, in accordance with the design purpose of the university, some processes are emphasised: in the field of education, learner-centred education, excellence, the training of leaders; in the field of research, solving global problems, trans-disciplinary research, societal contribution; at the management level, continuous improvement, process-oriented operation management, effective use of resources, employee satisfaction and internationalisation. In addition, it is stated that all services provided within this scope will be carried out with a "quality focus".

9-Integration of the strategic management and the quality management practices effective at the institution, the continuity of that integration

AGU's 2018-2022 Strategic Plan was prepared by stakeholder analysis in accordance with the university mission, vision and values. In the institutional strategic plan, objectives and indicators were created in relation to the strategic aims. The Department of Strategy Development monitors the progress made in terms of objectives and indicators stated in the institutional strategic plan and publishes the results on its website. This makes the processes functionally sustainable. Efforts are underway in order to express the interrelationships between the processes and the control and precaution phases stated in the institution's strategic plan.

In order to realise the objectives of the AGU Strategic Plan, methods of measurement, monitoring, evaluation and improvement have been defined for processes of research, education, management, societal contribution, and all administrative and managerial processes. In order to ensure full integration of strategic management and quality management, work is underway to establish a written and well-defined Continuous Improvement Cycle for all the processes. In this regard, the following are aimed for: the establishment and operation of a continuous improvement cycle specific to the institution that identifies processes and their relations with each other; the use of feedback obtained from monitoring and evaluation data to improve the processes; spreading quality processes in all academic and administrative offices and turning them into an institutional culture.

10-The strategic management of the institution and the practices of budget tracking, internal check and internal audit

The Internal Control and Process Management Committee, established in order to ensure that the AGU's Internal Control System complies with the standards specified in the legislation, has been carrying out its activities since June 2015. The activities followed by the Committee are summarised below:

- Coordinating the preparation of the Strategic Plan and monitoring the implementation of the institutional activities in accordance with the Strategic Plan;
- Preparation of flowcharts for activities, tasks and procedures (basic processes, processes, sub-processes, activities, officers, tasks);
- Defining processes, process owners and their responsibilities;
- Determination of duties and responsibilities of personnel and control procedures;
- Planning the risk management for the risks that will be encountered in the fulfilment of the objectives and policies of the institution;
- Establishment of an interactive information management system, creation of self-assessment forms with a communication network and checklists.

Within the scope of internal control activities, the following activities have been carried out: awareness training for personnel, identification of ethical rules at the institutional level and their notification to all personnel, determination and training of internal control officers in each spending unit, conducting Problem Identification Survey for Internal Control (Basic Level for Administrative Activities) and development of solution policies related to issues identified. The

Internal Control Action Plan for Compliance has been approved both by a working group made up of representatives of academic and administrative offices and by the Internal Control Monitoring and Steering Board. AGU's Internal Control Action Plan for Compliance was submitted to the Ministry of Finance.

Budget Execution Performance is measured in accordance with the legislation, according to the criteria determined institutionally, and taking into account the Administrative Activity Report, Quarterly Budget Realisation Reports, Investment Monitoring Reports, Cash Flow Reports, reports prepared upon the request of the senior management and those submitted by the offices separately. Results of budget execution are submitted to the senior management and shared with the public at http://strateji.agu.edu.tr/raporlar.

11- Defining and monitoring institution's performance indicators

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

The strategic objectives are based on research, education, management and societal contribution. In this context, units responsible for monitoring progress with the objectives and ensuring that corrective measures were taken and support units have been determined separately for each objective. Said units consist of academic and administrative units related to research, societal contribution, management and education.

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

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

Monitoring and evaluation activities concerning the Strategic Plan are also reported annually and submitted to the public with the Administrative Activity Report.

12- Key performance indicators of the institute

AGU aims to be at the top segment of the university rankings using different indicators (Times Higher Education, QS, etc.) and will apply to them as soon as the minimum criteria are met. In this context, performance indicators that match with the criteria of the relevant rankings have been identified as key indicators. For example, the international undergraduate/master's/PhD student count, the interdisciplinary project count, the accredited program count, the number of companies and institutions with which an internship agreement is made, the number of available international exchange programs, the number of employees who have benefited from an international exchange program, the international scholar count, the number of companies founded by the university's academic personnel at the Technopark, the number of projects with societal contribution, the number of projects realized in collaboration with the private sector and their budgets, citation and publication counts per academic are among the key performance indicators.

13- Integration of the institution's historical background and habits with the quality assurance system

From the very beginning, AGU has been run from "quality-oriented" and "strategic management" points of view. In this context, the AGU Design Work took about one year. The purpose of the design work was to design the concept, strategy and implementation steps which would enable AGU to operate as a unique global university.
The design work was carried out with a specific plan and methodology covering various issues such as academia, administration, research, education and coexistence. As part of the methodology, experts and stakeholders were identified and their opinions were taken in various search conferences, workshops, interviews and meetings. The findings were supported by various needs analysis, trends analysis and international benchmarks. The results of all the activities were recorded in the design database and integrated in the design. Stakeholders' feedback on the integrated design was received. These steps were repeated throughout the process until the design was finalized.
As an outcome of the process, AGU's vision, mission, strategic aims and steps for their implementation were determined. The AGU design was completed interactively with more than 700 participants, including scientists, academics, administrators and students, businessmen, opinion leaders and prominent figures of the city of Kayseri. In the AGU design, the following were taken into account
- the identity, characteristics and needs of the city of Kayseri,
- the needs of employers and students,
- characteristics of a 21st century university and
- the needs of Turkish university system .

AGU has been designed as a model university that aims to integrate education and research functions from the perspective of societal contribution function. As a global university highlighting societal impact, AGU identified seven global responsibilities as its targets which were sustainability, economic order, population and urbanization, health and food, democratic order, peace, security and innovation. These global responsibilities will guide research, training and practices and will affect Turkey, Kayseri and its region as they do every other corner of the world. In its mission, AGU was emphasised as "a university seeking solutions to global problems".
The design activities covering the whole university were carried out in a similar manner at the level of faculties and departments. As a result, the vision and mission of the departments, programs, learning outcomes and program outcomes were determined. Programs created against global problems were launched in all undergraduate and graduate programs. In addition, necessary performance indicators were defined to be used in the faculty evaluation process in order to encourage the faculty to conduct research on these topics and to give weight to them in courses. Advisory committees were formed with representatives from different branches of the academia and business in order to evaluate departmental activities at certain intervals, to make necessary changes in the programs in accordance with current developments and to form university-industry collaborations.
Based on the results of the design activities, the AGU Strategic Plan was prepared with a new committee formed for that purpose. The Committee was chaired by the Rector and members were elected to represent the units and stakeholders at all levels. Although the basis was composed of the institutional and environmental assessment elements which had been covered in detail considering the vision, mission, and basic values determined by a large number of participants during the designing phase, the steps of the strategic planning process were followed taking into account the SWOT analyses of recent developments.
The quality concept was emphasised at every stage of designing AGU and a quality culture which would be established over the years was aimed by focusing on the sustainability of the quality. Within this scope, training, meetings and panels were organised in order to raise the quality awareness of all personnel and to spread the quality culture. All processes, principles and job descriptions were standardised in order to ensure institutionalisation. Execution of activities in the way they were written and completion of the quality cycle (plan-do-check-act) in all activities were deemed essential.
In addition to the planned activities, communication platforms in which internal and external stakeholders could express their opinions and suggestions on any subject were created to increase the quality of communication as well as the transparency.

14- The internationalisation strategy of the institution

As a pioneer of the new generation universities, AGU aims to become a world-renowned accredited university. In order to achieve this goal, it is aware that it

needs to achieve high quality and to improve its international profile. In this context, an internationalisation and quality plan including all the work to be carried out by 2023 has been created along with the design activities **(Annex_2.4 2015-2023_Internationalisation)**. Targets to be met in years, action plans under the headings of research, education, integration with the society and administrative units, responsible personnel for each heading have been defined. In addition, an Internationalisation Strategy for the period 2015-2020 has been prepared **(Annex_2.5 2015-2020_Internationalisation_Strategy)**.
The activities carried out in 2018 as part of the aforementioned plan were prepared as a report **(Annex_2.6 Internationalisation_Activities)**.
The International Office follows adaptation of international students to the country and the university and offers them all kinds of support for their academic problems each semester. Details of the 2018 orientation program are in the attached file **(Annex_2.7 AGU_Orientation_Program)**.
A short video of the organisation is at https://youtu.be/X5HWJtXAVYE.

15-Institutional objectives and performance indicators for the internationalisation strategy and their monitoring

At AGU, internationalisation activities are carried out by the International Office under the responsibility of a Vice-Rector. The aims and performance indicators of internationalisation activities have been defined. Data on these indicators are collected and reported by the International Office. Based on the report results, the Monitoring and Evaluation Committee submits recommendations on necessary measures to the senior management.

As regards internationalisation, objectives and performance indicators have been defined for all of the aims of research, education, societal contribution and managerial processes. Internationalisation objectives stated in the strategic plan are given below:

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

16-Monitoring results of international protocols and collaborations

The results of the international protocols and cooperations are monitored, evaluated and measures are taken, if necessary, based on the criteria set by the Internationalization Committee **(Annex_2.8 Monitoring_Protocols_and_Collaborations)** by the International Office and International Mobility Offices (e.g. the Erasmus Office), respectively. Evaluation results and solution suggestions prepared by relevant offices are submitted to the Rector for final decisions. In addition, internationalization meetings are organized with broad participation at intervals where developments are evaluated and solutions are proposed.

- Institutional Documents
  - Annex_2.1 Strategic Plan.pdf
  - Annex_2.2 Quality Assurance Directive.pdf
  - Annex_2.4 2015-2023_Internationalization.pdf
  - Annex_2.5 2015-2020 Internationalisation Strategy.pdf
- Evidence for Improvement
  - Annex_2.3 Activity Report_Press.pdf
  - Annex_2.6 Internationalization Activities.pdf
  - Annex_2.7 AGU Orientation Program.pdf
  - Annex_2.8 Monitoring Protocols and Collaborations.pdf

2) Duties, Responsibilities and Activities of Higher Education Quality Committees

The authorities, duties and responsibilities of the Quality Committee are clearly defined in the Quality Assurance Directive of Abdullah Gül University **(Annex_2.2 Quality_Assurance_Directive)**.

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

2. Does the institution have quality-focused committees or advisory groups along with the quality committee?
Work is underway regarding the Bologna Process and the National Qualifications Framework For Higher Education In Turkey. Currently, ECTS credit system is used throughout the university. In 2019, the institute aims to obtain the ECTS and diploma supplement labels. As in previous years, in 2018, AGU entered its relevant academic data to apply for world university rankings (Times Higher Education, QS, etc.).In order to achieve the above targets, a management structure has been established at AGU which will strengthen cooperation and coordination among relevant academic and administrative units. Committees formed within this scope come together at certain intervals and carry out their activities **(Annex_2.9 AGU_Committees)** Thanks to this approach, harmonisation and cooperation between the academic and administrative offices are ensured and at the same time direct information flow is realised. In order to provide external contributions to the AGU's quality assurance system, there are also innovative processes including the participation of representatives from the Kayseri Chamber of Commerce to the appropriate committees. In this regard, in 2018, some representatives of the Kayseri Chamber of Commerce were elected as committee members for the Research Support Committee, Education Committee and Strategic Planning Committee at AGU **(Annex_2.9 AGU_Committees)**.

3. How are the unit(s) in charge of quality management in the institution are associated to the quality committee?
Abdullah Gül University is a developing but small-scale university with a small number of academic and administrative staff. For this reason, all the units responsible for the Quality Management have taken part in the Quality Committee.

4. How does the institution enable the participation/representation of all the institutional units in its quality management endeavours?
At AGU, the decision mechanism is established with a participatory approach involving commissions and committees composed of various administrative and managerial levels, concerned units, students, academic and administrative staff.

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

AGU passed through the "Institutional External Evaluation Process" on 22-25 October 2017 conducted by an evaluation team of 4 people tasked by the Higher Education Quality Board. Within the scope of the visit, the evaluation team examined on-site the institutional quality assurance system, education, research and development, societal contribution, management system and institutional decision-making process, and prepared a report including the findings of the visit and the strengths and areas for improvement at the institution **(Annex_2.10 Final_Report_2017)**. In line with this report, improvement activities began in Education, Research-Development, Societal Contribution, Management System and Institutional Decision-Making Process.

6. What are the efforts exerted by the institution for the dissemination and internalisation of its quality culture?
AGU aims to establish a quality culture over time. In this regard, training sessions, meetings and panels are organised for all personnel in order to ensure quality awareness and spread the quality culture. In 2018, various meetings were held in this manner **(Annex_2.3 2018_Activity_Report_Press)**.

7. How do the leaders in the institution enable the unity of purpose among employees in line with the institutional aims and targets?
There is an experienced and dynamic senior management at the institution who embraces the quality development activities in the institution with enthusiasm, follows and contributes to the higher education quality culture in the international arena. The senior management's commitment and support in establishing and implementing a quality assurance system help creating a strong institutional culture among all the academic and administrative staff from the operational to the strategic level. In the "Institutional External Evaluation Report" prepared by the evaluation team tasked by**Higher Education Council (HEC)** the fact that the senior management adopted an institutional mission and vision and devotedly participated in efforts to create a quality assurance system was highlighted as a strength.

8. How is the PDCA cycle applied in educational processes?
The Vice Rector responsible for education, the Education Committee and the Centre for the Enhancement of Learning and Teaching have been working together for the improvement of educational services at AGU.
Workshops and seminars aiming at the improvement of faculty members, advisory meetings with instructors of core courses, end-of-year questionnaires that allow students to evaluate courses and instructors may be listed as some activities carried out in 2017. In this process, instructors are informed and reminded of what they should pay attention to in their planning and practices. Following course and project applications, aspects that need improvement are conveyed to instructors and program coordinators in the same or following semester through surveys and meetings. A system in which students are able to communicate to the administration issues of concern, related to courses or not, is being implemented and gradually improved.

