**Abdullah Gül University**

**2020-2025**

**Internationalisation Strategy**

**Introduction**

Internationalisation is one of the most important tools used by higher education institutions to increase intercultural interaction and share knowledge. It has also become an important trend in Türkiye; higher education institutions have started to develop their policies and strategies within this framework. The Council of Higher Education (CoHE) prepared the Internationalisation Strategy Document in Higher Education covering the period 2018-2022 on 30 June 2017 in order to make internationalisation more systematic. The three topics highlighted in the document are **accessibility to higher education, quality, and increasing institutional capacity.**

The Internationalisation Strategy Document in Higher Education, Abdullah Gül University 2018-2022 Strategic Plan, Socio-technical University Education Model, and AGU 2015-2020 Internationalisation Strategy Document were taken as the basis in the preparation of our university’s 2020-2025 Internationalisation Strategy Document.

**Internationalisation Strategy Document in Higher Education**

The Council of Higher Education has prepared an Internationalisation Strategy Document covering the years 2018-2022 in order to guide the policies and strategies that will be implemented in the internationalisation of the higher education system and higher education institutions in Türkiye. This strategy document is based on the 10th Development Plan –in accordance with its vision of becoming an international centre of attraction in the field of higher education by increasing the quality of higher education to universal standards– Government Programmes and other top documents. The main strategies and policies in this document are to increase the quality and recognition of Turkish universities, to identify target countries for internationalisation, to determine priority areas of cooperation, and to diversify scholarship and accommodation opportunities. In accordance with these policies, the two main goals that are aimed to be achieved are to make Türkiye a centre of attraction in the field of higher education and increase its institutional capacity. Our university has adopted the policies in the Strategy Document of the Council of Higher Education as the main policy in the 2020-2025 internationalisation strategy document.

**Importance of Internationalisation**

In recent years, internationalisation in higher education has been gaining importance day by day. The increasing number of international students worldwide makes this vision even more important.

Opportunities provided by internationalisation:

- Being an tool of academic and scientific interaction

- Being a tool of cooperation in foreign policy, public diplomacy and development

- Being a tool of interaction between countries and cultures,

- Being a source of economic benefit

- Contributing to world peace

**AGU Internationalisation Vision, Mission and Objectives**

Abdullah Gül University (AGU), one of Türkiye’s leading universities in the fields of education, research and social entrepreneurship, is aware of the importance of internationalisation and aims to develop its international profile as a world-renowned university.

The University’s mission underlines this goal:

As a learner-focused research university, AGU aims to train individuals who are willing to seek solutions to global challenges, who can shape the future and turn knowledge into value through partnerships.

This Internationalisation Strategy Document has been developed for the mentioned purpose. In order to implement this strategy, the following internationalisation vision, mission and objectives have been adopted by all AGU members and management through a participatory process.

**AGU’s Internationalisation Mission:**

To ensure that AGU is a creative, innovative and quality international institution in learning, research and social entrepreneurship.

AGU aims to become an international and multicultural hub for education, research and social entrepreneurship, impacting communities and stakeholders at the regional and international levels by:

1. Attracting and educating individuals who can have a positive professional and global social impact (SDG 4);

2. Converting knowledge into value through international networks and partnerships (SDG 17);

3. Embracing leading-edge research and innovative approaches to meet global challenges (SDG 9);

4. Creating a multicultural environment promoting diversity, equality, social awareness and inclusion for all (SDG 10).

In order to keep the internationalisation vision of AGU alive and to realise its mission, an Internationalisation Commission, whose members are composed of the following units:

**Internationalisation Commission**

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| --- |
| **Commission Members** |
| **Vice Rector** |
| **Dean of Students** |
| **Bologna Coordinator** |
| **Erasmus Coordinator** |
| **Mevlana Coordinator** |
| **International Office Coordinator** |
| **International Academic Staff** |

AGU International Commissions’ work schedule is as follows:

|  |  |  |
| --- | --- | --- |
| **Activity** | **Agenda** | **Date** |
| **Internationalisation Workshop 1** | **Establishing strategy document objectives** | **February 2015** |
| **InternationalisationWorkshop 2** | **Two-year evaluation and follow-up of strategy document targets** | **February 2017** |
| **Internationalisation Workshop 3** | **Strategy document biennial evaluation and follow up** | **September 2019** |

**AGÜ Internalisation Objectives:**

With its 2020-2025 Internationalisation Strategy, AGU; has created internationalisation goals in the fields of education, research, societal impact and administrative structure and strategies to achieve these goals.

1. **International Education**

AGU intends to provide high-quality education and develop an innovative and internationally oriented curriculum. (SDG 4)

1. ***Expanding the international dimension in the AGU curriculum (SDG 4).***

In order to achieve this objective;

1.1 Using international methodologies, perspectives, cases and examples in the curriculum.

1.2 Incorporating topics such as sustainability, global citizenship, inclusion and cultural diversity into the curriculum.

