INSTITUTIONAL SELF-EVALUATION REPORT

ABDULLAH GÜL ÜNİVERSİTESİ

2020

ÖZET

1. Özet

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

The report is basically prepared by means of subcommittees assigned for each title. There are different subcommittes assigned for Institution Information title, Education title, Research and Development title, Societal Contribution title and Management title. The members of these subcommittees are revised and updated evey year. The list of up-to-date committee members can be reached from the http://kalite.agu.edu.tr/quality-sub-commissions link. AGU Quality Comittee whose members can be reached from the http://kalite.agu.edu.tr/quality-commission link arranges regular meetings and discusses what should be done, what are the points to be paid attention for in the preperation of annual Institutional Self Evaluation Report (ISER). Later, the subcommittees arrange meetings with their members as necessary and share the workload among the members and produce the report chapter related to their title. While producing the report chapter, the subcommittees takes into account the self evaluation reports of the academic and administrative units, past external evaluation and monitoring reports, and the materials produced as evidence for the self and external evaluations. Any additional information, material and/or evidence required by the subcommittee is requested from the related unit or office supposed to produce the information, material or evidence. Once each chapter is produced, an appointed person by the Quality Commitee, usually the vice rector responsible for quality affairs, prepares the summary and result section of the report with the support of information provided by the subcommittees, and reviews and edits the whole report to provide a format and language unity.

Within the Concept of **Quality Assurance System,** Institution had determined its vision, mission, research mission, education mission, societal contribution mission, managerial order mission, fundamental values, quality policies and goals and objectives of 2017-2018 Strategy Document by means of search conferences, workshops, advisory boards meetings and surveys conducted in many various cities with a participatory understanding. Besides, Quality Commissions and Subquality Commissions had been established and announced in the web page. Institution has updated its quality policies, revised its strategy document to 2018-2022 Strategic Plan, updated the goals and objectives, determined the performance indicators and revised the organizational structure according to the needs and announced them all in the web page by taking into account the 2017 external evaluation feedbacks and stakeholders views after the external evaluation passed in 2017. Although AGU Foundation (AGUV) does not interfere with the decision-making processes of the university, it has continued to support student and faculty human resources. Institution has determined its written and descriptive Quality Assurance System Cycle, Education, Research and Societal Contribution Plan-Do-Check-Act (PDCA) Cycles. The Quality Processes Follow-up and Web Content Determination Commission has been established and followed and evaluated quality processes together with the Quality Commission. As a new generation university, institution has established an "Internationalization and Quality Plan" comprising all the works needed to be realized including the action plans together with the description of responsible units/people until 2023 to be able to reach the goal of a worldwide known, recognized and accredited university. Biannual reports have been prepared for these works. There are international faculty and students at AGU where the language of education is 100% English and international mobility programs is being used effectively.

Within the Concept of **Education**, the institution with a learning centered approach by embracing new generation learning experience has a mission to grow individuals who will shape the future, who can look for solutions to global problems and who can establish the link between the concept and application. Within this context, there are many courses who are looking for solutions to global problems and who are developing joint research projects. With the learning centered approach, the teams of students formed from different disciplines and internationals are tried to be gained an awareness on the global issues, and working skills in interdisciplinary teams. Besides; with the "Innovative University Design: AGU Model" book prepared within the concept of "Socio Technical University Education Model System and Process Design" project carried out by the institution; 3-dimensional curriculum (personal development path, glocal studies path, professional development path) has been established and put into application as a pilot project in the Electrical and Electronics Engineering Department of Engineering Faculty. The internship and workplace experience processes have been carried out more effectively by means of advisory boards established in various programs. The social, cultural, sportive activities of the students in the institute are organized by collaborative work of Student Activities Coordinatorship (Dean of Students), International Office, School of Physical Training and Sports, Healt-Culture and Sports Department. The institution also gives "Non-Academic Transcript", a list of non-academic activities, to graduates to promote the participation of students to the extracurricular activities. AGU Foundation,AGUV, provides various supports (housing, computer, scholarship, short term edu in USA, etc.) to students whose success rates in university central entrance exam are high. Institution tries to carry out and monitor the education processes according to the PDCA Cycle it has established.

Within the Concept of **Distance Learning** (Remote Education), Institution has continued its education by planning Covid-19 pandemic period. The decisions have been announced to students and staff through e-mails, WhatsApp messages and over the web page. Some rights and supports in this period have been provided to students. The trainings and technical supports have been given to faculty. The distance learning has been carried out in synchronous and asynchronous modes. In the laboratory and project courses; the video records recorded in real test mediums/laboratories, the obtained data, analysis and interpretations have been shared with the students. The laboratories and projects which require hardware have been redesigned with digital tools, software, and simulations in a way which provides the students to carry out applications. During all this period, the learning acquasitions have been followed through weekly reports, Q&A sessions, one to one or group discussions. The exams have been carried out using different approaches. The professional, personal, social and phsycological developments of students have been followed by online activities. Many research projects focusing on Covid-19 pandemic has been initiated. The problems that students have faced during this pandemic period have been followed and determined by surveys and meetings and follow-ups of department chairs and faculty members with the students; and the students are informed about the things that they have to pay attention to during the online education. Besides; the institution has published a report called "AGU's Response to Covid-19" explaining the pandemic period management and effective distance learning applications.

Within the Concept of **Research and Development,** institution has a goal to contribute to universal science and different parts of society with the outputs obtained by keeping the balance between the basic and applied research. Within this context, in addition to 40 research labs which exists in various parts of the institution, research labs classified as thematic research labs convenient to Central Research Lab concept has been gathered under the roof of a Central Research Laboratory which has been established in 2019 and started to give service in 2020. The institution controls the equipment infrastructure through a centralized system to be able to use the institutional resources and equipments under record effectively and efficiently and to prevent duplication. In the performance evaluation, appointment and promotion of faculty members; scientific researches, the outputs obtained therefrom, national and international R&D projects, joint and multidisciplinary projects, and the transformation of these researches to societal impact and economic value have been taken into account. Within this concept; the faculty members are encouraged to establish and work at R&D companies at regional Technopark, to carry out projects collaborating with industry and business world and to produce joint scientific multidisciplinary journal publications together with the industry partners. AGU Faoundation (AGUV) financially supports successful researchers. In all R&D activities carried out in the institution; PDCA cycle developed for R&D activities has been executed and the necessary activities in areas open to improvement have been conducted by the related units and responsible people.

Within the Concept of **Societal Contribution,** the institution accepts the societal contribution as its main mission next to its education and research by bringing the new generation university model into life. The Sustainable Development Goals (SDGs) of the United Nations has been taken as reference in the societal contribution strategy of the institution. Institution prioritizes all of its activities according to the contribution they give to the solution of the global problems that SDGs point out to. Within this context, the institution transforms the societal impact to concrete outputs such as course contents, project proposals, research and publications. The PDCA cycle developed for the societal contribution has been executed for all related activities and the necessary activities in areas open to improvement have been conducted by the related units and responsible people. The institution has been ranked within the band of 101-200 among the world

universities in the societal contribution category of Times Higher Education rankings by reaching its international success goal.