9. How is the PDCA cycle applied in research and development processes?
All academics working at AGU are asked to submit Academic Evaluation Reports explaining their yearly academic research, teaching and activities engaged with the purpose of impact on the university and society. Academic performances measured based on these reports are used as criteria for enhancing relevant academics' research capabilities. Hence, both successful academics are supported and the internal research and development capacity is increased.
In annual meetings, assessments of internal research performance and academic promotion criteria are reviewed and, if necessary, modified. The academic promotion and assignment criteria were updated in 2018 and sent to HEC. This process guarantees that the quality of the institution can compete with the world in light of fast changing global academic criteria and necessities. https://www.yok.gov.tr/Documents/Akademik/AtanmaKriterleri/abdullah_gul_kriter.pdf.

10. How is the PDCA cycle applied in societal contribution processes?
Although there is a monitoring and evaluation system for societal contribution processes at AGU, there is not a written and well-defined "Continuous Improvement Cycle".

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

- Institutional Documents
    - Annex_2.10_Final_Report_2017.pdf
- Evidence for Improvement
    - Annex_2.9 AGU_Committees.pdf

3) Stakeholder Participation

After efforts to determine internal and external stakeholders of the institution are finalised, searching and planning activities will continue so that both internal and external stakeholders participate in and contribute to the quality assurance system.
In this context, the participation of stakeholders in the creation and planning of the future of the AGU strategy document (**Annex_2.1 AGU Strategic Plan**), was important as it was aimed to involve ideas of many participants in the document.
During the stakeholder analysis, in order to ensure participation which is one of the basic elements of the strategic planning, opinions of all parties the university was in contact with were taken into consideration so that the strategic plan could be adopted. In addition, the aim was to include opinions, demands, suggestions and supports of all stakeholders in the strategic planning process in accordance with the "3rd Generation University" approach. Many meetings were held with the stakeholders to achieve that aim and the university tried to determine its relationship levels and priorities with stakeholders as a result of the exchanges with the participants.

In order to determine the stakeholders of the institution, answers to the following questions were sought:
-Who are related to the activities and services of our university?
-Who direct the activities and services of our university?
-Who are the beneficiaries of the services offered by our university?
-Who are affected by the activities and services of our university and who influence their activities and services?
According to the answers, our stakeholders have been identified and classified according to their functions as employees, beneficiaries, main and strategic partners.
In addition, when stakeholder analysis was conducted, stakeholders were classified as internal / external stakeholders according to their status. The classifications are given in the following table:

Stakeholders	Employee	Beneficiaries	Main Partners	Strategic Partners	Stakeholder Status
Academic Staff	x				Internal Stakeholder
Administrative Staff	x				Internal Stakeholder
Students		x			Internal Stakeholder
					External

The AGU Foundation			x	Stakeholder
The Council of Higher Education		x	x	External Stakeholder
The Ministry of Science, Industry and Technology		x	x	External Stakeholder
The Ministry of Education		x	x	External Stakeholder
The Ministry of Labour and Social Security		x		External Stakeholder
The Ministry of Development		x		External Stakeholder
The Ministry of Finance		x		External Stakeholder
The Scientific and Technological Research Council of Turkey (TÜBİTAK)		x	x	External Stakeholder
The Inter-University Council (UAK)		x	x	External Stakeholder
Trade Associations		x	x	External Stakeholder
The State Personnel Presidency		x	x	External Stakeholder
The Small and Medium Industry Development Organization (KOSGEB)		x	x	External Stakeholder
Local Governments		x		External Stakeholder
The Governorship		x		External Stakeholder
Non-Governmental Organizations	x		x	External Stakeholder
National Universities			x	External Stakeholder
International Agreement Universities			x	External Stakeholder
EU Offices		x	x	External Stakeholder
Business and Industry	x		x	External Stakeholder

In the second phase of the stakeholder analysis, during the preparation of the strategic plan, an order of priority was established based on stakeholders' impact power on the university activities and how much they are affected by the university activities. **(Annex_2.1 AGU Strategic Plan_Page_20)**

In the process of decision making and improvement, the Institution has established committees within a management structure which will strengthen cooperation and coordination between the relevant academic and administrative offices **(Annex_2.9 AGU_Committees)** These committees play an important role in the effective functioning of the decision-making processes at the university.
In addition to the activities of these committees, the "Academic Performance Evaluation" team established to ensure quality assurance at the highest level evaluates the comprehensive annual reports prepared by the faculty on their activities of education, research and contribution to the university/society.
In addition, academics in the faculty and department boards participate in decision-making and improvement processes related to their departments or faculties **(Annex_2.11 Faculty_Board).** Students as internal stakeholders participate in promotional activities and contribute to these processes immensely **(Annex_2.12 Student_Assignments_for_Promotion)** and students are invited to some departmental meetings on curriculum revisions and planning and are involved in the decision processes for course planning by taking their opinions **(Annex_2.13 Department_Board_Involving_Students)** Additionally, students evaluate the courses they take and the course instructors at the end of each semester with questionnaires and the results are shared with the relevant faculty members and administrators through the UIS system. The results of these surveys guide the faculty members to make necessary improvements.**(Annex_2.14 AGU_Course_Evaluations_Email)**

Internal stakeholders are informed about the decisions and practices effective at AGU through the following methods:
-Direct information via the official website of the University (www.agu.edu.tr),
-Information sharing through the social media platforms,
-The monthly AGU News bulletin prepared at AGU,
-The academic and administrative staff in the Committees,
-Internal meetings organized to brief internal stakeholders (students, academics, administrative staff),
-Direct contact with all internal stakeholders by e-mail,
-Consultation with the student council in regular meetings,
-Faculty and department boards,
-Annual information and academic guidance meetings organised for research assistants **(Annex_2.15 Research_Assistants_Meeting).**

Information sharing through the EBYS-electronic document management system is underway and as per the legislation, the system has been active since 1 January 2018.

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

At AGU, the participation of external stakeholders in the decision-making and improvement processes is emphasised.
The participation of external stakeholders in the decision-making process is ensured through meetings of the AGU Foundation and the Rector.
There are advisory boards formed by some departments of AGU in order to take opinions and suggestions of external stakeholders into consideration and make improvements. These departments come together with advisory boards and include them in the decision-making processes as well (for example: http://muhfak.agu.edu.tr/Danisma_Kurulu

Through TTO, companies are met to ask for their wishes and opinions and consider them in the decision-making processes. These collaborations are believed to

be especially important in the planning of research projects. Furthermore, cooperation and partnership agreements have been made with important enterprises and professional business organizations and more agreements will be pursued. Thanks to these agreements, external stakeholders are also brought into the decision-making and improvement processes **(Annex_2.16 Başyazıcı_Tekstil_Sample_Aggreement)**.

External stakeholders are informed with various tools, mainly the institutional web page. Among these tools, social media has an important place **(Annex_2.17 AGU_Social_Media_Example).**
Moreover, the monthly AGU News bulletin contains information, news and announcements to inform the stakeholders. http://agunews.agu.edu.tr/, http://agunews.agu.edu.tr/node/26. Stakeholders are also informed in workshops and congresses held at AGU **(Annex_2.18 Congress_Example)**, in search conferences and via an in-house call centre.
AGU informs high school students and graduates as potential internal stakeholders at regular promotional activities held under its roof and external stakeholders at promotion fairs **(Annex_2.19 AGU_High_School_Presentation_Example).**

Meetings are held from time to time to ask for opinions and suggestions of external stakeholders. In 2018 a protocol was signed with Boytaş Furniture Industry and Trade CO. (**Annex_2.20 AGU_Boytaş_Protocol).**
Moreover, concerning the Socio-Technical university project which is supported by the Ministry of Economy and carried out at AGU, the project team and the AGU representatives come together when needed, and exchange comments and suggestions for further feedback **(Annex_2.21 AGU_Socio_Technical_University_Briefing_for_External_Stakeholders).**
Efforts are underway to shape these activities in a more structured and organized structure.

AGU produced its first graduates in 2018. **(Annex_2.22 2018_AGU_Administrative_Activity_Report_Page_46)**

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

Activities carried out by the AGU Alumni Office until now can be summarised as follows:
1. An "alumni group" has been created with the e-mail addresses of the graduating students. Via this mailing address, information is shared and job announcements sent to the Office are forwarded to its members.
2. All last-year students became members of the graduate group created on LinkedIn, a social media platform for professionals. https://www.linkedin.com/company/agumezun/about/
3. The Office organised a training session on how to prepare CVs in a specific format and a booklet has been created with all the Turkish CVs of graduating students. In order to enable our alumni to find good jobs in the international labor markets, an English version of the same booklet is being prepared.
The Alumni Association was established and its management was handed over to the alumni in the first general assembly.
4. The Office head carries out information meetings with the alumni.
5. The alumni are visited at their work places. Additionally, companies which received training from the TTO are found thanks to the alumni.
6. An interview with a graduate is included in each issue of the AGU News bulletin. http://agunews.agu.edu.tr/node/309
7. A website for the alumni has been created: Alumni.agu.edu.tr

Students may participate in some departmental boards for curriculum and internship evaluation.
Student evaluations are taken into consideration while assessing the instructor performance with a view to decreasing the number of courses taught by instructors or raising awareness if their performance ratings are low. In this manner, at the end of each semester, students evaluate courses and course instructors via surveys.
Every year, student representatives are elected **(Annex_2.23 Elections_for_Student_Representatives)**. Student council representatives regularly meet staff of the Dean of Students Office and relevant units for information sharing and convey the opinions communicated to them to the senior management. Student representatives are also included in some committees (e.g. the student clubs committee).

The university meets local governments from time to time for cooperation. One of the tangible examples of such cooperation is the cooperation protocol signed with Transportation Inc., a subsidiary of Kayseri Metropolitan Municipality **(Annex_2.24 Kayseri_Municipality_Transportation_Inc_Protocol).**
Additionally, cooperation protocols have been signed with some non-governmental organizations and they contribute to the institutional development of AGU.
Through the above mentioned Socio-Technical university project, contribution of the Ministry of Economy to the institutional development has been secured.

- Institutional Documents
  - Annex_2.17 AGU_Social_Media_Example.pdf
  - Annex_2.18 Congress_Example.pdf
  - Annex_2.22 2018_AGU_Administrative_Activity_Report_Page_46.pdf
  - Annex_2.23 Elections_for_Student_Representatives.pdf
- Evidence for Improvement
  - Annex_2.11 Faculty_Board.pdf
  - Annex_2.12 Student_Assignments_for_Promotion_Sample.pdf
  - Annex_2.13 Department_Board_Involving_Students.pdf
  - Annex_2.14 AGU_Course_Evaluations_Email.pdf
  - Annex_2.15 Research_Assistants_Meeting.pdf
  - Annex_2.16 Başyazıcı_Tekstil_Sample_Aggreement.pdf
  - Annex_2.19 AGU_High_School_Presentation_Example.pdf
  - Annex_2.20 AGU_Boytaş_Protocol.pdf
  - Annex_2.21 AGU_Socio_Technical_University_Briefing_for_External_Stakeholders.pdf
  - Annex_2.24 Kayseri_Municipality_Transportation_Inc_Protocol.pdf

3. EDUCATION

1) Program Design and Approval

Institutional learning outcomes of our university, which produced its first graduates in 2018, have been revised, simplified and updated since its establishment in line with the outputs of workshops and search conferences which were carried out with the participation of internal and external stakeholders. **(Annex_3.1 AGU_Institutional_Learning_Outcomes)** In this context, all the undergraduate and graduate program outputs of our university have been reviewed and renewed. **(Annex_3.2 Program_Records_Template_EN), (Annex_3.3 Program_Records_Template_TR)** Via the Bologna Portal, program outputs, their relevancy for the Turkish Higher Education Qualifications Framework (TYYÇ) and course contents are made available (http://bologna.agu.edu.tr).

Info packs of existing courses have been revised simultaneously and efforts are underway to eliminate identified deficiencies. For that purpose, since October 2018, training sessions have been organised for the departmental Bologna coordinators on the preparation of programs and course info packs.

In order to eliminate the formal differences between the programs, institutional course catalogues and curricular templates were created with the help of the Education Committee of our University**(Annex_3.4 Course_Catalogue_Template)**. Information to be included in the course catalogue forms and course info packs has been redefined based on the Bologna Process and European Standards (ENQA). Workflow plans for the suggestion and opening of new courses have been defined.

AGU is trying to build an innovative Bologna/Education portal in order to establish connections between the university's goals concerning undergraduate and graduate programs and the Turkish Higher Education Qualifications Framework (TYYÇ) and to track the measurement and assessment processes for educational objectives and program outcomes in a transparent, participatory and user-friendly manner. The portal is planned to run in harmony with the existing systems, UIS (University Information System) and CANVAS (learning management system), and meetings have been convened with administrators of existing systems since February 2018. The aims were to collect course evaluations, student and instructor/faculty member evaluations and course outputs on the same system; track internal and external quality assessments and accreditation processes via the same portal/system. The portal is planned to be in service in 2019.

AGU will begin working on receiving evaluations of internal and external stakeholders, particularly those of our graduates, via this portal. Additionally, the committee is also working on integrating self-evaluation of course instructors which is considered an important phase of educational quality assurance besides student evaluations.