1.3 Creating programme outcomes for each department and learning outcomes for each subject and matching them with national qualifications

1.4 Developing curricula and establish necessary administrative structures that fully comply with the requirements of the Bologna Process (SDG 4)

**Action:** Sustainability has been one of the most important topics in the AGU curriculum as of 2020. It has become mandatory to associate the thesis and projects with at least one of the 17 sustainable development goals of the UN.

In our current curriculum, there are some courses that focus on global issues and entrepreneurship. In addition, it is aimed to include the themes of global citizenship, inclusion and cultural diversity in the curriculum by the end of 2025. It is among the targets to include a design and project title for all courses in the curriculum that will not cause problems in terms of functioning. It is also among the strategic objectives to ensure that the courses related to global issues are not limited to classroom environments but are conducted with the participation and support of all relevant national and international stakeholders.

In the Bologna process, the programme information of all departments has been completed, and this information has been made available in the education information system.

Similarly, all courses offered at AGU have been reviewed, and their catalogues have been updated.

The process of tracking ECTS credits has been completed. Course evaluations have been completed in Engineering Faculties and Architecture departments as they are in the accreditation process.

It is aimed to complete the course evaluations and learning outcomes processes for all departments by 2025.

1. ***Recruiting talented full-degree international students. Increasing and maintaining their share to a minimum of 10% of the AGU total student population by 2025 (SDG 4).***

**Action:** Abdullah Gül University started accepting international students for the first time in 2015. 21 students in 2015, 28 in 2016, 27 in 2017, 46 in 2018, 66 in 2019, and 70 in 2020 registered at our university. The ratio of the number of international students to the total number of students increased from 5.56 in 2015 to 7.97 in 2020. The target is set as 15% in the 2015-2020 AGU Internationalisation Strategy Document.

However, the 2020 target could not be reached due to the increase in Turkish student quotas, the increase in the number of departments at AGU, the decrease in scholarship and dormitory opportunities, the unchanged quota of international students and the emphasis on recruiting qualified international students. The rate of international students for 2025 has been revised to 10%, as our priority in international student recruitment is qualitative.

1. ***Recruiting high-quality international faculty members and increasing their share to %10 ( SDG 4).***

**Action:** At the end of 2020, the number of international teaching staff is 14, and the total number of teaching staff is 243. It is aimed to increase the rate of international teaching staff from 6% by 2020 to 10% by the end of 2025.

1. ***Increasing the variety, number and quality of academic international agreements and signing and increasing the total number of agreements to at least 150 by 2025 (SDG 17).***

**Action:** The 2015-2020 internationalisation strategy aimed to increase the number of international agreements to 35 by 2020.AGU’s total number of agreements increased to 104 in 2020. With the renewal of old agreements and the addition of new agreements, this number is aimed to increase to 150 by 2025.

1. ***Encouraging the use of European Union mobility programmes, particularly the Erasmus+ Programme (SDG 4-SDG 10).***

**Action:** Abdullah Gül University received the Erasmus Charter for the first time in 2015. In this context, the first mobility took place in 2016. In total, 12 projects were carried out between 2015-2020. Within the scope of these projects, a total of 256 students and 56 staff benefited from Erasmus mobility until 2020. The number of Erasmus incoming students was 4. The total number of Erasmus incoming staff is 12 as of the end of 2020**.**

1. ***Encouraging the use of exchange programmes apart from EU Programmes (SDG 4-SDG 10).***

**Action:** Until 2020, 10 students participated in an exchange programme abroad with bilateral agreements other than Erasmus. After this year, other exchange programmes were not preferred due to the possibility of grants in Erasmus mobility. Apart from Erasmus internship and learning mobility, students can also participate in online and face-to-face summer school programmes organised at universities. The number of students coming through bilateral agreements was 16 in 2020.

Within the scope of the Mevlana Exchange Programme, which started out by targeting countries that were not within the scope of Erasmus programmes, 4 applications were made under the Pak-Turk Researcher’s Mobility Grant Programme. 4 different faculty members from Abdullah Gül University prepared applications for the programme, and agreements were made with 4 different Pakistani universities. However, the projects were not accepted.

1. ***Increasing the number of AGU’s international accreditations (SDG 4-SDG 17).***

**Action:** In 2015, Abdullah Gül University received Erasmus Consortium Accreditation. The accreditation was valid until 2020. Within the scope of this consortium accreditation, the Erasmustern Consortium project, which was initiated under the coordination of Abdullah Gül University in partnership with Erciyes University, Nuh Naci Yazgan University, Sabancı University, Kayseri Chamber of Commerce, Kayseri Chamber of Industry and ÜSAIV, was selected as a good practice example by the National Agency. The project was introduced at the Best Practices Meeting held in Istanbul in 2016.