Within the Concept of **Management System,** the institution has a goal to establish and improve internationalization processes, management processes which make researchers job easy in developing innovative projects, and the effective participation of internal and external stakeholders into the management processes. Institution carries out all its management activities with a focus on quality and participatory management model. Within this context, institution carries out necessary improvement activities based on the systematic feedbacks received from the internal stakeholders to be able to provide them to work with high performance and efficiency, to increase their productivity and to provide the sustainability in their education, research and societal contribution activities. Institution develops new projects and carries out pilot applications to be able to bring the new generation university concept into life based on the feedbacks received from the external stakeholders through activities arranged with them such as search conferences and workshops. The institution continuously develops and improves its physical infrastructure according to the budget allocated by the central government and in line with its vision, mission and values. The institution has developed and applied successfully the policies which will increase its visibility and recognizability.

INFORMATION ON THE INSTITUTION

1.1. Abdullah Gül University Contact Details

A.1. Contact Details	
Prof. İhsan SABUNCUOĞLU Address: Abdullah Gül University, Sümer Campus, KAYSERİ *Phone:*0 352 2248800 E-mail Address: sabun@agu.edu.tr Personal Web Page: http://rektor.agu.edu.tr Institutional Web Page: http://www.agu.edu.tr/	Rector

The Abdullah Gül University Quality Commission	
Prof. İhsan SABUNCUOĞLU	Rector, Commission Head
Prof. İrfan ALAN	Vice-Rector
Prof. Cengiz YILMAZ	Vice-Rector
Prof. Bülent YILMAZ 2020	Vice-Rector, Counselor to Rector on Education, Department of Electrical and Electronics Engineering, Chair
Prof. Mehmet ŞAHİN	Chair, Department of Engineering Sciences
Prof. Erk HACIHASANOĞLU 2020	Vice-Rector Dean, Faculty of Managerial Sciences
Prof. Rasim Özgür DÖNMEZ	Dean, Faculty of Humanities and Social Sciences
Assistant. Prof. Harika SÜKLÜN	Chair, Department of Business Administration
Assoc. Prof. Burak ASILİSKENDER	Chair, Department of Architecture
Prof. Alper Faruk UĞRAŞ	Acting Director, Graduate School of Educational Sciences
Prof. Alaattin ŞEN	Dean, Faculty of Life and Natural Sciences
Prof. Dr. Vehbi Çağrı GÜNGÖR	Dean, Faculty Computer Engineering,
Prof. Hakan USTA	Deputy Director, Graduate School of Engineering and Science
Prof. Dr. İbrahim AKGÜN	Chair, Department of Industrial Engineering
Mehmet BÜYÜKSİMİTCİ	President of Kayseri Chamber of Industry
Ömer GÜLSOY	President of Kayseri Chamber of Commerce
Hatice Zehra DOĞRU	Student Representative
Osman YILDIRIM	Acting Secretary-General
Belgin AKYÜZ	Department Head, Strategy Development

Self-Evaluation Subcommissions Members

Subcommission members were assigned for the preparation of the Abdullah Gül University Institutional Self Evaluation Report (ISER) are listed in Table 1.

Table 1: Subcommissions of the Institutional Self Evaluation Report and Their Members

INSTITUTIONAL INFORMATION	
Asst. Prof. Harika SÜKLÜN	Faculty of Managerial Sciences, Dept. Chair, BA Department, Coordinator at the Coordination Office of Prospective Students, Student Activities Coordinator. Commission President,
Asst. Prof. Zeliha SORAN ERDEM	Faculty of Engineering, Engineering Science Dept. Assistant
Onur ERDOĞAN	Specialist at Financial Services
QUALİTY ASSURANCE SYSTEM	
Prof. İbrahim AKGÜN	Commission President, Chair of Department of Industrial Engineering
Belgin AKYÜZ	Department Head, Strategy Development
Asst. Prof. Kevser KAHRAMAN	Faculty Member, Engineering
Asst. Prof. Faruk GÜVEN	Faculty Member, Managerial Sciences
Onur ERDOĞAN	Assistant Specialist of Financial Services
Asst. Prof. Mehmet Celil ÇELEBİ	Faculty Of Humanities and Social Sciences,

Asst. Prof. İsmail AKÇOK	Political Science and International Relations Department Faculty of Life and Natural Sciences, Bioengineering Dept.

EDUCATION	
Prof. Burak ASİLİSKENDER	Commission President, Chair of Department of Architecture
Asst. Prof. Murat İNAN	Faculty of Humanities and Social Sciences, Sociology
Asst. Prof. Harika SÜKLÜN Asst. Prof. Emel Başak GENCER AKÇOK	Faculty of Managerial Sciences, Dept. Chair, BA, Coordinator at the Coordination Office of Prospective Students, Student Activities Coordinator Faculty of Life and Natural Sciences MBG, Dept. Chair
Asst. Prof. Elif BENGÜ Assoc. Prof. Burak UZAL Lecturer Daryl YORK	Faculty Member, Educational Sciences Faculty of Engineering, Civil Engineering Dept. School of Foreign Languagaes, Dept. Head, English
Fikri ULUSOY	Department Head, Student Affairs

RESEARCH AND DEVELOPMENT	
Prof. V. Çağrı GÜNGÖR	Commission President, Dean of Computer Sciences Faculty, Chair of Computer Engineering,
Prof. Hakan USTA	Deputy Director, Graduate School of Engineering and Science
Assoc. Prof. Evren MUTLUGÜN	Vice Dean, Faculty of Engineering
Asst. Prof. Alper İŞOĞLU	Vice Dean, Faculty of Life and Natural Sciences
Lecturer Bora AKİNCE Asst. Prof. Umut TÜRK Asst. Prof. Evren Mehmet DİNÇER Asst. Prof. Ahmet Erdem TOZOĞLU	TTO Faculty of Managerial Sciences, Economy Dept. Chair Faculty Of Humanities and Social Sciences, Sociology Dept. Faculty of Architecture, Architecture Department

SOCIETAL CONTRIBUTION	
Prof. Rasim Ö. DÖNMEZ	Commission President, Dean of Faculty of Humanities and Social Sciences
Lecturer Hilal DEMİREL	Career and Professional Development Office
Asst. Prof. Talha ERDEM	Electrical and Electronics Engineering
Asst. Prof. F. Selen MADENOĞLU	Faculty of Managerial Sciences, BA Dept.
Lecturer, Dr. Tuba ARABACI ATLAMAZ	Educational Sciences
Lecturer, Dr. Sinan AKYÜZ	Faculty of Architecture
Assoc. Prof. Evren MUTLUGÜN Prof. Sevil Dinçer İŞOĞLU Asst. Prof. Üyesi Ahmet SORAN Lecturer Melike AYGÜN ÇAKIROĞLU Lecturer Nimet BULUT Emeric ABRIGNANI	Vice Dean, Faculty of Engineering Faculty of Life and Natural Sciences, Bioengineering Dept. Chair Faculty of Engineering, Computer Engineering Rektörlük TTO Erasmus Coordination Office, Vice-Coordinator Head of the International Office

MANAGEMENT SYSTEM	
Prof. İrfan ALAN	Commission President, Vice-Rector, Acting Dean of School of Foreign Languages
Prof. Erk HACIHASANOĞLU	Acting Dean of Faculty of Managerial Sciences
Osman YILDIRIM Prof. Burak ASİLİSKENDER Onur ERDOĞAN	Acting Secretary-General Chair of Department of Architecture Assistant Specialist of Financial Services

1.2. Historical Development of Abdullah Gül University

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

What makes AGU special is that it is planned to serve the community by renovating one of the first and largest industrial campuses of the Republic of Turkey, the Sümerbank Textile Plant. The Sümerbank Textile Plant was established in Kayseri and began manufacturing textile in 1935. As the first industrial plant of the Republic, it was an engine of modernization, industrialization, and development in line with the dynamics of the period. It has been privatized starting in 1995, changed a lot of hands. When it became uncompetitive, the factory was closed. Before its usage right was transferred to AGU in 2012, the facotry was a deserted and worn out place. Later, the opinion leaders in Kayseri with the initiative of Kayseri Metropolitan Municipality initiated the efforts to transform this historical place into a new state university. In other words, buildings located on the Sümer Campus have been renovated and re-functionalized by various architects as education, research and social spaces. Besides this city campus, AGU has a much larger campus called Mimar Sinan Campus which is still under construction located at the outskirts of the city.