- Institutional Documents
  - Annex_3.1 AGU_Institutional_Learning_Outcomes.pdf
  - Annex_3.2 Program_Records_Template_EN.pdf
  - Annex_3.3 Program_Records_Template_TR.pdf
  - Annex_3.4 Course_Catalogue_Template.pdf
- Evidence for Improvement

2) Continuous Monitoring and Updating of Programs

Curricula of the Faculty of Engineering, and Departments of Civil Engineering, Computer Engineering, and Electrical-Electronics Engineering have been updated. The change will enable undergraduate students gain workplace experience in their last semester **(Annex_3.5 Updated_EED_Curricula)** The decision to update was taken after consultations with the faculty, students, academic managers and company representatives. Second and third year electrical-electronics engineering students took a survey and shared their positive opinion about the change in curriculum **(Annex_3.6 Survey_Term-long_Internship).**

The education committee prepared templates for the course catalogue and syllabi to reflect learning outcomes which had been indicated as a deficiency in the external evaluation process in 2018. As a result, information regarding available courses has been added by the faculty into the templates and made available to the outside world via the student information system. The syllabi were only available in the learning management system CANVAS until the Fall 2018. Since then, they have been available for open access. This also helped students make more conscious choices especially about the electives.

This year, the ECTS course load calculation form**(Annex_3.7 Course_Load_Calculation)**was shared with the faculty to evaluate their course load. By means of this form the faculty had a chance to observe differences between the projected and actual loads and make arrangements accordingly.

The AGU Alumni Office tracks where and in which positions the first graduates have been placed. In order to improve relations with the alumni, a contact group was created on LinkedIn and a student club was formed. In order to evaluate this issue, a meeting was convened with broad participation and under the presidency of the Rector **(Annex_3.8 Alumni_Tracking_Meeting).** As the University produced its first graduates in 2018, their job placements were not finalised. In 2019, a feedback mechanism will be created to collect opinions of the alumni and employers.

Since the Bologna process has not fully developed and training and progress in this area have not yet been completed, the programs do not have a defined self-assessment process. However, steps to be be taken in this regard were determined and progress will be made in 2019.

A study was carried out to understand why students transferred from our university to other institutions (with their central scores or weighted grade point averages). The results of this study were shared and evaluated with the participation of academic administrators and related staff. Measures to be taken within this scope were discussed.

The Department of Bioengineering under the Faculty of Life and Natural Sciences admitted its first undergraduate students in 2018-2019 academic year. Admission of undergraduate students into this department was decided by Higher Education Council (HEC) and advisory meetings will be held to develop this department.

In 2018, quotas of the undergraduate programs were increased by between 66% and 150% by decree of the Higher Education Council. As a result, the total number of students increased by 40% and approached a total population of 1500. This unforeseen increase has affected the educational objectives of our university.

- Institutional Documents
- Evidence for Improvement
  - Annex_3.5 Updated_EED_Curricula.pdf
  - Annex_3.6 Survey Term-long Internship.pdf
  - Annex_3.7 Course_Load_Calculation.pdf
  - Annex_3.8 Alumni_Tracking_Meeting.pdf

3) Student-Centered Learning, Teaching and Evaluation

In 2018, AGU specified and simplified its objectives and declared that it applied a student-centred education**(Annex_3.1 AGU_Institutional_Learning_Outcomes)**. In addition to that the Education Commission of the university published a set of criteria for effective teaching

documentation on October 23, 2018 **(Annex_3.9 Criteria_Effective_Teaching)**. Global Courses **(Annex_3.10 GLB_Syllabus)** and the Electrical and Electronic Course EE440 **(Annex_3.11 EE440_Syllabus)** can be shown to exemplify good practice for student-centred teaching and to feature 21st century competencies in their program outcomes. For 2019 AGU will be designing a limited number of further courses that reflect 21st century competencies

To improve competencies of academic staff on student-centred education, AGU Centre for Learning and Teaching organised events below:

- Sharing Best Practices: Centre for the Enhancement of Learning and Teaching (CELT) at AGU held workshops for "Sharing Best Practices" which is designed to help academics and their assistants to develop practical teaching techniques and to contribute to their academic careers. Attached **(Annex_3.12 Sharing_Best_Practices)** is the poster and news that were published on the AGU website:

http://www.agu.edu.tr/news/3643/Flipped%20Learning%20Training%20for%20Academics http://www.agu.edu.tr/news/3673/AGU%20CELT%20Workshops

- Orientation for Newcomers (Academicians): AGU's Centre for the Enhancement of Learning and Teaching (CELT), supported by the Office of the Rectorate, offers New Faculty Orientation to welcome our new faculty to the AGU community:

http://www.agu.edu.tr/announcements/3560/AGU%20Academic%20Orientation%202018

- Preparing Future Faculty Course: CELT started to design a graduate level course that introduces new and former graduate students to principles of teaching and learning that are needed when helping with a course or other assignment. This course will be conducted in Spring Semester 2019.
- Innovative Teaching Award: CELT aims to continue its contribution to the development, implementation and evaluation of teaching and learning strategies relevant both in and out of the classroom. New attempts are made to highlight the value of teaching, learning, assessment and as well as research on campus. An innovative teaching award was handed out the first time at the end of the 2017-2018 academic year. The AGU Innovation in Teaching Award is designed to encourage and acknowledge innovative approaches in teaching. The innovation in teaching award can be applied for by instructors who use up-to-date pedagogical approaches and improve students' potential by involving them in the educational processes. The criteria and the rubric for the award are attached **(Annex_3.13 Innovative_Teaching_Award)** and **(Annex_3.14 Rubric_Innovative_Teaching_Award)**.

To determine student workload based credit values in course info packages, university wide workload surveys that were conducted to gather data from students can be found at: **(Annex_3.7 Course_Load_Calculation)**.

The credit transfer method that has been applied in international mobility programs, AGU Erasmus+ Office has been following guidelines available at the links below:

- Erasmus Program Guideline: http://erasmus.agu.edu.tr/erasmusyonerge
- Youth Factory Guideline: http://youth.agu.edu.tr/yurtdisihareketlilik
- Exchange Guideline: http://exchange.agu.edu.tr/dyonerge

Every semester AGU opens 8 to 10 elective courses that familiarise students with other disciplines and mechanisms. Departmental advisers encourage students to enrol in these courses.

The student advisory system (its regulation, directive, process description, guide, guideline, etc.) is included in the 2019 priorities of AGU.

The processes employed in the assessment and evaluation of students and announcement of these processes to students
The Centre for the Enhancement of Learning and Teaching (CELT) conducts student evaluations at the end of each semester. These evaluations have been collected for three consecutive semesters. As needed, the centre also conducts mid-semester evaluations and focus group studies with students. In addition to CELT other offices who are serving student body of AGU has been using various data collection methods to collect data from students. This gives an opportunity for students to voice their opinions. The institution has not officially announced the results of these evaluations to student body. It has been done through unofficial channels, such as meetings and such. For year 2018:

- *Dining centre* has been conducting the attached survey to collect student view on dining services **(Annex_3.15 Dining_Survey)**. The reports can be found at **(Annex_3.16 Dining_Results_May_2018)**, **(Annex_3.17 Dining_Results_Report_May_2018)**, **(Annex_3.18 Dining_Results_December_2018)**, **(Annex_3.19 Dining_Results_Report_December_2018)**.
- *Library* continued data collecting method that they have established in 2017. This year they have also done a "physical incident evaluation" which you can find the official request letter **(Annex_3.20 Library_Official_Request_Letter)** and the report attached **(Annex_3.21 Library_Physical_Incident_Evaluation_Report)**.
- *CELT:* The center has been using the survey that they have established in spring 2017. To increase the validity of the data that was collected, in 2018 the centre established a focus group study with students from each department. The CELT conducted a focus group study between the months of September and October in 2018. Focus groups were conducted in Turkish. Each focus group meeting lasted one hour or one-and-a-half hours. Eight focus group meetings were conducted with 80 undergraduate students (10 students from the same department in each focus group) where all departments in the university were represented. 32 out of 80 students who participated in the focus group study were female. 21 Students were senior level, 22 were junior, and 37 were sophomore level students. As for the Interview Protocol, in addition to the student demographics item, questions generally consisted of 3 parts; exploring (1) teaching practices and perspectives of their course instructors, (2) their needs on skills, materials and management, and (3) support/training they have received from the university. The findings were first shared at a meeting where all the department heads were present. During this meeting, only general themes where shared. Following that meeting, the center coordinator had a series of one-on-one meetings with the department heads on a voluntary basis. The questionnaire **(Annex_3.22 CELT_Focus_Group_Questionnaire)** that was used and the PDF presentation was attached **(Annex_3.23 CELT_Focus_Group_Results)**.
- *International Office:* The office uses a yearly international students satisfaction survey **(Annex_3.24 International_Student_Satisfaction_Survey)** that students take between the Fall and Spring semesters. The questions are listed in the attached document. The results of this survey are then shared with the University Board and concerned units. Otherwise, international students can visit the international office during office hours and privately talk with "international students advisors" about their university/personal related concerns in order to receive emotional or technical support.
- *Youth Factory - Erasmus Office* will start collecting data at the beginning of 2019.

- Institutional Documents
  - Annex_3.15 Dining_Survey.pdf
  - Annex_3.16 Dining_Results_May_2018.pdf
  - Annex_3.17 Dining_Results_Report_May_2018.docx
  - Annex_3.18 Dining_Results_December_2018.pdf
  - Annex_3.19 Dining_Results_Report_December_2018.docx
  - Annex_3.20 Library_Official_Request_Letter.pdf
  - Annex_3.21 Library_Physical_Incident_Evaluation_Report.docx
  - Annex_3.22 CELT_Focus_Group_Questionnaire.pdf
  - Annex_3.23 CELT_Focus_Group_Results.pdf
  - Annex_3.24_International_Student_Satisfaction_Survey.pdf
- Evidence for Improvement
  - Annex_3.9 Criteria_Effective_Teaching.pdf

- Annex_3.10 GLB_Syllabus.pdf
- Annex_3.11 EE440_Syllabus.pdf
- Annex_3.12 Sharing_Best_Practices.pdf
- Annex_3.13 Innovative_Teaching_Award.pdf
- Annex_3.14 Rubric_Innovative_Teaching_Award.pdf

4) Student Admission and Improvement, Recognition and Certification

Open Criteria for Student Admissions

Abdullah Gul University (AGU) admits Turkish students who have graduated from high schools or equivalent institutions through the centralized entrance exam administered by the Student Selection and Placement Center (ÖSYM).

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) is not administered at AGU and YÖS results of other universities are not accepted. For all admission criteria, please visit the following web page.

http://oidb.agu.edu.tr/uluslararasi-ogrenci-yonergesi

Graduation Requirements and Degrees

Graduation requirements for undergraduate programs went into effect upon publication in the Official Gazette on 24.02.2015 and are stated in the Abdullah Gül University Undergraduate Education and Examination Regulation available at the link below. AGU graduates are given a transcript and a diploma supplement.

http://www.mevzuat.gov.tr/Metin.Aspx?MevzuatKod=8.5.20550&MevzuatIliski=0&sourceXmlSearch=

Excluding students admitted through the central placement exam, application criteria for the inter-institutional and internal lateral transfers are available in the attached regulation.

http://www.mevzuat.gov.tr/Metin.Aspx?MevzuatKod=7.5.13948&MevzuatIliski=0&sourceXmlSearch=çift

International student quotas and application criteria are available at the following link.
http://oidb.agu.edu.tr/uluslararasi-ogrenci-yonergesi

Admission criteria for the Double Major (ÇAP) and Minor Programs are available at the following guidelines.
http://oidb.agu.edu.tr/yonerge

Recognition of Prior Learning

Course substitution conditions for undergraduate programs went into effect upon publication in the Official Gazette on 24.02.2015 and are stated in the Abdullah Gül University Undergraduate Education and Examination Regulation available at the following link.

http://www.mevzuat.gov.tr/Metin.Aspx?MevzuatKod=8.5.20550&MevzuatIliski=0&sourceXmlSearch=

Evidence for Improvement

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

http://od.agu.edu.tr/kariyer-gelisim-ofisi and http://od.agu.edu.tr/CPDO

Current Practices

Student Clubs: There are 29 student clubs at the University. The student clubs contribute to the development of students inside and outside the university with activities focusing on social development and the society.
Each and every student is assigned an academic advisor.

Career Fair

http://www.agu.edu.tr/haberler/3541/"Kariyer%20Mutfağı%20Firmalarla%20Buluşma"%20Etkinliği

http://www.agu.edu.tr/haberler/3532/AGÜ'den%20"Kariyer%20Mutfağı%20Firmalarla%20Buluşma

Career Fair has been offering career consultancy/mentorship with volunteers from the business and industry since 2017. In 2018, 60 third year students were matched with mentors. The Application and Research Center for Career and Professional Development follows career consultancy/mentorship practices at the university. The CV booklet for 2018 graduates of AGU was published in Turkish and English and sent to relevant institutions. The booklet includes information on training sessions, internships, volunteer activities helping with students' academic, profession, personal and social development, and on their skills, hobbies and projects.