With the project, the students of both the coordinator university and the partner universities benefit from Erasmus internship mobility. This project is one of the few consortium projects in Türkiye. Within the scope of this consortium, 105 students and 10 staff participated in exchange mobility in European Union countries.

In addition to international accreditations, Abdullah Gül University has become the centre of internationally valid TOEFL IBT, SAT and GRE exams.

1. ***Increasing the international student satisfaction rate (SDG 4).***

**Action:** AGU International Office conducts end-of-term satisfaction surveys for international students at the end of each semester.

Students are asked questions about the administrative units, education, social life and other opportunities offered to them, and the quality and satisfaction of their communication with the university.

Evaluations are shared with internal stakeholders, and necessary measures are taken according to survey results.

1. ***Following up with international graduates (SDG 4).***

**Action:** The Alumni Office and International Office communicate with international graduates at the end of each semester. The employment status of the graduated students is tracked.

As of the end of 2020, the employment rate of AGU’s international graduates is 70%.

**International Education Performance Chart**

|  |  |  |  |
| --- | --- | --- | --- |
| **Strategic Objectives** | **Performance Charts** | **2020**  **Accrual** | **2025 Objective** |
| **Objective I: AGU aims to provide high-quality education and develop a curriculum with an innovative and international perspective.** | Rate of updates in the curriculum. | 40% | 100% |
| Rate of integration of global issues and social entrepreneurship into the curriculum |
| Number of SDG-focused courses added to the curriculum. |
| **Objective II: Recruiting talented full-degree international students. Increasing and maintaining their share to a minimum of 10% of the AGU total student population by 2025 (SDG 4).** | Number of International Students | 202 | 350 |
| Number of events for promotional purposes. | 2 Fairs | 10 (Staff Mobility Week/online fairs included) |
| **Objective III: Recruiting high-quality international faculty members and increasing their share to 10% (SDG 4).** | Number of international academic staff | 14 | 30 |
| Ratio of the number of international academics to the total number of academics. | 6% | 10% |
| **Objective IV: Increasing the variety, number and quality of academic international agreements and signing and increasing the total number of agreements to at least 150 by 2025 (SDG 17).** | Number of Erasmus bilateral agreements | 51 | 75 |
| Number of non-Erasmus bilateral agreements | 53 | 75 |
| Number of countries with bilateral agreements | 42 | 50 |
| **Objective V: Encouraging the use of European Union mobility programmes, particularly the Erasmus+ Programme (SDG 4-SDG 10).** | Number of students participating in Erasmus mobility | 392 | 500 |
| Number of staff participating in Erasmus mobility | 56 | 100 |
| **Objective VI: Encouraging the use of exchange programmes apart from the EU Programmes (SDG 4-SDG 10).** | Number of incoming students in the context of bilateral agreements | 16 | 60 |
| Number of outgoing students in the context of bilateral agreements | 10 | 20 |
| Number of international accreditations | 1 | 5 |
| **Objective VII: Increasing the international student satisfaction rate. (SDG 4).** | Student satisfaction rate | 85% | 90% |
| **Objective VIII: Following up with international graduates (SDG 4).** | International graduates’ employment rate. | 70% | 85% |

1. **International Research**

AGU is a research university aiming to become an international hub for innovation and top-quality research that will have concrete positive impacts on national and international societies. (SDG 9).

* 1. ***Increasing international research projects and funds up to 50% of the total (SDG 9).***

**Action:** Through the Technology Transfer Office, AGU provides project support services to researchers, such as writing projects, finding partners, and preparing project applications so that the university’s qualified human resources can bring more external resources to our country.

In addition, information days and training sessions are organised to raise awareness and inform researchers about funding sources, grant programmes, intellectual property rights and entrepreneurship.

In this way, a significant increase has been observed in the project applications made to TÜBİTAK, KOSGEB, Development Agency, relevant Ministries and European Union funds, and for university-industry cooperation.

AGU has focused on research that can shape the future of technology by taking the above-mentioned global responsibility areas into its agenda.

In our university, some highly qualified researchers come together and actively help to develop technology, obtain patents, establish companies, carry out industrial projects and turn science into a useful output for society.

* 1. ***Recruiting internationally recognised researchers to bring new expertise, ideas, and networks to AGU (SDG 9).***

**Action:** The promotion or employment of a faculty member at AGU is made by considering his/her scientific studies, his/her contributions to education and training, and his/her service to the field, society and institution. The first criteria for promotion and employment is scientific research and the outputs produced as a result, and national and international reputation and recognition gained through these. Achieving outstanding achievements in their own scientific field and productively transforming them into quality and respected scientific outputs are among the criteria to be evaluated in promotion and appointment. While making these evaluations, the researches should be integrated and interdisciplinary, and they should include steps transforming the studies into societal impact and economic value.