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

1.2.1. Students, Faculty Members, and Administrative Staff

In 2020, 910 students were enrolled in a total of 24 departments/programs where 12 of them are undergraduate, 7 of them are Masters and 5 of them are Ph.D. programs. As of December 2020, AGU had 2239 undergraduate and 237 graduate students enrolled in the departments of five faculties (Engineering, Architecture, Life and Natural Sciences, Human and Social Sciences, and Managerial Sciences) and two institutes (Graduate School of Engineering and Science and Graduate School of Social Sciences). The 57% of our students are male, and the 43% are female. There are 222 international students, which constitutes about 10% of the student body. Table 2 and Table 3 summarize the distribution of 2020 student intake and the number of students per department, respectively. Table 4 and Table 5 display the number of academic and administrative staff, respectively.

Table 2: 2020 Undergraduate Programs Departmental Quotas and Occupancy Rates

Program Name	ÖSYS Quota	ÖSYS Score Students Admitted	Unfilled Quotas	Occupancy Rate
Faculty of Managerial Sciences				
Business Administration	62	63	0	%102
Economy	52	52	0	%100
Faculty of Architecture				
Architecture	62	62	0	%100
Faculty of Life and Natural Sciences				
Molecular Biology and Genetics	62	62	0	%100
Bioengineering	62	62	0	%100
Faculty of Humanities and Social Science				
Political Science and International Relations	52	52	0	%100
Faculty of Engineering				
Electrical and Electronics Engineering (Eng.)	72	72	0	%100
Industrial Engineering (Eng.)	62	62	0	%100
Civil Engineering (Eng.)	62	62	0	%100
Mechanical Engineering (Eng.)	62	62	0	%100
Computer Engineering (Eng.)	72	72	0	%100
Total Number of Quotas for all Faculties	**723**	**724**	**0**	**%100,1**

Table 3: Number of Students at the end of 2020

Schools/Faculties/Departments	Male	Female	Total
GRADUATE SCHOOL OF ENGINEERING AND SCIENCE			
Bioengineering (MSc)	3	13	16
Electrical and Computer Engineering (MSc)	26	10	36
Architecture (MArch)	8	16	24
Industrial Engineering (MSc)	6	4	10
Advanced Materials and Nanotechnology (MSc)	9	4	13
Sustainable Urban Infrastructure Engineering (MSc)	7	1	8
Bioengineering (Ph.D.)	2	10	12
Electrical and Computer Engineering (Ph.D.)	30	18	48
Industrial Engineering (Ph.D.)	6	5	11
Materials Science and Mechanical Engineering (Ph.D.)	7	9	16
Architecture (Ph.D.)	5	12	17
GRADUATE SCHOOL OF SOCIAL SCIENCES			
Data Science for Business and Economics (MSc)	15	11	26
FACULTIES			
Faculty of Engineering			
Computer Engineering	202	46	248
Electrical and Electronics Engineering	203	44	247
Industrial Engineering	107	137	244
Mechanical Engineering	193	28	221
Civil Engineering	170	37	207
Faculty of Architecture			
Architecture	87	140	227
Faculty of Life and Natural Sciences			
Molecular Biology and Genetics	57	158	215

Bioengineering	52	101	153
Faculty of Managerial Sciences			
Business Administration	113	114	227
Economy	53	55	108
Faculty of Humanities and Social Sciences			
Political Science and International Relations	45	56	101
Psychology	10	31	41
Total Number of Students	1416	1060	2476

Table 4: Number of Academic Staff Per Unit at the end of 2020

UNIT	Prof.	Assoc. Prof.	Assist. Prof.	Lecturer	Research Assistant	Total
Rectorate	-	-	-	12	-	12
Faculty of Engineering	9	11	31	3	47	101
Faculty of Life and Natural Sciences	1	-	10	2	11	24
Faculty of Architecture	1		4	5	14	24
Faculty of Computer Sciences	-	1	1	1	3	6
Faculty of Managerial Sciences	1	1	5	2	13	22
Faculty of Humanities and Social Sciences	-	-	8	2	5	15
Faculty of Educational Sciences	-	-	2	1	2	5
School of Languages	-	-	-	27	-	27
School of Physical Education and Sports	1	-	-	1	-	2
Graduate School of Engineering and Science	-	-	2	-	3	5
Graduate School of Social Sciences	-	-	-	-	-	-
Graduate School of Educational Sciences	-	-	-	-	-	-
TOTAL	**13**	**13**	**63**	**56**	**98**	**243**

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
116	34	2	1	11	164

1.2.2. AGU's Location and Infrastructure

AGU has two campuses in Kayseri province, namely, the Sümer Campus and the Mimar Sinan Campus. AGU currently uses the Sümer Campus in the city center. The Mimar Sinan Campus, which is about 20 kms away from the city center on the Kayseri-Malatya highway, is currently under construction. Due to the changes in the number of students, academics and administrative staff in 2019, the distribution of physical spaces for administrative and academic departments have changed at the university. The data regarding physical spaces used by the administrative departments and academic departments in 2020 are given in Table 6 and Table 7, respectively.

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

Offices and Other Spaces	Number of Offices for Academic Staff	Office Space of Academic Staff (m^2)	Number of Offices for Administrative Staff	Office Space of Administrative Staff (m^2)
Rectorate	13	747	4	109
Strategy Development			3	101
Information Technology Services			2	57
Administration and Finance			7	164
Library and Documentation			3	37
Student Affairs			4	146
Human Resources			4	132
Health, Culture, and				

Sports				4	146
Construction and Technical Affairs				11	230
Legal Counsel				1	32
General Secretariat				4	202