Training sessions, seminars, congresses, social events and activities aiming at societal contribution were carried out in 2018 and information is available at the following links.

http://www.agu.edu.tr/haberler/3982/"Çocukluk%20Çağı%20Kanserleri%20ve%20Güncel%20Yaklaşımlar"%20Konferansı

http://www.agu.edu.tr/haberler/3978/3.%20Uluslararası%20Yükseköğretim%20Çalışmaları%20Konferansı%20(IHEC%202018)

http://www.agu.edu.tr/haberler/3952/3.%20Kayseri%20Bilim%20Şenliği...

http://www.agu.edu.tr/haberler/3949/

http://www.agu.edu.tr/haberler/3939/Faruk%20Eczacıbaşı%20AGÜ'de%20Öğrencilere%20Dijital%20Devrimi%20Anlattı...

http://3923/.tr/haberler/3923/AGÜ%20Talks%20Söyleşileri...

http://www.agu.edu.tr/haberler/3921/AGÜ'de%20Oryantasyon%20Günleri...

http://www.agu.edu.tr/haberler/3908/Yüksek%20Lisans%20Öğrencileri%20Almanya'da%20Gençlik%20Zirvesi'ne%20Katıldı...

http://www.agu.edu.tr/haberler/3895/Lisans%20Öğrencileri%20Uluslararası%20Kitap%20Bölümleri%20Yazıyor...

http://www.agu.edu.tr/haberler/3860/AGÜ%20Öğrencileri%20Macaristan%20Yolcusu

http://www.agu.edu.tr/haberler/3858/İnşaat%20Mühendisliği'nden%20Uluslararası%20Staj%20Programı

http://www.agu.edu.tr/haberler/3848/Geleceğin%20Mimarları%20AGÜ'de%20Buluştu...

http://www.agu.edu.tr/haberler/3828/Betonart%20Mimarlık%20Yaz%20Okulu%20AGÜ'de%20Başladı...

http://www.agu.edu.tr/haberler/3805/AGÜ'den%20ABD%20Üniversitesi%20ile%20Online%20Ortak%20Ders

http://www.agu.edu.tr/haberler/3770/AGÜ'lü%20Öğrencilerden%20"Fikrim%20Geldi"%20Projesi...

http://www.agu.edu.tr/haberler/3767/Endüstri%20Mühendisliği%20Proje%20Yarışması...

http://www.agu.edu.tr/haberler/3766/Makine%20Mühendisliği'nden%20Sergi...

http://www.agu.edu.tr/haberler/3765/AGÜ'nün%20İlk%20Mezunları,%20Lisans%20Bitirme%20Projelerini%20Tanıttı...

http://www.agu.edu.tr/haberler/3761/Endüstri%20Mühendisliği%20Bölümü%20Lisans%20Bitirme%20Projelerine%20TÜBİTAK%20Desteği...

http://www.agu.edu.tr/haberler/3720/AGÜ'de%20"Mühendislik%20ve%20Liderlikte%20Kariyer"%20Konulu%20Konferans...

http://www.agu.edu.tr/haberler/3714/AGÜ%20Çocuk%20Üniversitesi'nden%20Girişimcilik%20Atölyeleri...

http://www.agu.edu.tr/haberler/3709/AGÜ'den%20Bilgisayar%20Oyunları%20ile%20Dünya%20Tarihi%20Dersi...

http://www.agu.edu.tr/haberler/3705/AGÜ%20Öğrencileri%20Walt%20Disney'de%20Staj%20Yapacak...

http://www.agu.edu.tr/haberler/3696/AGÜ'de%20TEDx%20Konferansları...

http://www.agu.edu.tr/haberler/3687/AGÜ%20Mimarlık%20Fakültesi'nden%20"AGÜ%20Bostan"%20Projesi...

http://www.agu.edu.tr/haberler/3672/İnşaat%20Mühendisliği'nden%20Seminer...

http://www.agu.edu.tr/haberler/3671/"Kariyer%20Yolunda%20Seyrüsefer"%20Söyleşileri...

http://www.agu.edu.tr/haberler/3665/AGÜ%20Müzik%20Topluluğu'ndan%20Pop%20Konseri...

http://www.agu.edu.tr/haberler/3629/Endüstri%20Mühendisliği'nden%20Kariyer%20Söyleşileri...

http://www.agu.edu.tr/haberler/3583/1.%20Kayseri%20Elektrik-Elektronik%20Günü...

http://3540/.tr/haberler/3540/AGÜ%20Talks%20Söyleşileri...

http://www.agu.edu.tr/haberler/3533/AGÜ%20İnşaat%20Mühendisliği'nden%20Lise%20Öğrencilerine%20Uygulamalı%20Eğitim...

http://3528/.tr/haberler/3528/AGÜ%20Talks%20Söyleşileri...

http://www.agu.edu.tr/haberler/3521/ISYEC'18%20Sempozyumu...

http://www.agu.edu.tr/haberler/3517/AGÜ'de%20III.%20Yaşam%20Bilimleri%20Kongresi...

http://www.agu.edu.tr/haberler/3516/AGÜ'de%20Sanayi%20Odaklı%20Öğrenci%20Projeleri%20Fuarı...

http://www.agu.edu.tr/haberler/3479/AGÜ'den%20Lise%20Öğrencilerine%20Sosyal%20ve%20Kültürel%20Katkı...

http://www.agu.edu.tr/haberler/3474/AGÜ%20Talks%20Söyleşileri...

http://www.agu.edu.tr/haberler/3473/AGÜ%20Mimarlık%20Fakültesi'nden%20Tasarım%20Haftası...

http://www.agu.edu.tr/haberler/3400/Mimarlık%20Fakültesi'nden%20Yüksek%20Lisans%20Sempozyumu...

5) Teaching Staff

Allocation of academic staff to AGU is regulated according to the Article 11 of the Presidential Decree No. 2 on the General Staff and Procedure replacing the Presidential Decree No. 190 on the General Staff and Procedure (http://www.mevzuat.gov.tr/MevzuatMetin/19.5.2.pdf).

Faculty members and academics are employed according to the "Regulation on Determining and Allocating Academic Norm Staff for State Higher Education Institutions" which was prepared pursuant to the Article 11, Paragraph 4 of the Presidential Decree No. 2 on the General Staff and Procedure and went into effect on November 2, 2018 with the Official Gazette no. 3583.

In accordance with the regulation on the determination and use of norm staff at our university, job announcements were posted for 49 faculty members and 18 academics.

The Human Resources department of our university prepared a presentation about the determination and allocation of the norm staff and held 3 information meetings with academic and administrative managers on 03.12.2018 and shared meeting documents with the participants (http://personel.agu.edu.tr/nm).

Principles of the Security Clearance and Archive Investigation Directive including the changes made in 2018 were adopted by the University Senate and this decision was shared with governorships, YÖK and the Presidency.

Innovative Teaching Award
CELT aims to continue its contribution to the development, implementation and evaluation of the teaching and learning strategies that would be relevant not only in the classroom but also out of the classroom in accordance with its goals. New attempts are made to highlight the value of teaching, learning, assessment and as well as research on campus. For the first time, at the end of the academic year of 2018-2019, an innovative teaching award was given. The AGU Innovation in Teaching Award is designed to encourage and acknowledge innovative approaches in teaching. Instructors that are using current pedagogical approaches in a class in the relevant academic year and instructors that involve students in the educational processes to improve students' potentials can apply for the innovation in teaching award. The criteria for the award is attached **(Annex_3.13 Innovative_Teaching_Award).**

6) Learning Sources, Accessibility and Supports

AGU's librarianship vision is powerful enough to contribute to the academic and socio-cultural background of students. In 2018 the AGU Library offered access to 18 databases, e-book database (212.206 electronic books are available with subscription, newspaper and magazine database), 4 e-book databases (11.543 electronic books) have been purchased and are available via its explorer tool which allows searching all online or printed library materials. Additionally, via the EKUAL, National Academic License for Electronic Resources, Project of TÜBİTAK's ULAKBIM (Turkish Academic Network and Information Center), 15 more databases are made available. All electronic databases can be accessed 7/24 thanks to the remote access services without being constrained by time or space (http://www.agu.edu.tr/userfiles/yeni%2010%20Neden/kutuphane/2018_faaliyet_raporu.pdf). The AGU Library is also active in terms of societal contribution, which is the university mission. In 2018 various workshops and events were organized for primary, secondary and high schools, in this regard (http://www.agu.edu.tr/userfiles/Etkinlik.pdf),
http://library.agu.edu.tr/haberler/3595/Kütüphanemizden%20İlk,%20Orta%20ve%20Lise%20Öğrencilerine%20Destek).

The Library organized orientation sessions for 4 days between September 11-14, 2018 with the participation of 380 newly admitted students in order to introduce our library resources and services (http://library.agu.edu.tr/haberler/3899/Oryantasyon%20E%C4%9Fitimi).

There are outdoor and indoor sports facilities on the campus. The Dean of Students Office offers social and psychological support to students. The International Office, the Youth Factory, the School of Physical Education and Sports, the Health, Culture and Sports Office and the Dean of Students Office all organize various courses and cultural activities with the purpose of helping with students' multifaceted development. Additionally, organizations are planned to help students adapt to the university and make their first steps in the professional life. Students are supported with various scholarship systems. Barrier-free University

Committee follows the precautions taken in terms of accessibility.

Facilities and infrastructure offered to students

Open spaces of two main buildings on the campus (Rectorate and Large Warehouse) have been prepared for the use of students. Students can use the open spaces furnished with sofas, tables and chairs to socialize and study. Some classrooms are also kept open until 02.00 at night for students' use. On the university campus, there are a dining hall with 350 people capacity and 3 cafés; inside the Student Village, one café offers dining services to students. There are also kitchens in the student residences and students can cook and prepare their own meals. There are open basketball, volleyball and tennis courts, walking tracks and an indoor fitness center on the university premises.

Social, cultural, and sportive activities organized for student development

Students gain learning outcomes which are not domain-specific from student club activities, social responsibility projects and BESYO's sportive activities they actively participate. Student participation in various activities are recorded in a database to be included in and presented to students as a Non-academic Transcript. This way, it is ensured that students have awareness about learning outcomes they are expected to have, make an effort to increase their gains, and evaluate themselves in light of the outcomes. The Non-Academic Transcript (NAT) includes the records of student club, sportive and other extra-curricular activities for self-improvement until the graduation and is presented as a diploma supplement. It was put into practice with the first graduates in 2018 (http://od.agu.edu.tr/non-Academic). In 2018, as stated in the annex **(Annex_3.25 2018_Club_Activities)**, student club activities were supported directly, during the organizations students' needs were provided for and technical support was offered. In all the club activities included in the annexed document, observers were present to offer solutions to possible problems on the site. In 2018, out of 111 event requests, 104 were found appropriate and supported to take place. In this regard, 93.6% of the events were realized. All sportive activities of students are coordinated by the School of Physical Education and Sports (SOPES) and students are also directed to skiing, horse riding, dancing activities outside the university facilities where they can already play basketball, volleyball or table tennis. The activities offered or supported by SOPES in 2018 are listed in the attached document**(Annex_3.26 2018 SOPES_Activity_Calender).** Additionally, 6 different courses were offered in 2018 and still continue at AGU in collaboration with the Kocasinan Directorate of Public Training Center and the Maturation Institute, an advanced technical school for girls **(Annex_3.27 2018 AGU_2018_Courses).**

Special services offered for students with special needs (e.g. immigrant, disabled or international students) based on current regulations

The International Office carries out the selection of foreign students and is responsible for their adaptation to the university and for following up their status until graduation. International students benefit from the Office on a regular basis. International students can access to all the services available for national students (Psychological Counseling and Guidance, Professional Development, Youth Factory, SOPES). In order to facilitate the adaptation of our international students and to give them the opportunity to promote their cultures, the International Office organized an orientation program (http://www.agu.edu.tr/news/3921/AGÜ'de%20Oryantasyon%20Günleri).

Planning of services and supports for students

The Dean of Students Office follow all the services and supports offered for students, detects the needs and shortcomings to inform relevant offices for improvement. Regular meetings are held with the Student Council and students are encouraged to participate in the planning process. Problems identified in these meetings are communicated to SKS (Health, Culture and Sports), Construction Affairs, Information Technology Services or Student Affairs offices and solutions or improvements are put into effect immediately.

Allocating the annual budget to learning resources and student supports

The budget process follow these steps: institutional offices send their budget proposals, the individual proposals are consolidated for an institutional budget proposal, the proposal is explained to and requested from the Ministry of Finance, the Ministry approves all or a certain amount of the proposed budget which is then presented to the General Assembly of the Turkish Grand National Assembly, the process is finalized once the budget is legalized and transferred to the institution. In general, the legalized amount is allocated to the offices according to the percentage of their demand in the consolidated budget. Nonetheless, budget for special requests and programs is assessed by the senior management. How much of the budget is allocated for learning resources may differ from one office to another. However, if offices' budgets are insufficient to carry out their activities, they might request funds. The amount approved by the senior management can be provided from the institutional revenue or liquid assets as a fund.

In addition to the university budget, the Abdullah Gul University Support Foundation (AGUV) offers scholarship, accommodation and overseas training to students who meet the criteria. Moreover, the Dean of Students Office seeks grants from various sources (Turkish Educational Foundation - TEV, AGU Faculy, etc.) and provide a support for the students who have financial problems.

- Institutional Documents
- Evidence for Improvement
  - Annex_3.25 2018_Club_Activities.xlsx
  - Annex_3.26 2018 SOPES_Activity_Calender.xlsx
  - Annex_3.27 2018 AGU_2018_Courses.pdf

4. RESEARCH AND DEVELOPMENT

1) Institution's Research Strategy and Objectives

The institution must encourage research and development activities which are in line with academic priorities defined in its strategic plan, and which can create values and be used for the community's benefit.

AGU's research strategies, aims and who would realize those aims have been determined through scheduled search conferences and departmental advisory board meetings.

The following strategic aims were determined in the attached AGU's Strategic Document under the research heading**(Annex_4.1 AGU_Strategic_Document_2018-2022).** Research strategies and objectives of the institution are listed below:

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

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

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	The Year 2018
Performance Indicator - 1: Number of Events (Conferences/Symposia/Workshops)	12
Performance Indicator - 2: Number of Participants	790

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	The Year 2018
Performance Indicator - 1: Number of International Master's Students	1
Performance Indicator - 2: Number of International Doctoral Students	2
Performance Indicator - 3: Number of Postdoctoral Researchers	0

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	The Year 2018
Performance Indicator - 1: Laboratory Area (m²)	2900 m²
Performance Indicator - 2: Number of Laboratories	51

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

Performance Indicators	The Year 2018
Performance Indicator - 1: Number of Workshops	8
Performance Indicator - 2: Number of SEARCH Conferences	4
Performance Indicator - 3: Number of Participants in Workshops/Search Conferences	230

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	The Year 2018
Performance Indicator - 1: Number of research projects carried out by researchers from different disciplines at AGU	22

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.