In this way, the importance of national and international funds received for scientific research is also great. In this context, scientific studies are evaluated by referring to the opinions of national and international referees. The role of a lecturer, which is expected to be strengthened with research that pushes the boundaries of the field, is the second criterion taken into account in promotions and employment. AGU emphasises that the most important condition of being a good lecturer is to follow and apply effective and up-to-date teaching methods in higher education. It sees quality, up-to-date and effective research as an important factor that strengthens education. The lecturer’s role as an educator includes lectures in the classroom and laboratory, undergraduate and graduate student mentoring, curriculum development, and other innovative educational work. It is expected that the service and contributions of a faculty member to the field, society and institution will increase in proportion to their seniority. In this context, service to the field, society and institution is another important criterion for academic promotion and employment at AGU. Among the services of the faculty member in his/her field are publication refereeing and evaluations, editorship of periodicals, congress and session organisations, invited conferences, and taking an active role in professional societies and associations. Service to society and the institution includes technology transfer activities, collaborations with industry, arbitration evaluations for projects, monitoring and supervision, internal administrative duties and projects, and taking active duty responsibilities in commissions. In this way, it is at the forefront to support research and development programmes that seek solutions to national and global problems, establish cooperation with national and international companies and organisations, and take steps to realise these collaborations in a way that will create a societal impact. Applications from abroad are encouraged for faculty member employment at AGU, and international faculty members applying to departments are evaluated by the department and faculty commissions, international faculty member evaluation commission, and recommended to the Council of Higher Education for employment.

* 1. ***Increasing the number of international research collaborations (SDG 9).***

**Action:** AGU has initiated the process of participating in the enlargement of ATHENA, one of 41 European university associations supported by the European Commission and called to be the universities of the future, promoting European values and identity and revolutionising the quality and competitiveness of European higher education.

* 1. ***Increasing the percentage of graduate students by at least 10% by 2025 (SDG 4).***

**Action:** The number of graduate students at AGU is 10 as of 2020. This amount corresponds to 5% of our total number of graduate students.

* 1. ***Establishing at least two Joint/Double PhD programmes by 2025 (SDG 4).***

**Action:** Abdullah Gul University provides MA programmes in Advanced Materials and Nanotechnology, Sustainable Infrastructure Engineering, Policy Analytics in Global Issues, Bioengineering, Industrial Engineering, Architecture, and Electrical and Computer Engineering through the Graduate School of Engineering and Science. Also, AGU provides PhD programmes in Material Science and Mechanical Engineering, Electrical and Computer Engineering, Bioengineering, Industrial Engineering, and Architecture. All postgraduate programmes are fully offered in English.

The AGU Graduate School of Engineering and Science’s mission is “to educate entrepreneurs and innovative executives, researchers and academicians who focus on national and international issues, convert knowledge into values by interdisciplinary/multidisciplinary research attitude and partnerships, and contribute to science and the society.” In this context, this emphasis is sought in newly opened and conducted graduate programmes at the university.

* 1. ***Including a compulsory mobility period in every PhD programme through Erasmus (SDG 4).***

**Action:** In our university, there is no compulsory mobility within the scope of Erasmus in the PhD programme yet.

* 1. ***Providing new incentives for participation in International conferences (SDG 17).***

**Action:** The limited travel budget within the faculties is provided to the faculty members according to their academic research output performance. For example, with the implementation that started in the Faculty of Engineering in 2020, travel budgets are allocated to the academic staff by making a distribution according to the Academic Incentive Score average, and the budget is provided for participation in international conferences.

* 1. ***Joining at least one of the leading international university research networks (SDG 17).***

**Action:**  Researchers at our university are encouraged to participate in internationally supported projects, and international project calls are periodically sent to them. In this context, as of 2020, the rate of our research projects with international partners is 10%. In terms of publication output, which is the most important indicator of research outputs, 48% of AGU’s annual research output publications as of 2020 were jointly produced with international research groups.

* 1. ***Increasing the number of indexed (SSCI, SCI, etc.) international articles, research papers, case reports, citations, etc. (SDG 17).***

**Action:** AGU has an average of 1.77 publications per faculty member according to the Web of Science database «article» and «review» data as of 2020. Approximately 70% of these publications were made in Q1 and Q2 journals. With its related publication performance, our university ranks 7th among YÖK Research Universities in terms of the number of publications per faculty member in 2020. Considering the average citation value for the publications made between 2016-2020 Web of Science, AGU ranks first in the same group of universities.

* 1. ***Encouraging AGU researchers to increase the number of publications co-authored with international colleagues. (SDG 17).***

**Action:** Our university maintains its research policies with an understanding that blends a common research culture and attaches importance to working together. In 2020, 38% of Web of Science publications at AGU were conducted with an international co-author.