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

School/ Faculty/ Institution	Academic Offices m2	Administrative Offices m2	Classrooms m2	Laboratories m2	Computer Labs m2	Library m2	Common Area m2	Exhibition/Foyer Area m2	Conference Halls m2	TOTAL m2
Common Areas			686,00	1.595,00	132,00	955,00	4.899,00	2.146,00	650,00	**11.063,00**
School of Foreign Languages	285,00	110,00	1205,00		132,00	955,00	4.899,00	2.146,00	650,00	**10.382,00**
Faculty of Engineering	1.060,00	81,00	772,00	818,00	132,00	955,00	4.899,00	2.146,00	650,00	**11.513,00**
Faculty of Computer Sciences	40,00	20,00	772,00		132,00	955,00	4.899,00	2.146,00	650,00	**9.614,00**
Faculty of Architecture	195,00	60,00	772,00	584,00	132,00	955,00	4.899,00	2.146,00	650,00	**10.393,00**
Faculty of Managerial Sciences	120,00	30,00	772,00		132,00	955,00	4.899,00	2.146,00	650,00	**9.704,00**
Graduate School of Engineering and Science	138,00	80,00	64,00	1.313,00	132,00	955,00	4.899,00	2.146,00	650,00	**10.377,00**
Faculty of Life and Natural Sciences	95,00	43,00	772,00	1.313,00	132,00	955,00	4.899,00	2.146,00	650,00	**11.005,00**
Faculty of Humanities and Social Sciences	98,00	25,00	772,00		132,00	955,00	4.899,00	2.146,00	650,00	**9.677,00**
Graduate School of Social Sciences		20,00	64,00		132,00	955,00	4.899,00	2.146,00	650,00	**8.866,00**

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

Vision

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

Mission

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

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

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

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

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

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

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

In addition to the values stated in the Strategic Document, a new set of values expected from AGU graduates were determined and shared with the internal and external stakeholders (http://www.agu.edu.tr/agu-values):
· Dare to Dream,
· Explore with Passion,
· Lead the Change,
· Aim for Excellence,
· Succeed Ethically,
· Prevail Together,
· Show Empathy,
· Contribute to Society,
· Become Global,
· Praise Style

Strategic Aims and Objectives for Research

AIM 1. TO REALIZE HIGH QUALITY AND ADVANCED RESEARCH STUDIES

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

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

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

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

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

Strategic Aims and Objectives for Education
AIM 2. WITH A PERCEPTION OF INNOVATIVE AND HIGH-QUALITY EDUCATION, TO GRADUATE INDIVIDUALS WHO ARE EQUIP WITH THE KNOWLEDGE AND SKILLS REQUIRED IN TODAY'S AND FUTURE'S BUSINESS AND SOCIAL LIFE AND TO MAKE PREFERABLE BY QUALIFIED STUDENTS

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

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

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

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

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

Strategic Aims and Objectives for Management Level

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

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

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

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

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

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

Strategic Aims and Objectives for the Societal Impact

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

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

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

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

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

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

1.4. Units Providing Educational Services

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

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

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

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

1.5. Units Carrying out Research Activities at AGU

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

AGU's Graduate School of Engineering and Science started to receive its first grad students during the 2014-2015 academic calendar year. The Graduate School currently offers 7 M.Sc. and 5 Ph.D. programs, and all of them runs with English Medium of Instruction. In 2020,13 graduate students joined the AGU alumni. AGU follows up its graduates, their theses, their publications in scientific journals, conferences and their patents, their career developments in the academic or business world regularly.

To enhance the research infrastructure, AGU's Central Research Laboratory Project has been initiated in 2014 and many equipments within this concept have been purchased since then. AGU's Central Research Facility aims to be a magnet for successful researchers in our country with its equipment inventory, the acquisition of which has taken several years. The purchased equipment was in service of the researchers in different lab units inside AGU before the dedicated Central Research Facility building was completed in 2019. All different lab units have been moved to the Central Research Facility after its completion. To administer the Central Research Facility more effectively, senior administration has determined a new organizational infrastructure, along with regulations for its use.

One of the priorities of the university is to integrate research activities at AGU with education and community service. Thus, research strategies and objectives are

continually determined and updated through liaison with competent figures of science and industry, and developed through contributions of internal and external stakeholders. In line with this strategic aim, AGU has gained human resources and infrastructures of research, facilities, and laboratories which are necessary to conduct high quality and advanced research through the years. Various sustainable sources of income have also been planned.

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

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

Reporting to the Rectorate, the Technology Transfer Office (TTO) was established as a coordination office in 2014 to support research and development activities at the university, and improve the university industry cooperation in the region. The mission of the AGU TTO is to develop national and international project collaborations, cultivate an intellectual property culture, and produce high added value products first and foremost in the province of Kayseri, then regionally, nationally, and internationally. Accordingly, the AGU TTO is responsible for identifying technologies with high education and market potential, following patent procedures, creating cooperation between AGU researchers, academics and industrial institutions, boosting entrepreneurship, and founding start-up companies. The office was transformed to a company entitled AGU TTO Inc. on 12.12.2018 with its membership to the Kayseri Chamber of Commerce. AGU TTO Inc. collaborates with public and private sectors for R&D, innovation and product development in order to support incorporation and entrepreneurship. AGU TTO Inc. offers mentorship for the intellectual property of information and discoveries and works in areas of entrepreneurship, licensing and industrial cooperation. Apart from these, in 2019 TTO organized 12 awareness, briefing, and training events.

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

1.6. Enhancement Endeavors

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

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

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

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

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

AGU extends and improves the quality of its research infrastructure regularly through implementing policies and guidelines for university-wide research facilities that are available to all researchers inside and outside the university. Along this line, AGU Central Research Facility (AGU-CRF) was officially established in 2019 in the new research building at the Sümer Campus having a 1224 m^2 closed area with a 788 m^2 laboratory space (http://merlab.agu.edu.tr). In AGU-CRF, there are ten thematic research labs under the main divisions of Engineering and Life and Natural Sciences. The research service in these thematic labs is professionally opened to the use of researchers at all levels under the supervision of 16 directors and 8 expert researchers. These thematic labs, Nano Imaging and Analysis, Mass Spectrometry, Optoelectronic Devices, Spectroscopic Analysis, Chromatographic Analysis, Laser Systems, Mechanic Characterization, Cell Biology, Biomolecule Synthesis and Characterization, and Confocal Imaging, offer services of characterization and analysis for 20 different advanced research instruments. Research facilities at AGU-CRF have been effectively used by researchers at all levels (undergraduate and graduate students, faculty, and outside collaborators). On the other hand, AGU has started an initiative to list a detailed inventory of all the research equipment at AGU whether it be at AGU-CRF or other labs and to implement strong policies for all AGU researchers to share and benefit from this common infrastructure. For this purpose, an equipment inventory list (http://files.agu.edu.tr/lab/) has been established and distributed to all academics.

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

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

To maintain its current success, AGU puts great emphasis on quality in all aspects. Successful academicians, graduate and undergraduate students, and administrative staff are the main driving factors for enhancing quality throughout the university. For that purpose, AGU prioritizes hiring highly qualified academicians and administrative staff, and recruiting successful graduate and undergraduate students. AGU has revised and aims to continue to revise its appointment and promotion criteria for academicians (https://www.yok.gov.tr/Documents/Akademik/AtanmaKriterleri/abdullah-gul-universitesi-kriter-01032021.pdf), and the scholarships and privileges offered to students for improvement so that prospective successful students list AGU in their preferences,

and concerned authorities do not increase AGU's student quota at undergraduate programs.

A. THE QUALITY ASSURANCE SYSTEM

1. Mission and Strategic Objectives

A.1.1. The Mission, Vision, Values and Objectives

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

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

In order to ensure that preparations for the 2018-2022 AGU Strategic Plan were carried out in accordance with the Strategic Planning Guide published in 2017, working groups including faculties and departments were formed. In accordance with the prioritization resulting from stakeholder analysis, meetings were held with internal and external stakeholders in order to take stakeholders' views into account. The views of stakeholders were analyzed and then submitted to the Strategic Planning Commission by working subgroups. Strategic Planning Commission developed 2018-2022 AGU Strategic Plan**(Annex_A.1_AGU Strategic Plan 2018-2020)** in the light of stakeholders' feedback and the works of subgroups. All these processes were coordinated by the Quality Commission.