7

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

Performance Indicators	The Year 2018
Performance Indicator - 1: Number of theses and research projects that observed societal impact criterion in the study targets and discussed it in the relevant section	8
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.	6

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

Performance Indicators	The Year 2018
Performance Indicator - 1: Number of initiatives (proposals, applications) for developing international project partnerships	11
Performance Indicator - 2: Number of international project partnerships (training/seminar/meeting count)	9

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 figures of science and industry throughout a year and developed with 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 enabling meeting of researchers from different disciplines to seek solutions to global problems and conduct international quality research. At our university, high quality and original publications and research outcomes contributing to the society are aimed through a balanced distribution of basic and applied research areas.

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

Although courses differ according to majors at undergraduate and graduate levels, students carry out course projects, diploma projects, summer projects and internships to enhance their research competence. The GLB course also help students develop this competence with group projects continuing for some weeks or a whole semester. In this regard, student clubs which are career-oriented are encouraged to join national/regional competitions. While preparing for competitions, students get the opportunity for peer learning, research and application.

One of the institutional outcomes of AGU is to ensure that students adopt ethical values in their personal and professional lives and practice these values. For that reason, the institution attaches great importance to upholding universal ethical values. Undergraduate and graduate students are informed with presentations and announcement in this regard. Besides, in all graduate programs, "Academic Ethics" is a compulsory course. 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 2018, graduate students received lab safety training and started research in their respective labs. In 2018, the occupational health and safety committee worked actively and took relevant precautions concerning workers' health, ventilation and location of warning signs at the institution. **(Annex_4.2 AGU_Occupational_Safety_Evaluation_Report_2018).**

AGU places emphasis on societal impact in every research carried out under its roof. In this regard, academics are encouraged to set up companies in regional technoparks, carry out projects within university-industry cooperation and write articles or make presentations including industrial partnerships. As of 2018, 11 start-up companies from AGU are active in Erciyes Technopark, 8 of which have been set up by faculty members and 3 by research assistants to offer consultancy and carry out R&D projects with a positive contribution to the region.

While the AGU TTO was an office working under the Rectorate, on 12.12.2018 the Abdullah Gül University Technology Transfer Office Inc. was established with the permission of the Council of Higher Education (YÖK) in accordance with the new strategy of the university's senior management.**(Annex_4.3 Chamber_of_Commerce _Registration_Certificate_2018)**

In order to recruit experts who can work on their own in a modular fashion by re-organizing the personnel structure of the AGU TTO, a job announcement was made in 2018 and the recruitment process of successful candidates is still underway. Additionally, construction of a thematic Technopark in Kayseri has been planned as a model for our country with the participation of AGU, Kayseri Chamber of Industry and Kayseri Chamber of Commerce.

In order to support local and regional development and serve to societal needs, AGU works closely with the Kayseri Metropolitan Municipality, Kayseri Chamber of Commerce, Kayseri Chamber of Industry and Kayseri Organized Industrial Zone. In 2018, well-attended meetings were organized in order to develop the university-industry cooperation of the university with the Kayseri Chamber of Industry and Kayseri Chamber of Commerce, increase interaction between AGU and industrialists, and improve high quality R&D projects and internship programs. As a result of the meetings, the AGU Strategy Document was prepared.

AGU attaches great importance to the fact that research conducted at AGU contribute positively to the social, economic and cultural texture. In this regard, academics are encouraged to set up companies in regional technoparks, carry out projects within university-industry cooperation and write articles or make presentations including industrial partnerships.

Additionally, via the TTO, AGU organized 9 training sessions on entrepreneurship, writing and managing projects, technology transfer, establishment of R&D centers, etc. and around 180 participants joined the training **(Annex_4.4 AGU_TTO_Training Sessions_2018).**

In order to transform research outcomes into economic values and societal benefits, an institutional culture was established, institutional structures and procedures were developed and relevant mechanisms were realized, which enabled scholars from different disciplines to meet and carry out joint projects. With the purpose of enhancing the research infrastructure, AGU founded the Central Research Lab in 2018, which aims to be an attraction center for successful researchers in our country thanks to its impressive equipment inventory.

4.1-Enhancement Proofs Concerning the Institution's Research Strategy and Objectives are in the attached file **(Annex_4.5 Enhancement_Proofs)**.

- Institutional Documents
  - Annex_4.1 AGU_Strategic_Document_2018-2022.pdf
  - Annex_4.2 AGU_Occupational_Safety_Evaluation_Report_2018.pdf
  - Annex_4.3 Chamber_of_Commerce_Registration_Certificate_2018.pdf
  - Annex_4.4 AGU_TTO_Training Sessions_2018.pdf
- Evidence for Improvement
  - Annex_4.5 Enhancement_Proofs.pdf

2) Institution's Research Sources

The institution must create physical infrastructure and financial sources for its research and development activities and have policies and strategies guaranteeing their effective use. (The institution's research policies must encourage cooperation with internal and external stakeholders and getting external funding.)

AGU's research strategy is based on making innovative and high-quality contributions to the science and societies with multi-disciplinary international research focusing on national and global problems. In line with this strategic aim, AGU has been provided with human resources and infrastructures of research, facilities and laboratories which are necessary to conduct high quality and advanced research and a variety of financial resources as well as their sustainability have been planned as further requirements. In 2018, the AGU Library offered access to 18 databases, 1 e-book database (212.206 electronic books are available with subscription), 1 newspaper and magazine database, 4 e-book databases (11.543 electronic books have been purchased and are available) via its explorer tool which allows searching all online or print library materials. Thanks to the EKUAL, National Academic License for Electronic Resources, Project of TÜBİTAK's ULAKBIM (Turkish Academic Network and Information Center), 15 additional databases are available for researchers' use. All electronic databases can be accessed 7/24 thanks to the remote access services without being constrained by time or space. **(http://library.agu.edu.tr/)**

Such processes are determined and managed by ADEK (Academic Evaluation and Quality Development in Higher Education), AGU TTO, Institutes, Centers, BAP (Coordination Office for Scientific Research Projects), Library Department and committees. In order to transform research outcomes into economic values and societal benefits, an institutional culture was established, institutional structures and procedures were developed and relevant mechanisms were realized, which enabled scholars from different disciplines to meet and carry out joint projects. With the purpose of enhancing the research infrastructure, AGU founded the Central Research Lab in 2018 which aims to be an attraction center for successful researchers in our country. **(Annex_4.6 AGU Central Research Lab_Equipment Inventory List_2018)**. AGU Labs in general has an impressive equipment inventory. (http://files.agu.edu.tr/lab/)

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

AGU encourages collaborations with internal and external stakeholders and benefiting from external funds. The AGU Office for Circulating Capital carries out several projects with the aim of increasing the number of external projects and diversifying service incomes. The projects conducted through the Office for Circulating Capital in 2018 by AGU scientists within the university-industry cooperation involved leading industrial, R&D and state institutions such as TEİAŞ (Turkish Electricity Transmission Company), Central Anatolia Development Agency (ORAN), Başyazıcıoğlu Tekstil, Erciyes Technology Transfer Office (ETTO), etc. **(Annex_4.7 2018_Circulating_Capital_Projects)**

Other project or meetings carried out by AGU scientists outside of the Circulating Capital Office in 2018 also involved leading industrial enterprises and R&D companies such as Kayseri Transportation Inc., Başyazıcıoğlu Textile Cooperation, Hasçelik Cable Industry and Trade Inc., Güven Engineering, Machinery, Chemistry and Electronics Industry and Trade Limited Company, Aselsan, Arçelik, Kuantag, Bilkent NANOTAM, Ravaber Construction Products Industry and Trade Limited Co., Aspilsan Energy Co., etc.

In line with the AGU Strategy Document, well-known industrial enterprises in Kayseri and Turkey were visited to promote cooperation between AGU researchers and industry by determining and catering for industrialists' needs. Thanks to the protocol singed with KOSGEB (Small and Medium Industry Development Organization), the evaluation committee for applications to the KOSGEB R&D and Innovation Support Programme convenes at AGU and thus the university plays an active role in supporting projects of regional companies. Besides, industrialists were supported by the AGU-TTO with training on writing and managing projects for TÜBİTAK, KOSGEB and Development Agency and fair visits and sectoral business trips abroad were organized for bilateral meetings. AGU cooperates with various public institutions and companies for the training of their employees. With the support of KOSGEB, the AGU-TTO offered Kayseri-based SME managers, potential entrepreneurs and academics training on Financing Models, Industry-Centered State Grants, Call Analysis of National and International Fund Programmes - Project Development Processes, Statistical Process Control, Horizon 2020, Katip Çelebi-Newton Fund, Entrepreneurship Ecosystem - Angel Investment and Mentorship. Around 180 participants joined these training sessions in 2018. Thanks to the protocol signed with the Turkish Patent and Trademark Office, the AGU-TTO acts as an Information and Document unit of the Turkish Patent Institute and offers AGU academics services of patent search, patent and brand research, patent and brand registry.

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

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

Both departments and academics' research performance can be monitored on the BAP Project Process Management System at AGU. In the evaluations made at the end of 2018, strategies were designed to enhance academics' research performance and the university's research infrastructure.

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

In 2018, the Academic Data Management System (AVESIS) was activated so that internally and externally supported projects of faculty members can be entered and monitored; departments and personnel can follow their performance, and analyze their status at the university/faculty/department.**(http://aves.agu.edu.tr/)**

In line with the AGU Strategy Document, AGU academics are supported and encouraged to make project applications for external funding through TÜBİTAK, KOSGEB, Development Agency, relevant Ministries, European Union funds and other international fund grants.

The AGU-TTO provides researchers with project support services such as writing projects, finding partners, preparing project applications so that high-quality human resources of AGU can bring more foreign funds into our country; advanced research centers can be established in the university; physical (laboratories) and technical research infrastructure can be offered to newly-recruited scientists; AGU personnel can join scientific studies and receive R&D, innovation and

entrepreneurship grants from national and international programs. Additionally, information days and training sessions are organized to raise awareness and brief researchers on funding resources, grant programmes, intellectual property rights and entrepreneurship. By this means, recently a significant increase has been observed in project applications to TÜBİTAK, KOSGEB, Development Agency, relevant Ministries, and European Union funds as well as in activities towards university-industry collaborations.

AGU focused on research which could direct the future of the technology by putting the above-mentioned global responsibility areas on its agenda. At our university, some highly qualified researchers clustered together and actively help developing technology, getting patents, founding companies, running industrial projects, and disseminating science in the community. In this regard, in 2018, 25 TÜBİTAK projects (with around TL 7.7 million budget) and 10 AGU-BAP projects (with around TL 480 thousand budget) were supported **(Annex_4.8 AGU_BAP_Projects_2018), (Annex_4.9 AGU_TÜBİTAK_Projects_2018).**

4.2-Enhancement Proofs Concerning the Institution's Research Sources are in the attached file **(Annex_4.10 Enhancement_Proofs)**.

- Institutional Documents
    - Annex_4.6 Central Research Lab_Equipments_2018.pdf
    - Annex_4.7 2018_Circulating_Capital_Projects.pdf
    - Annex_4.8 AGU_BAP_Projects_2018.pdf
    - Annex_4.9 AGU_TÜBİTAK_Projects_2018.xlsx
- Evidence for Improvement
    - Annex_4.10 Enhancement_Proofs.pdf

3) Institution's Research Staff

AGU's academic staff is almost completely composed of scientists who completed their PhD and/or post-doctoral studies abroad. Through reverse and regular brain drain between 2013-2018, 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.

Among the AGU academics, Assoc. Prof. İbrahim Özdur, faculty member at the Electrical and Electronics Engineering, was awarded the TÜBİTAK incentive due to his outstanding work in 2018. There are also academics among the staff who are members of the Global Young Academy.

AGU updated its assignment and promotion criteria in 2018 for internal assignment and promotion of its faculty members **(Annex_4.11 AGU_Assignment_Promotion_Guidelines).** Based on an objective scoring system, criteria of teaching in faculties and departments, research and contribution to the society/profession/university are graded and academics' qualifications are evaluated for the announced job. AGU attaches great importance to external evaluation reports as part of the academics' assignment and promotion procedure, which encourages competition as everyone can apply for the vacant position. Applicants for relevant positions go through a detailed professional assessment of their research areas and work experience, which goes beyond resumes. Reviewers are selected among respectable scientists and they are asked to assess applicants based on applicants' working areas, research competence, educational activities, potential contribution to the society, science and institution. Relevant reports are evaluated by AGU's assignment and promotion committee; at the end of this quality-centered evaluation the most qualified candidate is assigned to the position.

The academic incentive system which has been active for the last 3 years is another method for yearly measuring of research competences in relevant areas and academic incentive score of academics are announced on the university website every year. In 2018, 32 academics qualified for academic incentive and the university's academic incentive average was 45,5.

AGU implements AGUV support program which is based on performance in order to develop and enhance academic competences. Taking into account yearly academic performance, AGUV gives academics motivating incentives. The purpose of the incentives is to attract outstandingly successful researchers from various research centers around the world to our country. Current research labs and infrastructures as well as research grants to be offered to new faculty members increase AGU's chances of being an ideal destination for outstandingly successful scientists.

AGUV's motivational grant program has its own index to monitor academics' development and performance with project progress reports collected every six months. Said reports were collected twice in 2018 from academics who had projects and were evaluated by relevant departments.

Current research labs and infrastructures as well as research grants to be offered to new faculty members increased in 2018 thanks to the new research building offering 5,129 m^2 closed area, which in turn made AGU a better candidate and ideal working area for outstandingly successful scientists.