* 1. ***Being ranked as one of the top 500 Universities in one of the prestigious World university rankings by 2025 (THE, QS, etc.) (SDG 17).***

**Action:** In order for our university to be included in the research-oriented rankings of prestigious international rating institutions such as THE and QS, the university must reach a certain number of publications and maintain it sustainably. In this context, our studies continue with positive momentum.

According to the TIMES Impact Ranking results for 2019-2020, AGU was ranked 1st in Türkiye and among the top 200 universities in the world. In the same year, it was ranked 183rd in the QS EECA rankings and #41 out of 100 universities in the innovative university ranking (WURI).

* 1. ***Improving the university’s reputation by increasing the number and visibility of international symposia, conferences and workshops organised and hosted by AGU (SDG 9- SDG 17).***

**Action:** Due to the pandemic, the number of research-oriented international symposiums, conferences and workshops hosted by our university in 2020 is limited.

* 1. ***Establishing at least one international research centre at AGU by 2025 (SDG 9).***

**Action:** The AGU Central Research Facility (AGU-CRF) was founded in 2019. It is located in the new research building in Sumer Campus and has a total floor space of 1224 square meters with 788 square meters of laboratory space.

There are 10 thematic research and analysis laboratories operating in the research areas of Engineering and Life & Natural Sciences.

Engineering Thematic Laboratories:

* Nanoimaging and Analysis Laboratory
* Mass Spectrometry Laboratory
* Optoelectronic Devices Laboratory
* Spectroscopic Analysis Laboratory
* Chromatographic Analysis Laboratory
* Laser Systems Laboratory
* Mechanical Characterisation Laboratory

Life & Natural Sciences Thematic Laboratories:

* Cell Biology Laboratory
* Biomolecule Synthesis and Characterization Laboratory
* Confocal Imaging Laboratory

With its state-of-the-art facilities, the AGU Central Research Facility is committed to making significant contributions to the advancement of trans- and inter-disciplinary research conducted at AGU in a wide spectrum of research areas ranging from new generation optoelectronics to bioengineering and cancer research. The research conducted herein is highly collaborative, and we work closely with many prestigious national and international academic organisations, research institutes, and industrial partners. As the Central Research Facility, we believe that excellence in higher education and breakthrough in societal impact could only be achieved by genuinely blending research and education. Accordingly, AGU-CRF has been a research hub for our undergraduate students in their capstone projects and our graduate students in their thesis projects. The Central Research Facility at AGU is being managed and operated directly under the Office of the Rectorate, and it is open to all researchers from different universities, research institutes, and industries nationally and globally.

* 1. ***Receiving an ABET or equivalent accreditation (MÜDEK) for our Engineering Departments, an AACSB accreditation for our Business School and appropriate ones for other Departments by 2025 (SDG 17).***

**Action:** The AGU Faculty of Engineering, which started accreditation processes in 2020, plans to complete its preparations and apply for MÜDEK accreditation.

* 1. ***Adding an international dimension to AGU’s Graduate Programmes in order to make them relevant and attractive to international students and researchers (SDG 4-SDG 17).***

**Action:** Our university’s institutes act with the vision of making a high contribution to the vision of the university, which is to comprehend innovation and creativity, contribute to science and society by converting knowledge into values, and become an internationally recognised university. In this context, internationalisation activities are prioritised in the decisions taken and the practices carried out.