In the AGU StrategicPlan, four aims and five strategic objectives for each aim have been determined. Strategic objectives have beendirectly related to the vision and mission and have been determined under the main strategic aims of research, education, management processes, and societal contribution **(Annex_A.1_AGUStrategic Plan (2018-2020), pg. 54-56).** The units responsible for monitoring the progress of the objectives and taking necessary measures as well as the units to cooperate have been defined for each objective separately **(Annex_A.1_AGUStrategic Plan (2018-2020), pg. 57-76).** A total of 49 performance indicators have been identified for the strategic objectives **(Annex_A.1_AGU Strategic Plan (2018-2020), pg. 77-81)**.

The University Management and thePerformans Monitoring and Evaluation Commission (Performns Ölçme ve Değerlendirme Komisyonu in the Commsions list at http://kalite.agu.edu.tr/comm) 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 **(Annex_A.2_2020 Engineering Faculty Performance Monitoring Report), (Annex_A.3_2019 AGU Academy Performance Monitoring Report), (Annex_A.4_2018 Student Coordinatorship Performance Monitoring Report)** to the Strategy Development Department. This Department consolidates the activity reports of various units and reports back to the Performans Monitoring and Evaluation Commission and the Rector. The Performans Monitoring and Evaluation Commission examines and evaluates the information and reports to determine the extent to which the aims, objectives, and performance indicators identified in the Strategic Plan have been reached, and prepare recommendations on the measures. Senior management takes the necessary decisions regarding the measures.

Monitoring and evaluation activities concerning the Strategic Plan are also reported annually and announced to the public with the Administrative Activity Report **(Annex_A.5_2020 AGU Strategic Plan Monitoring Report)** (http://www.agu.edu.tr/userfiles/up/strateji_faaliyet_2020.pdf).

Stakeholders' opinions also play an important role in AGU's quality assessment and improvement processes. Focus group sessions, surveys, and meetings are carried out as necessary and periodically in order to get feedback regarding the processes. Details for these activities are presented in relevant sections (e.g., education) of this report. In addition to those activities, in 2020, internal satisfaction survey for academic and administrative personnel and external satisfaction survey for external stakeholders were carried out. The reports for the former and the latter are announced (http://kalite.agu.edu.tr/ic-paydas_rpr and http://kalite.agu.edu.tr/dis-paydas_rpr), respectively **(Annex_A.6_Internal Survey Report, Annex_A.7_External Survey Report)**.

The feedback received from the stakeholders is assessed and action plans are developed in relevant commissionss. Directives to take necessary decisions to implement the action plans at the boards of relevant units and the Senate have been sent to units**(Annex_A.8_Quality Commision Decisions Sent to Units)**.

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

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

In the 2020 Monitoring Program Report, the aforementioned strengthes are still considered to be continuing**(Annex_A.9_YOKAK Monitoring Team Report after the Monitoring Program)**. However, there are some concerns regarding the performance reports of the units, which are outlined in Section A.1.3. These issues will be addressed in 2021.

A.1.2. Quality assurance, education and training, research and development, service to society and governance policies

A university wide effort has been initiated to redefine processes in a structured way and prepare a Quality Processes Manual. In this context, policy documents regarding Quality Assurance, Education, Research, and SocietalImpact and Management have been revised by the participation of several stakeholders **(Annex_A.10_Quality Assurance Policy), (Annex_A.11_Education Policy), (Annex_A.12_Research Policy), (Annex_A.13_Societal Impacty Policy), (Annex_A.14_Management Policy)**and main processes have been identified. Efforts to define the processes in detail are already going on. Policy documents have been announced on the Quality Commission's web site (http://kalite.agu.edu.tr/quality-policy).

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

A.1.3. Institutional performance management

In the AGU Strategic plan, four aims and five strategic objectives for each aim are determined. Strategic objectives are defined under the main strategic aims of research, education, management processes, and societal contribution **(Annex_A.1, pg. 54-56).** The units responsible for monitoring the progress of the objectives and taking necessary measures as well as the units to cooperate are defined for each objective separately **(Annex_A.1, pg. 57-76).** A total of 49 performance indicators have been identified for the strategic objectives (**Annex_A.1, pg. 77-81**).

The University Management and thePerformans Monitoring and Evaluation Commission are responsible for following the performance indicators and taking necessary corrective measures. For this purpose, data related to performance indicators are collected from the units annually **(See Annex_A.2, Annex_A.3, Annex_A.4)**. Directives that require the performance evaluation results and the feedback from internal and external stakeholders to be assessed and action plans

to be developed at the board meetings and the Senate have been sent to the units. The process has not matured yet; however, meetings to track the progress have been held **(Annex_A.15_2020.09.21 Quality Commission Decisions).**

In the 2020 Monitoring Program Report**(See Annex_A.15),** some concerns regarding the performance reports of the departments are stated. The main concerns are that the reports of the departments includes information about the goals related to the general action plans rather than department-specific action plans and, given that the goals are mostly not realized, whether the goals are realistic or not. It is suggested to change the template used to collect information so that the causes of not reaching the goals can be entered and discussed by the department in order to review the goal setting process. This issue will be addressed 2021. As a starting point, the faculties were asked to prepare their strategic plans in compliance with the 2018-2022 Strategic Plan **(Annex_A.16_Unit Strategic Plan Work Directive).**

The university-level realizations for main strategic aims of research, education, management processes, and societal contribution are 56,74%, 47.98%, 59%, and 148.4%, respectively. Except for societal contribution, the realization levels are low. This may be attributed to low budget assigned to the university, limitations resulting from COVID19 pandemic, insufficient human resources capacity, and excessive work burden on the academic personnel due to their still small number. Necessary measures will be taken to improve the realization levels in 2021.

AGU aims to be at the top segment of the university rankings using different indicators (Times Higher Education, QS, etc.). In this context, performance indicators that match with the criteria of the relevant rankings have been identified as key indicators. For example, the international undergraduate/master's/PhD student count, the interdisciplinary project count, the accredited program count, the number of companies and institutions with which an internship agreement is made, the number of available international exchange programs, the number of employees who have benefited from an international exchange program, the international scholar count, the number of companies founded by the university's academic personnel at the Technopark, the number of projects with societal contribution, the number of projects realized in collaboration with the private sector and their budgets, citation and publication counts per academic are among the key performance indicators. AGU considers these rankings as a part of quality assurance system. In this regard, key performance indicators are also tracked and measures to improve them are taken by Ranking and University Index Commission (Derecelendirme ve Universite Endeksi Komisyonu in the Commissions list at http://kalite.agu.edu.tr/comm). AGU, as a result of its efforts in this context, made several achievements in 2020. **(Annex_A.17_2020 AGU Performance Program Report)**