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

In 2018 through the faculties' budget, the university gained equipment which is worth around TL 9,895,000,00 in order to improve research capabilities and 10 AGU-BAP projects (with the total budget of around TL 480,000 were supported.Efficiency and effectiveness of these supports and opportunities are measured with the number of publications, patents, citations, and new companies.

4.3-Enhancement Proofs Concerning the Institution's Research Staff are in the attached file **(Annex_4.12 Enhancement_Proofs)**.

- Institutional Documents
    - Annex_4.11 AGU_Assignment_Promotion_Guidelines.pdf
- Evidence for Improvement
    - Annex_4.12 Enhancement_Proofs.pdf

4) Follow-Up and Improvement of Institution's Research Performance

All academics working at AGU are asked to submit Academic Evaluation Reports explaining their yearly academic research, teaching and activities engaged with the purpose of impact on the university and society.

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

In annual meetings, assessments of internal research performance and academic promotion criteria are reviewed and, if necessary, modified. The academic promotion and assignment criteria were updated in 2018 and sent to YÖK. This process ensures that the quality of the institution is in line with fast changing global academic criteria and necessities and that it competes with the world.

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

announced on the university website.

As of 2018, 11 start-up companies from AGU are active in Erciyes Technopark, 8 of which have been set up by faculty members and 3 by research assistants to offer consultancy and carry out R&D projects with a positive contribution to the region. Economic impact of these companies is still being assessed.

In terms of scientific contribution, the university admitted first graduate students in Fall 2013-2014 and eleven graduate programs are now being offered in English. Currently, the university has 18 students enrolled in "Materials Science and Mechanical Engineering", 49 in "Electrical and Computer Engineering", 8 in "Industrial Engineering", 8 in "Architecture" doctoral programs within the Graduate School of Engineering and Science. In 2018, "Bioengineering" doctoral program was opened with YÖK's approval and has 3 students. Besides the PhD programs, the university has active master's programs of "Advanced Materials and Nanotechnology", "Electrical and Computer Engineering", "Industrial Engineering", "Bioengineering", "Sustainable Urban Infrastructure Engineering", and "Architecture" with 87 total students enrolled in those programs. The master's program "Sustainable Urban Infrastructure Engineering" was opened in 2018. The rate of graduate to undergraduate students enrolled in AGU is about 1/6. In graduate theses, it is aimed to make a difference in international scientific community, offer solutions to national and global problems with high quality research.

AGU is placed in the top of Turkish university rankings in terms of scientific articles and citations per academic staff. According to the 2018 data, the average of scientific articles published in internationally indexed journals per academic staff is 101/82=1.23 at AGU.

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

Additionally, thesis quality and published scientific articles of graduate students are regarded very important. For this reason, in some programs, students are required to write a scientific article based on their theses and have it accepted for publication in a journal before graduation (http://fbe.agu.edu.tr/doktora-ogrencileri-yayin). For the publication of student articles, the priority is expected to be given to prestigious journals with international advisory board and high impact factor. In this manner, in total 36 articles with SCI were published in 2018 by graduate students under the supervision of faculty members and among the journals, there are very prestigious ones such as Nanoscale (Impact Factor = 7.2) or Journal of Materials Chemistry C (Impact Factor = 5.97) and some announced the articles on their covers (http://www.agu.edu.tr/haberler) (See:http://fbe.agu.edu.tr/akademik-ogrenci-yayinlari).

Since 2015 when the Graduate School of Engineering and Science graduated the first students, 35 students got a master's degree and 2 students got a PhD degree. AGU graduated the first undergraduate students in 2018 and is currently being processed for inclusion into international rankings.

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

Abdullah Gül University (AGU) climbed to 12th position rising 11 spots in 2018 compared to last year on the "Entrepreneurial and Innovative Universities Index". AGU became the only state university ranking 12th among state universities founded in the last 20 years. (Seehttps://www.tubitak.gov.tr/sites/default/files/1095/2017_gyue_siralama.pdf)

4.4-Enhancement Proofs Concerning the Follow-Up and Improvement of Institution's Research Performance are in the attached file**(Annex_4.13 Enhancement_Proofs)**.

- Institutional Documents
- Evidence for Improvement
  - Annex_4.13 Enhancement_Proofs.pdf

5. ADMINISTRATIVE SYSTEM

1) Structure of Management and Administrative Units

In the External Evaluation Report carried out in 2017, the evaluation team prepared an Institutional Feedback Report about our institution.
***Under the Structure of Management and Administrative Units* section of the said report, the following is stated:**
Strengths:

- Experienced, sincere and participative senior management;
- Participative decision-making mechanism working through committees and boards composed of personnel from various administrative and managerial levels, relevant offices, academics and students;
- Easy communication and strong cooperation between the senior management and the administrative or academic staff;
- Harmony, occupational discipline and commitment of the administrative staff;

Aspects open to improvement:

- ·Disseminating quality management system and quality assurance to all academic and administrative offices, diversifying and turning those processes into an institutional culture;
- ·Conducting satisfaction surveys on a regular basis to measure student, administrative staff and manager satisfaction, evaluate results and use the latter for continued improvements.

Giving utmost significance to quality, AGU works to increase quality in academic and administrative offices without a pause. Such processes are carried out dynamically as measures are determined based on feedbacks and are implemented just on the spot. One of the advantages of the external evaluation was its reminding the AGU to follow-up the recordings of important quality-related activities and meetings, decisions taken, processes implemented and improvements achieved. Here, some sample quality improvement activities in certain academic and administrative units are provided.

For example; AGU runs an English Prep School to prepare English levels of the students proper to the faculty since AGU is a 100% English Medium of Instruction University. The Administration regularly follows the quality of the Prep Program, arranges regular meetings, notes achievements and addresses problems encountered in the Prep School, regularly measures the English success performances of the students in each term and in each skill such as listening, speaking, reading, writing, language awareness and study skills and strategies, and takes appropriate action to overcome issues. Right at the beginning of the year 2018, based on the complaints coming from both students and some of the instructors, couple of meetings were carried out to assess the concerns raised, a power point presentation by the Vice Rector and the Official Director of Prep School is carried out and the acting director of the Prep School is informed about the concerns. The related power point presentation is attached in **(Annex_5.1 Prep_School_Concerns.pdf).** After the presentation, acting director of the Prep School has addressed the issue by raising the concerns among the instructors in **(Annex_5.2 Informing_the_Instructors about_the_Concerns_Raised.pdf),** has given answers and suggested possible solution actions for the concerns raised **(Annex_5.3 Answers_and_Suggested_Solutions_to_Concerns_by_Acting_Prep_Director.pdf).** He then called the skills coordinators to a series of meetings. Meetings' minutes held with skill coordinators to bring solutions to the concerns are attached in **(Annex_5.4 Prep_Coordinator_Meetings_Mins.pdf).** Students petitions are regularly evaluated at the end of each teaching period by a committee and final decisions are reached about each student's petition. A Sample of such Tribunal Meeting Decisions are attached in **(Annex_5.5 Sample_Prep_School_Tribunal_Evaluation_Results_April_2018)** AGU students who satisfy a certain success criteria determined by the AGU Administration both during the entrance to AGU and during the Prep Program Study are sent to a selected various Language Centers in the USA with the financial support of AGU Foundation. A recommendation to the AGU Foundation prepared by the acting director of Prep School for the students who are going to be sent to USA (in 2018 and 2019 is presented in **(Annex_5.6 Prep_School_Recommendations_to_AGU_Foundation_2018_25_April.pdf).** Instructors course evaluations are carried out on a regular basis. A sample of such evaluation is provided in **(Annex_5.7 Course_Evaluations_by_Instructors_Term_22.pdf).** Evaluation of the students' course evaluation surveys are also carried out on a regular basis by AGU's Center of Excellence in Learning and Teaching Office. A Sample of such evaluation is presented in **(Annex_5.8 AGU_Prep_School_Student_Survey_Evaluations.pdf).** AGU Prep School Students' Pass-Fail-Fail_on_Attendance Statistics are also evaluated on a regular basis. A sample of such statistics is provided in **(Annex_5.9 Prep_PASS-FAIL-Fail_on_Attendance(FA)_STATS.pdf).** A general presentation about the last two terms are made by the acting director of the Prep School to the top administration to evaluate and improve the quality and performance of the Prep School Students and the Prep School itself. **(Annex_5.10 Feedback_Presentation_by_Prep_Director_2018_March_06_.pdf).** A similar presentation to evaluate and improve the quality and performance of the Prep School is repeated on June 2018. **(Annex_5.11 Feedback_Presentation_by_Prep_Director_2018_June_06.pdf).** After a series of evaluations Prep School Regulation Change which has been put into effect is presented in **(Annex_5.12 Prep_Regulation_Changes.pdf).** An absence policy for the prep school instructors was also developed and put into effect as presented in **(Annex_5.13 Prep_Instructor_Absence_Policy.pdf).** Investigations are carried out on students for suspected cheating and plagiarism cases in homework and exams to raise ethical behaviour awareness among students. The list of students who are investigated for academic dishonesty is given in **(Annex_5.14 List_of_Students_Disciplinary_Action_Taken_Against.pdf).** An Annual Activity Report related to the Prep School is prepared and submitted by the Official Director of the Prep Program to the top administration every year. 2018 AGU Annual Prep School Activity Report is given in **(Annex_5.15 AGU_Annual_Prep_School_Activity_Report.pdf).**

Similar quality improvement activities are carried out in other academic and administrative units. Another sample is AGU's Graduate School of Engineering and Sciences. AGU's Graduate School of Engineering and Sciences is founded and started to receive its first grad students during 2014-2015 academic calendar year. Under the graduate school there are currently 6 M.Sc. and 5 Ph.D. Programs and all of them are running with 100% English Medium of Instruction. AGU currently has 167 graduate students. Graduate School gave its first M.Sc. graduate in 2015 and first 2 Ph.D. graduates in 2018. Since then, AGU has 35 M.Sc. and 2 Ph.D. graduates. AGU follows up its graduates, their thesis works, their publications in scientific journals, conferences and their patents, their career developments in academic or business world regularly. http://www.agu.edu.tr/userfiles//GSES/mezun_takip.pdf, http://fbe.agu.edu.tr/student-publications. AGU Graduate School performance is followed by the top administration on a regular basis and the quality of education and of graduates are checked through regular meetings to improve quality and the performance of the Grad School. Two such presentations prepared and made by the director of Graduate School in 2018 to the top administration are provided in **(Annex_5.16 Graduate_School_Presentation_March_2018.pdf)** and in **(Annex_5.17 Graduate_School_Presentation_Nov_2018.pdf).** Measures suggested in these meetings to improve the quality are discussed in detail by the Graduate School Executive Board in a series of meetings. The developed measures by the Graduate School Executive Board are then brought to the Senate and put into effect as approved by the Senate. Besides, an annual activity report related to the AGU Graduate School of Engineering and Sciences is prepared and submitted by the Graduate School Director to the top administration every year. 2018 AGU Annual Graduate School Activity Report is given in **(Annex_5.18 AGU_Annual_Grad_School_Activity_Report.pdf).**

In terms of service quality check and improvement provided by the support units, the recordings of the Construction Works Department are provided here as an example. Every maintenance or any other support request made by any unit or a person is appointed an entry number and persons who will make the maintenance. They are classified in terms of their field of maintenance, such as; constructional, mechanical, electrical or landscape works. All the maintenance and support activities are recorded. A summary list of constructional, mechanical, electrical and landscape maintenance and support activities carried out in 2018 are given in **(Annex_5.19 Constructional-Mechanical-Electrical-Landscape_Maintenance_Summary.pdf)** After the completion of the related maintenance and support activity, the delivery of the service is made by taking the signature of the related person in the related unit requesting the maintenance or support. Later that activity is given a check mark in the recordings after it is completed succesfully. Even the materials used during the maintenance are kept under recordings. A sample January 2018 Constructional Work Maintenance Reports are given in **(Annex_5.20 Sample_Constructional_Work_Reports_January_2018.pdf)** a sample April 2018 Mechanical Work Maintenance Reports are given in **(Annex_5.21 Sample_Mechanical_Work_Reports_April_2018.pdf)** a sample July 2018 Electrical Work Maintenance Reports are given in **(Annex_5.22 Sample_Electrical_Work_Reports_July_2018.pdf)**.

Such quality improvement activities are carried out in all academic, administrative and support units. These quality improvement activities are generally carried out under the supervision of either top administration or the commissions, boards and committees appointed by the top administration.

The organization chart of the institution is provided in **(Annex_5.23 Organization_Chart)**

Many of the existing commissions, boards or committees are revised, unnecessary ones are removed, and some new ones are instituted to increase the quality of the overall university services. The revised 2018 commissions, boards or committees' lists are provided in **(Annex_5.24 AGU_Committees)**

AGU top administration works hard to establish good partnership relations with various external partners in terms of joint research, education, and societal impact. It aims to increase university and industry cooperation, increase quality in research, education, and societal impact. Various selected external partner visits, meetings and minutes are provided in **(Annex_5.25 Samples_of_2018_External_Partner_Relations).** Various selected internal partner meetings and minutes are provided in **(Annex_5.26 Samples_of_2018_Internal_Partner_Relations).**

Students and personnel are surveyed regularly to evaluate the social privileges and services offered. Feedback e-mail accounts have been instituted to collect feedback. Wishes and complaints are collected from students and personnel on various university services offered. Based on the data obtained from survey results and e-mail feedbacks, either the responsible units or the companies where services had been procured were contacted and required improvements are carried out. For instance; the results of the survey and feedbacks on renewed dining and café services resulted in improvements. **(Annex_5.27 Records_Concerning_Dining_Services)**

In the 2018 National Student Satisfaction Survey (TÜMA) results, our institution ranked 2nd among state universities and 7th among all universities in the ranking of universities with the highest levels of satisfaction. **(https://www.egitimradyosu.com/turkiye-universite-memnuniyet-arastirmasi-raporu-aciklandi/)**

AGU has started gathering required data to apply for Times Higher Education's University Impact Rankings (Sustainable Development Rankings) in 2018. Universities are requested to present their preferences in 3 different categories. According to the rankings announced AGU has been chosen 4th best in the World in "Sustainable Cities and Communities" category, and among the best 101-200 universities in selected categories in the World.
(https://www.timeshighereducation.com/rankings/impact/2019/overall#!/page/0/length/25/sort_by/rank/sort_order/asc/cols/undefined).
(https://www.timeshighereducation.com/rankings/impact/2019/sustainable-cities-and-communities#!/page/0/length/25/sort_by/rank/sort_order/asc/cols/undefined).
(https://www.timeshighereducation.com/rankings/impact/2019/overall#!/page/4/length/25/sort_by/rank/sort_order/asc/cols/undefined).