**International Research Performance Chart**

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| --- | --- | --- | --- |
| **Strategic Objectives** | **Performance Charts** | **2020 Accrual** | **2025 Objective** |
| **Objective I: Increasing international research projects and funds up to 50% of the total *(SDG 9)*** | Number of internationally funded projects | 25 | 50 |
| Ratio of international research projects to total funded projects | 10% | 20% |
| **Objective II: Recruiting internationally recognised researchers to bring new expertise, ideas, and networks to AGU (SDG 9).** | Percentage of staff with international experience | 40% | 70% |
| **Objective III: Increasing the number of international research collaborations (SDG 9).** | Number of collaborations established for international research purposes. | 1 | 5 |
| **Objective IV: Increasing the percentage of graduate students by at least 10% by 2025****(SDG 4).** | Number of postgraduate international students | 10 | 20 |
| Ratio of the number of international students studying postgraduate to the total number of postgraduate students | %5 | 10% |
| **Objective V: Establishing at least two Joint/Double PhD programmes by 2025 (SDG 4).** | Number of joint/double PhD programmes | 0 | 2 |
| **Objective VI: Including a compulsory mobility period in every PhD programme through Erasmus (SDG 4).** | Number of PhD students benefiting from the Erasmus Programme | 0 | 5 |
| **Objective VII: Providing new incentives for participation in International conferences (SDG 17).** | There is no indication of the target | - | - |
| **Objective VIII: Joining at least one of the leading international university research networks.****(SDG 17).** | International joint research project rate | %10 | 20% |
| **Objective IX: Increasing the number of indexed (SSCI, SCI, etc.) international articles, research papers, case reports, citations, etc. (SDG 17).** | International research publication output rate | %48 | 70% |
| Number of national and international citations to academic publications | 11.000 | 15.000 |
| **Objective X: Encouraging AGU researchers to increase the number of publications co-authored with international colleagues. (SDG 17)** | Rate of joint publications with researchers employed in different international institutions | %38 | 50% |
| **Objective XI: Being ranked as one of the top 500 Universities in one of the prestigious World university rankings by 2025 (THE, QS, etc.) (SDG 17)** | Number of international rankings in which the university is included | 5 | 10 |
| **Objective XII: Improving the university’s reputation by increasing the number and visibility of international symposia, conferences and workshops organised and hosted by AGU (SDG 9- SDG 17)** | Number of international conferences and workshops organised by AGU | 5 | 10 |
| **Objective XIII: Establishing at least one international research centre at AGU by 2025 (SDG 9).** | Number of international research centres | 11 | 15 |
| **Objective XIV: Receiving an ABET or equivalent accreditation (MÜDEK) for our Engineering Departments, an AACSB accreditation for our Business School and appropriate ones for other Departments by 2025 (SDG 17).** | Number of accreditations received for relevant departments | 0 | 5 |
| **Objective XV: Adding an international dimension to AGU’s Graduate Programmes in order to make them relevant and attractive to international students and researchers (SDG 4-SDG 17).** | There is no indication of the target | - | - |

1. **International Societal Impact**

AGU intends to become an international university by promoting social entrepreneurship and global outreach, providing its community members with the appropriate information, training, support, guidance and international network access to enable them to positively impact the lives of others as well as the society as a whole (SDG 4).

* 1. ***Developing strong cooperation with international NGOs and corporations (SDG 17).***

**Action:** According to the article in the strategic plan of Abdullah Gül University Youth Studies Research and Application Center, one of the university’s strategies is “to contribute to society, especially the youth, by developing projects with national and international NGOs”Thanks to collaborations with NGOs and companies, young people benefited from youth projects abroad.

In addition, approximately 150 participants, including NGOs and companies, were in the “International Youth Employment Challenges and Opportunities” symposiums held in 2014, 2016 and 2018.

* 1. ***Increasing the number of international internship opportunities for AGU students (SDG 4 and SDG 8).***

**Action:** In 2015, Abdullah Gül University received the Erasmus Internship Consortium Accreditation. Accreditation was valid until 2020. This project continues under the coordination of Abdullah Gül University and in partnership with Erciyes University, Nuh Naci Yazgan University and Sabancı University, providing students with an extra Erasmus quota opportunity. Within the scope of this consortium, 105 students and 10 staff participated in internship mobility in European Union countries.

* 1. ***Increasing accreditation in international societal impact. (SDG 10-SDG 17).***

**Action:** The most important of the accreditations that the university has in the field of societal impact is the European Voluntary Service accreditation received in 2014**.** Within the scope of this accreditation, young people participate in volunteering projects in the field of Erasmus+ Youth. Abdullah Gül University is both the host and the sending institution.

In this context, 11 young people from abroad came to AGU voluntarily until 2020. 4 young people from AGU went abroad. AGU Youth Factory has been operating as a “Eurodesk Contact Point” for 7 years. In this context, youth information activities are organised in Kayseri by the Youth Factory.

* 1. ***Encouraging students to engage in international volunteering opportunities (i.e. European Solidarity Corps) (SDG 4).***

**Action:** Our university, which adopts the principle of students gaining at least one experience abroad before graduation, not only offers academic programmes abroad; but also promotes youth exchange, training courses and volunteering activities. Thanks to the EVS accreditation, AGU, as both the host and the sending institution, includes young people in international volunteering projects. At the same time, as the EURODESK (European Information Network) contact point, our AGU Youth Factory introduces these projects not only to AGU students but to all young people.

* 1. ***Establishing international social responsibility projects and involving international students in these projects (SDG 10- SDG 17).***

**Action:** Youth Factory carries out various social responsibility and social contribution projects. It works with local and national stakeholders within the scope of these projects**.**