·   Placed in the 101-200 range in the Times Higher Education (THE) Impact Ranking.
-     https://www.timeshighereducation.com/rankings/impact/2020/overall#!/page/4/length/25/sort_by/rank/sort_order/asc/cols/undefined
- Ranked 41st in the World's Universities with Real Impact (WURI) Ranking among the innovative universities.
  -     http://www.wuri.world/wp-content/uploads/2020/06/ranking1-100_2.pdf
- Ranked 183rd in the QS Emerging Europe&Central Asia (EECA) Ranking
  -     https://www.topuniversities.com/university-rankings/eeca-rankings/2020
- Ranked 2nd and 4th in the 2019-2020 URAP Ranking among the universities founded after 2000 and among the universities with less than 6000 students, respectively.
  -     http://tr.urapcenter.org/2019/
- Ranked 1st and 5th among the state universities and all universities in Turkey, respectively, in the University Satisfaction Survey conducted by Üniversite Araştırmaları Laboratuvarı (ÜniAR).
  -     https://f903aba4-e11a-4804-93a8aa17928bdbe0.filesusr.com/ugd/779fe1_673141f15a3c480d9a3266a0c4cb1067.pdf
- Ranked 1st and 5th among the state universities and all universities in Turkey, respectively, in managing online education.
  -     http://yuksekogretim.org/Port_Doc/YOD_Preprint_Vol/YOD_2020000009.pdf

The Mission, Vision, Values and Objectives

Maturity Level: The institution has practices implemented throughout the entire institution in line with its strategic objectives.

Evidence

- Annex_A.1_AGU Strategic Plan 2018-2020.pdf
- Annex_A.2_2020 Engineering Faculty Performance Monitoring Report.pdf
- Annex_A.3_2019 AGU Academy Performance Monitoring Report.pdf
- Annex_A.4_2018 Student Coordinatorship Performance Monitoring Report.pdf
- Annex_A.5_2020 AGU Strategic Plan Monitoring Report.pdf
- Annex_A.6_Internal Survey Report.pdf
- Annex_A.7_External Survey Report.pdf
- Annex_A.8_Quality Commission Decision Sent to Units.pdf
- Annex_A.9_YOKAK Monitoring Team Report after the Monitoring Program.pdf

Quality assurance, education and training, research and development, service to society and governance policies

Maturity Level: The institution has policies that are associated with each other, adopted by all units and recognized by its stakeholders, and practices that are in alignment with these policies.

Evidence

- Annex_A.10_Quality Assurance Policy.pdf
- Annex_A.11_Education Policy.pdf
- Annex_A.12_Research Policy.pdf
- Annex_A.13_Societal Impact Policy.pdf
- Annex_A.14_Management Policy.pdf

Institutional performance management

Maturity Level: There are performance management practices throughout the entire institution.

Evidence

- Annex_A.15_2020.09.21 Quality Commission Decisions.pdf
- Annex_A.16_Unit Strategic Plan Work Directive.pdf
- Annex_A.17_2020 AGU Performance Program Report.pdf

2. Internal Quality Assurance

A.2.1. The Quality Commission

The Quality Commission was restructured in 2020 (http://kalite.agu.edu.tr/quality-commission). The Commission is chaired by the Rector. One of the vice rectors acts as the deputy chair in order not to hinder the activities of the Commission in the absence of Rector. Vice rectors, deans, heads of some departments, some faculty members, student representative, and representatives from Kayseri Chamber of Commerce and Industry are members of the Commission.

For each main function, namely, Quality Assurance, Education, Research, Societal Contribution, and Management, a subcommission has been formed to conduct work related to the function on behalf of the Quality Commission. A subcommission is headed by one member of the commission, which are currently department heads, vice rectors, or deans, and composed of academic and administrative personnel. **(Annex_A.18_2020.12.03 Quality Commision and Subcommissions)** The subcommissions conduct any necessary work assigned by the Commission in the context of the associated function before a decision is made by the Commission.

- http://www.agu.edu.tr/userfiles//bilgisayar/Computer%20Engineering%20Department/KALİTE/2020.12.03_güncel%20komisyonlar.pdf

The Commission is currently supported by the Strategy Development Department. Moreover, a decision to establish a Quality Coordination Office was made to support the activities of the Commission. A personnel was hired to work in the office at the beginning of 2021. The goal is to increase the number of personnel to work in the Coordination Office by time.

In addition to the University Quality Commission, each academic and administrative unit has established its own quality commissions. The unit-level quality commissions conduct quality-related activities at the unit level in accordance with the Quality Commission's directives **(Annex_A.19_Unit Level Quality Commissions)**

A.2.2. Internal quality assurance mechanisms (PDCA cycles, calendar, the structure of units)

A university-wide effort has been initiated to redefine processes in a structured way and prepare a Quality Processes Manual **(Annex_A.20_AGU Quality Assurance Handbook).** In this context, policy documents regarding Quality Assurance, Education, Research, SocietalImpact, and Management have been revised by the participation of several stakeholders and main processes have been identified **(Annex_A.21_Main Quality Processes for Each Function).**

Plan-Do-Check-Act(PDCA)cycles for the main processes (i.e., education, research, societal contribution, management) have been identified and important processes have been scheduled. When necessary work is completed, details regarding the measurement, monitoring, and evaluation systematic based on processes and quality calendar will be included in the Quality Processes Manual **(Annex_A.22_Quality Assurance PDCA Cycle), (Annex_A.23_Education PDCA Cycle), (Annex_A.24_Research and Development PDCA Cycle), (Annex_A.25_Societal Impact PDCA Cycle)**h(tp://kalite.agu.edu.tr/Quality-assur-system).

That the PDCA cycles have been identified is considered as a new strength in the 2020 Monitoring Program. However, there is a need to implement these cycles, to realize concrete improvements systematically, and use feedback obtained from measurement, monitoring, and evaluation systems to improve processes. These issues will be addressed in 2021.

A.2.3. Leadership and quality assurance culture

The AGU values, which are "dare to dream, explore with passion, lead the change, aim for excellence, succeed ethically, become global, prevail together, show empathy, contribute to society, and praise style", are emphasized and their implementation in all aspects of university life are motivated in all meetings by the senior management. Considering that the stated values can only be put into effect in a participatory management environment, a management structure that uses inputs from the commissions consisting of several stakeholders as the basis for decision making has been established. Commissions 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 outside AGU also participate in commissions where relevant **(See Annex_A.18)**.

AGU aims to establish a certain quality culture over time. Within this scope, training, meetings and panels are organized in order to raise the quality awareness of all personnel and to foster a culture of quality. Moreover, all academic and administrative personnel are systematically included in quality-related activities.

In 2020, several training sessions were conducted for the academic and administrative personnel. Some of these are listed in the associated sections (e.g., education) of the report. Those specifically arranged for quality processes w h i c h address strategic management, process management, and PDCA cycle **(Annex_A.26 _Training for Academic Personnel), (Annex_A.27_Training for Administrative Personnel), (Annex_A.28_Contract for Training).**

All units at AGU have formed commissions in order to plan, implement, monitor, and evaluate quality-related activities at the unit level. As a part of this, all units prepared and sent their internal evaluation reports in 2020 **(Annex_A.29_Sample Internal Evaluation Report1), (Annex_A.30_Sample Internal Evaluation Report2), (Annex_A.31_Sample Internal Evaluation Report3), (Annex_A.32_Sample Internal Evaluation Report4), (Annex_A.33_Sample Internal Evaluation Report5)**

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

- The Institution has determined its vision, mission, strategic objectives, and performance indicators; the design of programs; and organizational structure as a result of the activities (search conferences, workshops, and surveys) conducted with the participation of many internal and external stakeholders with a "common sense and quality" focus.
- There exists a dynamic and experienced Senior Management who follows, supports, and contribute to the international higher education quality culture.
- The Senior Management supports the establishment and implementation of a quality assurance system with determination.