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

The university is managed via the university senate, board of management, offices of faculty deans under the presidency of the Rector; faculty committees, faculty boards, offices of department chairs under the presidency of deans; relevant boards, institute directorates under the presidency of department chairs; institute boards, institute board of management, offices of department heads under the presidency of the institute directors; relevant managerial boards under the presidency of department heads; school directorates and their relevant board and committees; the office of the secretary general; administrative department heads and section chiefs; offices, personnel working under office coordinators; centers, personnel working under centre directors; boards under the presidency of board presidents; committees under the presidency of committee presidents; commissions under the presidency of commission presidents.

The internal auditing action plan is being prepared via the "Internal Audit and Process Management Committee" in congruence with the strategic plan drafted by the "Strategic Plan Committee". Processes of the internal control action plan are managed by the Rector via relevant offices, centres, boards, committees or commissions. Office and centre directors execute decisions upon the Rector's orders or the senate or university board decisions. Similarly, committee and commission presidents execute decisions upon the Rector's orders or the senate or university board decisions. All relevant bodies convene regularly and whenever needed to exchange views on problems encountered in education, research-development, societal impact processes, to generate solutions to the problems discussed, and ensure that precautions are taken by conveying suggested solutions to relevant vice rectors or directly to the rector. After the loop is closed and solutions are implemented, the overall process is evaluated.

The most senior official in academic and administrative matters at AGU is the Rector.

- Institutional Documents
  - Annex_5.1 Prep_School_Concerns.pdf
  - Annex_5.2 Informing_the_Instructors about_the_Concerns_Raised.pdf
  - Annex_5.5 Sample_Prep_School_Tribunal_Evaluation_Results_April_2018.pdf
  - Annex_5.9 Prep_PASS-FAIL-Fail_on_Attendance(FA)_STATS.xlsx
  - Annex_5.15 AGU_Annual_Prep_School_Activity_Report.pdf
  - Annex_5.18 AGU_Annual_Grad_School_Activity_Report.pdf
  - Annex_5.23 AGU_Organizational_Chart.pdf
- Evidence for Improvement
  - Annex_5.3 Answers_and_Suggested_Solutions_to_Concerns_by_Acting_Prep_Director.pdf
  - Annex_5.4 Prep Coordinator Meetings Minutes.pdf
  - Annex_5.6 Prep School Recommendations to AGU_Foundation 2018_25_April.pdf
  - Annex_5.7 Course_Evaluations_by_Instructors_Term_22.xlsx
  - Annex_5.8 AGU_Prep_School_Student_Survey_Evaluations.pdf
  - Annex_5.10 Feedback_Presentation_by_Prep_Director_2018_March_06_.pdf
  - Annex_5.11 Feedback_Presentation_by_Prep_Director_2018_June_06.pdf
  - Annex_5.12 Prep_Regulation_Changes.pdf
  - Annex_5.13 Prep_Instructor_Absence_Policy.pdf
  - Annex_5.14 Prep_School_Disciplinary_Actions.pdf
  - Annex_5.17 Graduate_School_Presentation_Nov_2018.pdf
  - Annex_5.19 Constructional-Mechanical-Electrical-Landscape_Maintenance_Summary.pdf
  - Annex_5.20 Sample_Constructional_Work_Reports_January_2018.pdf
  - Annex_5.21 Sample_Mechanical_Work_Reports_April_2018.pdf
  - Annex_5.22 Sample_Electrical_Work_Reports_July_2018.pdf
  - Annex_5.24 AGU_Committees.pdf
  - Annex_5.25 Samples_of_2018_External_Partner_Relations.pdf
  - Annex_5.26 Samples_of_2018_Internal_Partner_Relations.pdf

2) Management of Sources

In the External Evaluation Report carried out in 2017, the evaluation team prepared an Institutional Feedback Report about our institution as presented in **(Annex_5.27_Final_Report_2017).**

Under the Resource Management subsection of the Management System heading, the following is stated:

Aspects open to improvement:

· False perception that personnel is accumulated in certain academic departments due to assignments into academic positions different than their working areas as a result of regulatory dead-ends and institutional attitude of hiring academic and administrative staff for offices established to meet long-term and idealist targets;
· Need for some flexibility and investment supports from relevant state institutions in order to overcome the constraints brought about by English as the medium of instruction and being a newly established university and to meet targets;
· Making incentive, recognition and award processes more effective.

Possible actions about these aspects are covered in the following subsections.

After the External Evaluation of the Institution, the following points have been noted as aspects to be improved:

· Perception that there are surplus employees is caused by the fact academic and administrative employees have been hired for offices established to meet long-term and idealist targets of the institutions and assigned into positions available in different departments as a result of regulatory dead-ends;
· The institution needs some flexibility and investment supports from relevant state institutions in order to overcome the constraints brought about by English as the medium of instruction and being a newly established university and to meet its targets;
· Incentive, recognition and award processes need to be more effective.

In this regard, all precautions are being taken in order to employ the right personnel in the right department as much as the state personnel regulation allows for the structuring and organization of universities.

On the second point, employing foreign personnel is important to keep the quality bar high for internationalization and high quality personnel recruitment at our university where medium of instruction is English. In this regard, it has utmost importance for all institutions to continue their support.

As a state university, AGU implements mechanisms of incentives, appreciation and rewards within the limits of the regulation. For instance, employees are offered training as an incentive to gain competences necessary for promotion and more career opportunities. In 2017, one change of title exam was administered so that the personnel could improve their knowledge about the regulation and have a better sense of belonging with promotion at the institution.

Minimum criteria were revised and set objectively and measurably for the appointment and promotion of academics considering a minimum quality threshold between different faculties and the said criteria were published on YÖK's website.

(https://www.yok.gov.tr/Documents/Akademik/AtanmaKriterleri/abdullah_gul_kriter.pdf)

Recruitment/appointment of academic personnel is secured with competence requirements (based on job position), maximum fulfillment of appointment and promotion criteria, requirements of a cover letter, detailed resume, and statements of teaching, research and contribution plans, a seminar in English covering current research of the candidate, 3 reference letters, a jury selection process and answers of jury members to some questions regarding the candidate, decision of the appointment and promotion committee.

Academic personnel is awarded for excellence in innovative teaching. The guidelines for nominating criteria, deadlines, evaluation, the award ceremony and the required supporting documents are described in **(Annex_5.28 Innovative_Teaching_Award.pdf).**

Academic faculty are trained through sharing best practices about developing rubrics for fair, consistent and efficient grading, Lecture Free Week (LFW) and active learning, innovative methods in higher education, Erasmus+ mobility, flipped learning and academic research. **(Annex_5.29 Sharing_Best_Practices.pdf).**

Recruitment/appointment of administrative personnel is secured with competence requirements (based on job positions), a preference for transfer of experienced personnel from other institutions rather than appointment through the Public Personnel Selection Examination (KPSS), and interview of transfer personnel by the Human Resources Personnel to measure their competences.

During the recruitment process, the human resources committee and heads of relevant administrative departments, offices or centers invited to the committee investigate educational background and merits of candidates in view of the position to be held in the administrative or support departments; candidates with the best education and merits are selected and proposed to the Rector for appointment.

In the case that a deficiency or inadequacy in their education and merits is spotted with regard to assigned tasks of the personnel appointed into administrative departments, the concerned personnel is sent to relevant internal or external training. **(Annex_5.30 Training Sessions)**

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

AGU has started a new information system over a web page to follow up the expensive equipment purchased university wide and wants these equipment be known and available for all faculty who wants to use them in different centers, faculties and departments. All of the expensive equipment purchased by faculty budget, specific center budget, or a specific project budget are tracked down and sorted out, the places where they should serve best, and the responsible units and the personnel are determined by a committee founded just for this purpose. The list of all of these equipment is published online for all university faculty to see which equipment are available and make them available for all faculty use in case they need to prevent multiple and unnecessary repetitive purchases. http://files.agu.edu.tr/lab/.

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

After the External Evaluation of the Institution, the following points have been noted as aspects to be improved:

· AGU faces some challenges due to English as the medium of instruction and being a newly established university while meeting its targets; while responding to these challenges, the institution needs some flexibility and investment supports from relevant state institutions.

With regard to these constraints, it has utmost importance for all institutions to continue their support as always in the process.

- Institutional Documents
  - Annex_5.27_Final_Report_2017.pdf
- Evidence for Improvement
  - Annex_5.28 Innovative_Teaching_Award.pdf

- Annex_5.29 Sharing_Best_Practices.pdf
- Annex_5.30 Training Sessions.pdf

3) Information Management System

After the External Evaluation of the Institution, the following points have been noted as aspects to be improved:

·Creating an institutional quality information system to analyze quality processes integrating with all information systems created for different purposes (*UIS, Schoology, Canvas, AVESIS, BAPSIS*).

Communication and integration among the software programs, which are the academic data system (AVESIS), the scientific research projects data system (BAPSIS), the learning management systems (Schoology, Canvas), the university information system (UIS), are the drawback of all universities, not just our institution, due to the fact that they were developed by different software companies. In order to overcome this problem, our institution is working on compatibility and integration.

Different information management systems are used at the institution to collect data regarding different activities and processes, analyze them 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 via the information management systems and the relevant faculty, school, office of the secretary general, departments, offices, centers, boards, committees and commissions. This process is supported by the above-mentioned information management systems.

Various information management systems are effectively used for the required information during the collection of the performance indicators for the quality mechanisms and decision-making processes of office heads. The information management systems used by offices to collect data differ. BAPSIS is used to collect research data, AVESIS for activities of academic personnel, UIS for the management of student information, CANVAS and SCHOOLOGY for the management of student learning, INFORMATION SECURITY, THREATS AND ACTIVITY MANAGEMENT for protection of the university website and information management systems against cyber attacks. All these different systems support quality management and other processes.

Information for the internal and external institutional evaluation is recorded by relevant units, offices, centers, boards, committees and commissions as activities are carried out according to previous experience gained from internal and external evaluation processes and needs determined.

Every office is responsible for the safety, confidentiality and reliability of the data they collect. Office heads warn and train their own personnel in this regard. Moreover, the Department of Information Technology Services LOGS activities on INFORMATION SECURITY, THREATS AND ACTIVITY MANAGEMENT servers and network systems. In case of an interference with the information management systems, activities violating the security, confidentiality and reliability, logs are retrospectively analyzed; IP, time, place of interference and affected systems are determined to initiate necessary investigation.

Thanks to departments, offices, boards, committees and commissions, the institutional memory is protected and its sustainability guaranteed. Department and office boards together with their members, other boards, committees or commissions and their members, and records of decisions are the most important elements to keep the institutional memory and guarantee its sustainability.

4) Quality of Outsourced Services

Quality of outside services procured is evaluated with feedback collected from academic or administrative personnel or students. Institutions providing the service are directly contacted for verbal or written warnings. In case that verbal and written warnings are not enough for quality improvements, punitive articles stated in the technical specifications and/or administrative contracts will be executed for the desired quality level. Punitive articles might go so far as to termination of a current service and go out to tender again. **(Annex_5.31 Contract_Termination Conditions)**

Procurement criteria are determined by experts in technical specifications and administrative contracts based on the type of the service. There are technical specifications and administrative contracts for various service procurements such as car rental with drivers, personnel shuttle, security personnel employment, cleaning personnel employment, dining services, electricity purchase, moving services. In all these service procurements, the technical and administrative specifications are drafted for the benefit of the institution, its employees and students.

For possible deficiencies or flaws in the service quality, verbal and written warnings are made and articles are added into the contracts for the termination of services. Contracts are analyzed by the the Office of the Legal Counsel, then they are signed and go into effect. **(Annex_5.32 Rental Contract)**

- Institutional Documents
- Evidence for Improvement
    - Annex_5.31 Contract_Terminating Conditions.pdf
    - Annex_5.32 Rental Contract.pdf

5) Efficiency and Accountability of the Management; Informing the Public

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

Whichever unit, office, center, board or committee carries out an activity for education, research-development or societal contribution, they either announce it to the public on their websites, social media accounts of the university, AGUNEWS, which is the monthly institutional bulletin, or electronic mailing groups. Additionally, these activities are shared with the public through the press based on their social importance. The institution's ethical values are observed in information sharing.

Transparent information sharing with the public also includes internal and external stakeholders. Maximum objectivity is aimed with information sharing and its various types. Monthly AGU bulletin is read by a committee composed of academic staff, checked and approved. After this process, it is shared with internal and external stakeholders. Event announcements are also made following the control and approval of relevant offices and then shared on virtual platforms.

The institution does not have a written document breaking down this process. However, the senior management carries out informal supervision and assessments regularly.

Processes followed for accountability and transparency are internal and external evaluations and auditing by the court of accounts and Higher Education Council (YÖK). Moreover, the institution still works on realizing sharing and feedback processes suggested in the institutional strategic plan with regard to accountability and transparency.