**International Societal Impact Performance Chart**

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| --- | --- | --- | --- |
| **Strategic Objectives** | **Performance Charts** | **2020 Accrual** | **2025 Objective** |
| **Objective** **I: Developing strong cooperation with international NGOs and corporations (SDG 17)** | Number of NGOs and company partners | 15 | 30 |
| Number of projects carried out with international NGOs and companies | 4 | 8 |
| **Objective II: Increasing the number of international internship opportunities for AGU students (SDG 4 and SDG 8 ).** | Number of annual projects that offer Erasmus internship opportunities to students | 2 | 2 |
| Total annual grant for internship mobility | 100,000.00 Euro | 100,000.00 Euro |
| Number of students participating in internship mobility | 194 | 350 |
| The ratio of students participating in international internship mobility to the total number of students | 3% | 5% |
| **Objective III: Increasing accreditation in international societal impact. (SDG 10-SDG 17).** | Number of international accreditations in the field of societal impact | 3 | 5 |
| **Objective IV: Encouraging students to engage in international volunteering opportunities (i.e. European Solidarity Corps) (SDG 4).** | Number of international volunteering projects | 3 | 10 |
| Total amount of grants provided for international volunteering activities | 44,790.00 Euro | 150,000.00 Euro |
| Total number of students participating in international volunteering activities | 15 | 50 |
| **Objective V: Establishing international social responsibility projects and involving international students in these projects. (SDG 10- SDG 17)** | Number of international social responsibilities | 1 | 5 |
| Number of activities carried out within the scope of social responsibility | 4 | 10 |
| Number of social responsibility projects involving international students | 1 | 5 |
| The ratio of international participants involved in social responsibility projects to the total number of participants | %5 | %10 |

1. **Administrative Internationalisation**

In order to successfully implement its Internationalisation Strategy and reach the above-stated goals and objectives, AGU intends to involve the whole AGU community by adapting its administrative, financial and organisational structures accordingly. (SDG 8- SDG 16).

* 1. ***Establishing an internationalisation budget to generate new resources and reallocate existing ones according to the needs of internationalisation (SDG 8- SDG 16).***

**Action:** In order to encourage international exchanges, one of the most important components of internationalisation,theErasmus+ programmes funded by the European Commission are used in the university.

Every year, Abdullah Gül University uses an average of 150,000.00 Euros for Mobility for Erasmus Higher Education Students and Staff. Approximately 25,000.00 Euro of this budget is the organisational support budget. Our university uses this budget for international promotional activities such as fairs, visits and International Staff Week, as well as international events organised at the university. Apart from this, Abdullah Gül University has carried out 3 EVS projects for international volunteers to come to the university and go abroad to benefit from Volunteering Opportunities. A total of 44,790.00 Euro budget was used for these projects.

* 1. ***Establishing a ‘welcome service’ facilitating AGU international community members’ integration into the university and its environment (SDG 10).***

**Action:** Abdullah Gül University Center for Learning and Teaching organises orientation training for new academics every year**.** On the first day of the orientation, after giving information about AGU's vision, mission and student profile, the participants meet with the university administration and the Rector. On the second day of the programme, participants are informed about the work of the AGU units that affect students and work closely with the academics.

On the third and fourth days of the programme, participants attend seminars on different topics related to distance and face-to-face education (such as reverse learning, measurement and evaluation in education, learner-oriented design, communication in distance education, and inclusive education).

The university organised this orientation online during the pandemic period. AGU organises activities for the cultural adaptation process of not only international students but also international academics. In addition, the “Liaison Office” at the university provides support for the technical needs of international faculty members.

* 1. ***Developing plans for infrastructural modifications or additions raised by internalisation. (SDG 8-SDG 16).***

**Action:** AGU Internationalisation Commission was established before the 2015-2020 Abdullah Gül University Internationalisation Strategy Document was prepared. The Commission consists of the Vice Rector for Internationalisation, Dean of Students, Bologna Coordinator, Erasmus Institutional Coordinator, Mevlana Institutional Coordinator, International Relations Office Coordinator and International Academic Staff. AGU organised an international workshop with the participation of academicians and administrative staff responsible for internationalisation before the first internationalisation document was created in 2015.

In 2017 and 2019, second and third workshops were held to evaluate how well the objectives of the strategy document were achieved. After these meetings, internationalisation reports were prepared every two years. This document and information have been published on the AGU website. Workshops will be held at the end of 2022 and 2024 for the evaluation of the 2020-2025 Strategy Document.

* 1. ***Strengthening the AGU international brand; promote the university and its programmes to prospective students, professionals and partners at the international level, particularly in target countries (SDG 17)***

**Action:** Abdullah Gül University attaches importance to brand value, promotion and strengthening the university’s place in the international platform. Online and printed materials are prepared for these promotions. Testimonial videos have been prepared to share AGU’s international student experiences with other students.

The International Office and Erasmus Office contribute to the representation of AGU at international platforms by participating in fairs such as EAIE, NAFSA, and APAIE every year.

In addition, AGU’s academic and administrative staff promote the university by participating in International Staff Mobility Weeks abroad via the Erasmus staff mobility. Virtual activities organised after the pandemic also enabled AGU to introduce the university to prospective international students and other institutions through online platforms.