- All academic and administrative personnel from the operational level to the strategic level participate in all efforts to create a quality assurance sytsem with commitment, have internalized the vision and mission, and have a strong institutional culture and satisfaction.

In the 2020 Monitoring Program Report, the aforementioned four strengthes are still considered to be continuing **(See Annex_A.9)**. On the other hand, the weakness that "quality processes should be disseminated among the academic and administrative units and and a quality culture should be created" is considered to be continuing as well because internal satisfaction surveys indicate that there is a significant percentage of academic and administrative personnel not satisfied with certain issues. The root causes for this dissatisfaction will be determined an necessary measures will be taken.

The Quality Commission

Maturity Level:

Evidence

- Annex_A.18_Quality Comissions and Subcommissions.pdf
- Annex_A.19_Unit Level Quality Commissions.pdf

Internal quality assurance mechanisms (PDCA cycles, calendar, the structure of units)

Maturity Level: A transparent and holistic internal quality assurance system is established throughout the entire institution.

Evidence

- Annex_A.20_AGU Quality Assurance Handbook.pdf
- Annex_A.21_Main Quality Processes for Each Function.pdf
- Annex_A.22_Quality Assurance PDCA Cycle.pdf
- Annex_A.23_Education PDCA Cycle.pdf
- Annex_A.24_Research and Development PDCA Cycle.pdf
- Annex_A.25_Societal Impact PDCA Cycle.pdf

Leadership and quality assurance culture

Maturity Level:

Evidence

- Annex_A.26_Training for Academic Personnel.pdf
- Annex_A.27_Training for Administrative Personnel.pdf
- Annex_A.28_Contract for Training.pdf
- Annex_A.29_Sample Internal Evaluation Report1.pdf
- Annex_A.30_Sample Internal Evaluation Report2.pdf
- Annex_A.31_Sample Internal Evaluation Report3.pdf
- Annex_A.32_Sample Internal Evaluation Report4.pdf
- Annex_A.33_Sample Internal Evaluation Report5.pdf

3. Stakeholder Involvement

A.3.1. Involvement of internal and external stakeholders in the education and training, research and development, governance and internationalization processes

After efforts to determine internal and external stakeholders of the institution are finalized, 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_A.34_2018-2022 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 "NewGeneration 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	MainPartners	StrategicPartners	Stakeholder Status
Academic Staff	x				Internal Stakeholder
Administrative Staff	x				Internal Stakeholder
Students		x			Internal Stakeholder
The AGU Foundation				x	External 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			x		External

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_A.1, Page 20)**

In the process of decision making and improvement, the Institution has established commissions within a management structure which will strengthen cooperation and coordination between the relevant academic and administrative offices **(Annex_A.35_AGU Commissions)** and departments have also several sub-commissions (https://www.aguendustri.com/en/quality-management/). These commissions play an important role in the effective functioning of the decision-making processes at the university.

In addition to the activities of these commissions, 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/faculties 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_A.36_Faculty Board).**

					Stakeholder
of Finance					
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

Student evaluations are taken into consideration while assessing the instructor performance with a view to decrease the number of courses taught by instructors or raise awareness if their performance ratings are low. In this manner, at the end of each semester, students evaluate courses and course instructors via surveys 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_A.37_Course Evaluations Email).**

Students are supported by several AGU-specific units. AGU Youth Factory provides many trainings for students

(http://youth.agu.edu.tr/announcements/5718/Uygulamal%C4%B1%20Proje%20Yazma%20E%C4%9Fitimi%20Ba%C5%9Fvurular%C4%B1%20(PCM), AGU International Office helps candidate and current international students (http://intoffice.agu.edu.tr/agu-facts-figures), Office of Dean of Student provides

(http://od.agu.edu.tr/news/5201/Rehberlik%20ve%20Psikolojik%20Dan%C4%B1%C5%9Fmanl%C4%B1k%20G%C3%B6r%C3%BC%C5%9Fmeleri), Erasmus Office and Exchange Ofice manages student mobility (http://erasmus.agu.edu.tr/students & http://exchange.agu.edu.tr/dyonerge).

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) and relevant faculty/department websites
- 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

In 2020, university management conducted a survey (two sets of questionnaires) on both academic and administrative staff. Fifty seven of the academic staff and 87 of the administrative staff participated in the survey **(Annex_A.38_Internal Stakeholder Personnel Survey Report)**

Information sharing through the EBYS-Electronic Document Management System has been active since January 2018.

Adapting immediately for the Covid-19 era and holding several trainings and guidelining meetings **(Annex_A.39_Suddenly Teaching with Zoom)**.

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,
6. Feedbacks related to Wish, Complaints and Suggestions can be sent via AGU web interface (https://feedback.agu.edu.tr/).

At AGU, the participation of external stakeholders in the decision-making and improvement processes is emphasized. 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://mf.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(https://tto.agu.edu.tr/ccm). TTO also collects the opinions of the external stakeholders **(Annex_A.40_External Stakeholder Survey Report)**.

External stakeholders are informed with various tools, mainly the institutional web page. Among these tools, social media has an important

place (https://www.youtube.com/channel/UCqokHApAfpxT_atE9mrBYwA & https://www.instagram.com/aguhayalim/ &https://twitter.com/aguhayalim/)
Moreover, the monthly AGU News bulletin contains information, news and announcements to inform the stakeholders, http://agunews.agu.edu.tr/, During Covid-era emails and websites are generally used to inform the stakeholders about the workshops and congresses held at AGU **(Annex_A.41_AGU Webinar)**.

AGU informs high school students and graduates as potential internal stakeholders at regular promotional activities held under its roof and external stakeholders at online promotion fairs (https://ba.agu.edu.tr/duyuru/universitetercihleri-com).

AGU had its third graduates produced in 2020 (http://www.agu.edu.tr/haberler/5323/AG%C3%9C%20Bu%20Y%C4%B1l%20%C3%9C%C3%A7%C3%BCnc%C3%BC%20Mezunlar%C4%B1n%C4 are held from time to time to ask for opinions and suggestions of external stakeholders including alumni **(Annex_A.42_Alumni Survey)**. The AGU Alumni Office was established in order to deal directly with the graduates and make ready the current students for the business life (http://career.agu.edu.tr/announcements/5276/15.%20Kariyer%20Sohbetleri%20Serisi).

AGU has strong cooperation and collaboration with the industry thanks to its stakeholders: Within the scope of the technical cooperation of the Ministry of Industry and Technology, General Directorate of Productivity and the United Nations Development Program (UNDP), with the partnership of Abdullah Gül University, Kayseri Chamber of Industry and Kayseri Chamber of Commerce, KAYSERİ MODEL FABRİKA A.Ş. It started its activities in AGU Sümer Campus on January 15, 2020. Model Factory provides training and consultancy services to SMEs in order to increase the operational efficiency of "Manufacturer SMEs and apply Industry 4.0 principles" within the scope of the Public Investment Project named "SME Productivity Training Center Project" (https://tto.agu.edu.tr/model-fabrika).