6. CONCLUSION

1) Conclusion

As a state university, AGU has put forward its strategies in research, education, management and societal contribution within the context of its vision to be a prestigious international university which has internalized innovation and creativity, which generates knowledge and contributes to science and society at high levels by transforming knowledge into value; and within the context of its mission to make a high contribution to the science and society through scientific research and modern education. These strategies are put into action in objective and transparent processes with contribution and assessments of internal and external stakeholders on a regular basis.

AGU prepared the 2018-2022 Strategic Plan foregrounding high quality in all its functions, processes and activity areas (culture, personnel, students, objectives, processes), and focusing on the highest quality values. All the processes were coordinated by the Quality Committee established within AGU under the presidency of the AGU Rector.

In this context, AGU has been designed as a university model that aims to integrate the functions of education and research and to create synergy between the two functions with a view to contributing to the society and finding solutions to global problems. In the same regard, departmental visions, missions and programs as well as learning and program outcomes were determined and shared on the departmental web pages. The aims, objectives and performance indicators are stated in the strategy document and annual monitoring and evaluations are carried out by the senior management and the Strategic Planning Committee.

AGU is itself a project where it wants to pioneer the 3rd generation university concept in all its activities including but not limited to education, research, societal contribution, and service to society. AGU has completed its design phase of this project where a final summary report is converted into a form of booklet with a title "Innovative University Design_AGU Model"**(Annex_6.1 Innovative University Design_AGU Model).** AGU now is in the application phase of this project, where Electrical and Electronics Engineering Department has been chosen as the pilot department for the implementation. The department has changed its curriculum starting from the 2018-2019 Spring Semester to put the pilot project phases into effect. Although it is not reflected in the department's updated curriculum, a capsule concept has been put into effect where a group of courses are gathered around a selected project where these courses are run to help students to realize the selected project. **(Annex_6.2 Updated_EED_Curricula).**

Regarding the issues addressed in the **"Quality Assurance System"** section of External Evaluation Feedback Report; achievements can be summarized as follows:

The activities to disseminate the quality processes to all academic and administrative offices are still going on. There is already an institutional system to measure, monitor, and evaluate research, education, management, and societal impact processes. Every year each faculty is asked to fill the Faculty Academic Report (FAR), and a committee where Provost leads collects these reports and evaluates the faculty performances. To improve the system by gathering and analyzing timely and critical data, a university-wide digitalization effort has been initiated. The initiative is being led and managed by a committee that is comprised of academic and administrative personnel from different departments. In order to establish a basis for continuous improvement of all processes, an effort to prepare a handbook for the quality assurance system of the university has been initiated. The handbook is going to define how to measure, monitor, evaluate, and improve all processes. It will also define interrelationships between the processes and how the feedback from external and internal stakeholders will be incorporated into the continuous improvement cycle. The activities for the preparation of the strategic plans of the units still continue.

Regarding the issues addressed in the **"Education"** section of External Evaluation Feedback Report; achievements can be summarized as follows:

Institutional learning outcomes of our university have been revised, simplified and updated in line with the outputs of workshops and search conferences which were carried out with the participation of internal and external stakeholders **(Annex_6.3 AGU_Institutional_Learning_Outcomes)** In this context, all the undergraduate and graduate program outputs of our university have been reviewed and renewed. AGU is trying to build an innovative Bologna/Education portal in order to establish connections between the university's goals concerning undergraduate and graduate programs and the Turkish Higher Education Qualifications Framework (TYYÇ) and to track the measurement and assessment processes for educational objectives and program outcomes in a transparent, participatory and user-friendly manner. The portal is planned to run in harmony with the existing systems, UIS (University Information System) and CANVAS (learning management system), and meetings have been convened with administrators of existing systems since February 2018. The aims were to collect course evaluations, student and instructor/faculty member evaluations and course outputs on the same system; track internal and external quality assessments and accreditation processes via the same portal/system. Via the Bologna Portal, program outputs, their relevancy for the Turkish Higher Education Qualifications Framework (TYYÇ) and course contents are made available online (http://bologna.agu.edu.tr) . By this way learning plans and learning outcomes have been associated with the method for assessment and evaluation of success. Info packs of existing courses have been revised simultaneously and efforts are underway to eliminate identified deficiencies. For that purpose, since October 2018, training sessions have been organized for the departmental Bologna coordinators on the preparation of programs and course info packs. In this context, all undergraduate and graduate program outputs of our university have been reviewed and renewed. The portal is planned to be in service in 2019. In order to eliminate the formal differences between the programs, institutional course catalogues and curricular templates were created. Information to be included in the course catalogue forms and course info packs have been redefined based on the Bologna Process and European Standards (ENQA). **(Annex_6.4 Program_Records_Template_EN)** **(Annex_6.5 Program_Records_Template_TR).** AGU will begin working on receiving evaluations of internal and external stakeholders, particularly those of our graduates, via this portal. Additionally, the committee is also working on integrating self-evaluation of course instructors which is considered an important phase of educational quality assurance besides student evaluations. This year, the ECTS course load calculation form **(Annex_6.6 Course_Load_Calculation)** was shared with the faculty to evaluate their course load. Through this form the faculty had a chance to observe differences between the projected and actual loads and make arrangements accordingly. Center for the Enhancement of Learning and Teaching (CELT) at AGU held workshops for "Sharing Best Practices" which designed to help academics and their assistants to develop practical teaching techniques and to contribute to their academic lives **(Annex_6.7 Sharing_Best_Practices).** The center organized orientation programs for Newcomers (Academicians) and prepared a course to train potential future faculties to be taught in Spring Semester 2019. It developed the criteria and the rubric for the Innovative Teaching Award **(Annex_6.8 Innovative_Teaching_Award)** and **(Annex_6.9 Rubric_Innovative_Teaching_Award).** The problems of adaptation to the established institutional culture and of communicating with students experienced by temporary faculty has not been addressed yet. In regards to the communication problems of the administrative staff with international students due to their lack of competency in English, English language courses special for the administrative staff that run during the day have been started. The student consultancy system is being worked on to be improved.

Regarding the issues addressed in the **"Research and Development / Societal Impact"** section of External Evaluation Feedback Report; achievements can be summarized as follows:

AGU's research strategies, objectives and the responsible bodies who would realize those objectives have been determined through scheduled search conferences and departmental advisory board meetings. The strategic objectives were stated in the AGU Strategy Document published in 2018. In light of these objectives, the contribution of the institution to the research in the region, country and the world is gradually increasing and incentives and supports granted in this context are expected to increase. AGU, according to its aim to benefit the society, cares about setting its education and research objectives in search and advisory meetings with representatives from the business and industry, local governments and non-governmental organizations. Similarly, it aims to increase bilateral agreements with national and international universities to improve its education and research infrastructure. 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 enabling meeting of researchers from different disciplines to seek solutions to global problems and conduct international quality research. 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 AGU Foundation (AGUV) were increased; social and cultural life on the campus was ameliorated. In addition, AGU updated its promotion criteria in 2018 for internal assignment and promotion of its faculty members. 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 position. https://www.yok.gov.tr/Documents/Akademik/AtanmaKriterleri/abdullah_gul_kriter.pdf AGU has started to employ more academicians starting from the end of the 2018 due to the new regulation imposed by Higher Education Council (YÖK) regarding the minimum criteria to start and run any undergrad and/or grad programs, and this hiring process will get better in 2019. This process helped to relieve and decrease the education workload of the existing faculty to some extent, and it will be much better as the hiring process will get better in 2019. The problems of employing international researchers due to percentage barriers has not been resolved yet. This issue is not under the control of AGU administration and relates to a more general approach accepted by the Higher Education Council (YÖK) which binds all the universities accross Turkey. AGU is placed in the top of Turkish university rankings in terms of scientific articles and citations per academic staff. According to the 2018 data, the average of scientific articles published in internationally indexed journals per academic staff is 101/82=1.23 at AGU. Importantly, AGU climbed to 12th position rising 11 spots in 2018 compared to last year on the "Entrepreneurial and Innovative Universities Index". AGU became the only state university ranking 12th among state universities founded in the last 20 years. While the AGU TTO was an office working under the Rectorate, on 12.12.2018 the Abdullah Gül University Technology Transfer Office Inc. was established with the permission of the Council of Higher Education (YÖK) in accordance with the new strategy of the university's senior management. In order to recruit experts who can work on their own in a modular fashion by re-organizing the personnel structure of the AGU TTO, a job announcement was made in 2018 and the recruitment process of successful candidates is still underway. Additionally, construction of a thematic Technopark in Kayseri has been planned as a model for our country with the participation of AGU, Kayseri Chamber of Industry and Kayseri Chamber of Commerce. With the purpose of enhancing the research infrastructure, an ongoing process of construction of the building for AGU's Central Research Lab is completed in 2018. AGU's Central Research Lab is aimed to be an attraction center for successful researchers in our country with its equipment inventory whose acquirement has been going on for about several years. The purchased equipment has been in service of the researchers in different lab units inside AGU until the construction of allocated Central Research Lab building is completed. Recently, an effort by the top administration has been put into effect to come up with a new organizational infrastructure, rules and regulations for the Central Research Lab to administrate it more effectively. **(Annex_6.10 Central Research Lab_Organizational Chart_2018)**. **(Annex_6.11 Central Research Lab_Draft Rules and Regulations_2018).** Now, these equipment has been started to be placed inside the Central Research Lab in appropriate and allocated lab spaces and the activation processes of each equipment has been going on currently. **(Annex_6.12 Central Research Lab_Equipments_2018).** In 2018, the occupational health and safety committee worked actively and took relevant precautions concerning workers' health, ventilation and location of warning signs at the institution. Specifically, students were trained on laboratory safety and wee asked to pass the relevant safety exam before being eligible to take part in applied research projects, work and conduct research in labs. In 2018, graduate students received lab safety training and started research in their respective labs.

Regarding the issues addressed in the **"*Structure of Managerial and Administrative Offices*"** section of External Evaluation Feedback Report; achievements can be summarized as follows:

Giving a high level of importance to quality, AGU works to increase quality in academic and administrative offices without a pause. Quality processes develop dynamically as feedback is collected from each unit and precautions are implemented quickly. In order to establish a basis for continuous improvement of all processes, an effort to prepare a handbook for the quality assurance system of the university has been initiated. The handbook is going to define how to measure, monitor, evaluate, and improve all processes. It will also define interrelationships between the processes and how the feedback from external and internal stakeholders will be incorporated into the continuous improvement cycle. Satisfaction surveys are carried out on a regular basis for students. A process is initiated to measure the administartive staff and managers satisfactions. There is nothing that can be done to overcome the false perception that personnel are accumulated in certain academic departments due to assignments into academic positions different than their working areas s a result of regulatory dead-ends and institutional attitude of hiring academic and administrative staff for offices established to meet long-term and idealist targets unless the laws determining the organizational structure of a university changes to meet the modern higher education needs and changing expectations from a high quality university in this fast changing technological age. For a newly founded and a 100% English Medium Instruction Technical Universities such as AGU where quality in all aspects is on the forefront, there is an increasing need for a flexibility and investment supports from relevant state institutions such as allowing to employ highly qualified international faculty as much as possible, help establish funds for start-up budgets for university funded Scientific Research Projects (BAP) especially if there is no Medicine Faculty which allows to accumulate quite a sum of BAP budget Innovative Teaching Award Program of AGU is step for enhancement to make incentive, recognition and award processes more effective. Producing its first graduates in 2018, AGU aims to be a research and education institution beneficial to the society on a national and international scale and accordingly it has an innovative, participatory, entrepreneurial, future-oriented attitude. It is aware of the prestige of the academia, has aesthetic values and ethical responsibilities, cares about the society and environment, respects the differences, shows a culture of reconciliation, and protects libertarian values. In this context, its objective is to develop in the areas of education, research, management and societal contribution with transparent and objective processes.

AGU has been giving utmost importance to Sustainable Development Goals not only in education, but also in research, outreach, and stewardship. It has worked hard for achieving these goals, and also filed an application in 2018 for the rankings arranged by Times Higher Education University Impact Rankings which provides global performance tables that assess universities against the United Nations' Sustainable Development Goals. The*Times Higher Education* use carefully calibrated indicators to provide comprehensive and balanced comparisons across three broad areas: research, outreach, and stewardship. AGU has been chosen among the top 101-200 universities in these rankings in the world in 3 preferred categories.
https://www.timeshighereducation.com/rankings/impact/2019/overall#!/page/4/length/25/sort_by/rank/sort_order/asc/cols/undefined
In terms of "Sustainable Cities and Communities" category, AGU has been chosen the 4th best in the world.
https://www.timeshighereducation.com/rankings/impact/2019/sustainable-cities-and-communities#!/page/0/length/25/sort_by/rank/sort_order/asc/cols/undefined
These accomplishments provide solid evidence supporting and celebrating the attempts of AGU to become an internationally acknowledged higher education institution with differentiated emphasis on contributions to the close and broader society both in the short- and long-term.

- Institutional Documents
- Evidence for Improvement
    - Annex_6.1 Innovative University Design_AGU Model.pdf
    - Annex_6.2 Updated_EED_Curricula.pdf
    - Annex_6.3 AGU_Institutional_Learning_Outcomes.pdf
    - Annex_6.4 Program_Records_Template_EN.pdf
    - Annex_6.5 Program_Records_Template_TR.pdf
    - Annex_6.6 Course_Load_Calculation.pdf
    - Annex_6.7 Sharing_Best_Practices.pdf
    - Annex_6.8 Innovative_Teaching_Award.pdf
    - Annex_6.9 Rubric_Innovative_Teaching_Award.pdf
    - Annex_6.10 Central Research Lab_Organizational Chart_2018.pdf
    - Annex_6.11 AGU Central Research Lab Draft Rules and Regulations.pdf
    - Annex_6.12 Central Research Lab_Equipments_2018.pdf