* 1. ***Improving part-time work opportunities and on-campus employment opportunities for international students (SDG 1- SDG 10).***

**Action:** Local public authorities were contacted to ensure that international students benefit from the part-time work programmes of the University, just like Turkish students, but international students could not benefit from part-time opportunities because they had a student visa, not a work visa, during their university education**.** Other work opportunities for international students are being searched to improve this situation.

* 1. ***Ensuring that all university communication mediums are provided in English (SDG 4).***

**Action:** Abdullah Gül University offers 100% English-medium education in all its programmes. Academics are not allowed to use a language other than English at classes. All announcements at the university are made in two languages, English and Turkish. The official web page of the university and the web pages of all the units have been prepared in both English and Turkish. At least one administrative employee in each unit must be able to speak English.

* 1. ***Enabling the improvement of AGU staff’s English competency (SDG 8).***

**Action:** Abdullah Gül University Personnel Department provides English language courses for university staff through In-Service Training. In addition, AGU Academy (Continuing Education and Research Center) offers English Language Courses at different levels for the public, private sector and individuals.

* 1. ***Offering intercultural training for AGU staff (SDG 8).***

**Action:** Abdullah Gül University International Office organises intercultural days to ensure the integration of different cultures on campus. Not only academic staff and students but also administrative staff are welcome at these events.

* 1. ***Promoting diversity and multiculturalism on campus (SDG 10)***

**Action:** Abdullah Gül University had only international staff from a few different country in its first year of education in 2013. Now there are staff and students from more than 50 countries on the campus in 2020.

It is planned to maintain this ratio in the 2025 internationalisation strategy.

* 1. ***Establishing a Staff satisfaction survey to be renewed every 2 years (SDG 8).***

**Action:** At AGU, the Personnel Department carries out studies on the personnel satisfaction survey.When this work is completed, the surveys will be implemented.

* 1. ***Undergoing national and international institutional quality accreditation processes (ISO 9001, KalDer, EUA etc.) (SDG 8)***

**Action:** AGU adopts a quality-oriented governance system for all of its educational and research activities that focus on societal impact. The principles of its quality policy are as follows:

1. Ensuring that its internal and external stakeholders, first and foremost its students, are satisfied with the university;

2. Conducting and managing all the operations in a process-oriented manner;

3. Developing, monitoring, and assessing the continuous improvement and perfection processes with inputs from all the stakeholders;

4. Ensuring the sustainability of accreditation and internal and external audit mechanisms; 5. Ensuring value-oriented and effective use of the resources.

In light of these principles, the university aims to undergo national and international quality accreditation processes.

**Administrative Internationalisation Performance Chart**

|  |  |  |  |
| --- | --- | --- | --- |
| **Strategic Objectives** | **Performance Charts** | **2020 Accrual** | **2025 Objective** |
| **Objective I: Establishing an internationalisation budget to generate new resources and reallocate existing ones according to the needs of internationalisation (SDG 8- SDG 16).** | Total amount of budget created for internationalisation | 25,000 Euro | 50,000 Euro |
| **Objective II: Establishing a ‘welcome service’ facilitating AGU international community members’ integration into the university and its environment**.**(SDG 10)** | Number of events aimed at integrating international staff and students | 4 | 5 |
| **Objective III: Developing plans for infrastructural modifications or additions raised by internalisation***.* **(SDG 8-SDG 16)** | Number of activities organised to create and follow the internationalisation strategy | 3 | 5 |
| **Objective IV: Strengthening the AGU international brand; promote the university and its programmes to prospective students, professionals and partners at the international level, particularly in target countries (SDG 17)** | Number of events, fairs etc. to strengthen the international brand value and for promotion | 20 | 30 |
| **Objective V: Improving part-time work opportunities and on-campus employment opportunities for international students (SDG 1-SDG 10).** | Number of international students working part-time | 0 | 10 |
| **Objective VI: Ensuring all university communication mediums are provided in English (SDG 4)** | Number of administrative staff with English language proficiency | 35 | 50 |
| **Objective VII: Enabling the improvement of AGU staff’s English competency (SDG 8).** | Number of courses/training organised to improve the language proficiency of administrative staff | 5 | 10 |
| **Objective VIII: Offering inter-cultural training for AGU staff (SDG 8)** | Number of intercultural events that were organised for all AGU staff. | 20 | 30 |
| **Objective IX: Promoting diversity and multiculturalism on campus (SDG 10)** | Number of countries from which international students and staff come | 50 | 60 |
| **Objective X: Establishing a Staff satisfaction survey to be renewed every 2 years (SDG 8).** | Total number of staff surveys | 0 | 2 |
| **Objective XI: Undergoing national and international institutional quality accreditation processes (ISO 9001, KalDer, EUA etc.) (SDG 8)** | Number of national and international accreditations | 0 | 5 |