AGU Academy offers trainings and tests for the residents of Kayseri and cities in neighborhood**(Annex_A.43_AGUAcademy Applied_Entrepreneurship_Training Brochure)**. It also cooperates with multiple external stakeholders **(Annex_A.44_Academy External Stakeholder Meetings)**.

AGU with its academic units contributes to the society by various activities **(Annex_A.45_AGU Social Activities)**.

Involvement of internal and external stakeholders in the education and training, research and development, governance and internationalization processes

Maturity Level:

Evidence

- Annex_A.34_2018-2022 AGU Strategic Plan.pdf
- Annex_A.35_AGU Commissions.pdf
- Annex_A.36_Faculty Board.pdf
- Annex_A.37_Course Evaluations Email.pdf
- Annex_A.38_Internal Stakeholder Personnel Survey Report.pdf
- Annex_A.39_Suddenly Teaching with Zoom.pdf
- Annex_A.40_External Stakeholder Survey Report.pdf
- Annex_A.41_AGU Webinar.pdf
- Annex_A.42_Alumni Survey.pdf
- Annex_A.43_AGU Academy Applied_Entrepreneurship_Training Brochure.pdf
- Annex_A.44_Academy External Stakeholder Meetings.pdf
- Annex_A.45_AGU Social Activities.pdf

4. Internationalization

A.4.1. The internationalization policy
With the aim of becoming a world-renowned university, AGU, included an internationalization chapter in 2018-2022 strategic plan, which gives guidelines regarding the international development of the university. A specific Internationalization Strategy of the AGU (2015-2020_Internalization_Strategy) **(Annex_A.46_2017-2021 AGUStrategy Document, pg. 132-134), (Annex_A.47_Internationalisation Strategy)** and its action plan have been designed in detailed, and followed as internationalization policy.
AGU's internationalization activities include:

· International promotion and communication for the creation of the AGU Brand

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

A.4.2. The management and organizational structure of internationalization processes

International activities are carried out by the International Office under the supervision of the Rector. Student and staff exchanges are carried out through the AGU Erasmus Office (http://erasmus.agu.edu.tr/) and Exchange Office (http://exchange.agu.edu.tr/).

These units provide training, internships etc. for our students and staff. Training and meetings are organized to promote the programs and to participate in the programs.

A.4.3. Internationalization resources
Regarding allocation of resources, internationalization activities are carried out by the International Office under the responsibility of a Vice-Rector. To coordinate and support the internationalization strategy of AGÜ is the duty of the International Office. This unit administers the resources allocated to internationalization. The financial, physical and human resources that are assigned to International Office are adequate.**(Annex_A.48_International Office Activity Report).**

In addition, the Erasmus Office is coordinating student and staff exchange in the framework of the European Union's Erasmus Program. The budget for this program is provided by the European Commission. This budget is administered in accordance with relevant laws and regulations and the grant contract signed

with the Turkish National Agency. Below is a list of projects that includes usage.

Project	Type	Coordinator	Budget	Expenses	Start and Finish dates
Erasmus KA103 2018	KA103	AGÜ	121.900,00 €	102.289,63 €	1 June 2018-31 May 2021
Erasmustern 2018	KA103 Consortium	AGÜ	51.450,00 €	40.828,69 €	1 June 2018-31 May 2021
Erasmus KA107	KA107	AGÜ	11.210,00 €	6.897,00 €	1 June 2018-31 July 2021
Erasmus KA103 2019	KA103	AGÜ	120.000,00 €	5.882,41 €	1 June 2019-31 May 2022
Erasmustern 2019	KA103 Consortium	AGÜ	50.300,00 €	177,19 €	1 June 2019-31 May 2022
Erasmus KA103 2020	KA103	AGÜ	100.000,00 €	-	1 June 2020-31 May 2022
Erasmustern 2020	KA103 Consortium	AGÜ	39.250,00 €	-	1 June 2020-31 May 2022

The performance reports are regularly submitted to the National Agency. The unused budget is returned. The office allocates quotas to all relevant units for both student and staff exchange and transfers unused quota to units with excess demand. Even though smaller and newer departments' use of exchange opportunities is lagging, overall, the policies encourage equitable use **(Annex_A.49_Erasmus List).**

A.4.4. The internationalization performance

The International Office (http://intoffice.agu.edu.tr/) monitors closely the adaptation of international students to the country and university and offers them all kinds of supports for their academic problems. The International protocols and partnerships are monitored and evaluated, and if necessary, measures are taken based on the criteria set by the Internationalization Committee (AGU_Monitoring_Protocols_and_Colloborations), by the International Office (http://intoffice.agu.edu.tr/), and by the International Mobility Offices (e.g. the Erasmus Office under the brand name of AGU Youth Factory), respectively. *(Annex_A.50_Monitoring Protocols and Collaborations), (Annex_A.51_2020 AGU Strategic Plan Monitoring Report)*

The internationalization policy

Maturity Level: The internationalization practices of the institution is established in all of its units, they are adopted, and in line with its quality policy.

Evidence

- Annex_A.46_2017-2021 AGU Strategy Document, pg. 132-134.pdf
- Annex_A.47_Internationalisation Strategy.pdf

The management and organizational structure of internationalization processes

Maturity Level: The institution has completed its organizational structure about the management of the internationalization processes and functions in a transparent, inclusive, and participatory manner.

Internationalization resources

Maturity Level: The internationalization resources of the institution are managed taking the balance between its units into account.

Evidence

- Annex_A.48_International Office Activity Report.pdf
- Annex_A.49_Erasmus List.pdf

The internationalization performance

Maturity Level: There are internationalization activities established throughout the entire institution.

Evidence

B. EDUCATION AND TRAINING

1. Design and Approval of Programs

B.1. Design and Approval of Programs

In 2020-2021 academic year, for existing programs in response to the developments with COVID-19 pandemic, the university decided to offer the courses in an online format after March 2020. After a series of meetings with the entire academic staff, the university strategy was maintained. The main point of the university strategy was to redesign all the courses according to the requirements of online education environment after several meetings and surveys with students and faculty to review the online experience of 2020 Spring, University reconsidered all the course policies and adopted all programs to distanced education with synchronized and asynchronized applications, and declared their online education policies (http://www.agu.edu.tr/uzaktan-egitim)

In 2020-2021 academic year, one undergraduate and one graduate program were opened in addition to existing programs at AGU. These are Psychology Program at the Faculty of Humanities and Social Sciences (https://psyw4.agu.edu.tr) and Policy Analytics in Global Issues at Graduate School of Engineering and Science. (http://www.agu.edu.tr/userfiles/Fuarlar/GSES/K%C3%BCresel_Sorunlarda_Politika_Anal.pdf)

The design of the program's curriculum follows the rules determined by the university regulations, Turkish Higher Education Qualifications Framework (THEQF) and European Network for Quality Assurance in Higher Education (ENQA) standards. It starts with the suggestions of the faculty members. These suggestions are evaluated by the department board and then delivered to the faculty administration board. Upon the approval of the faculty administration board, the University Senate evaluates the program/curriculum modification/course opening and gives the final decision.

AGU's modular program design policy is praised in the institutional watch report of YÖKAK and declared as one of the strong sides of the Administrative System of the University. **(Annex_B.1_2020 YOKAK Monitoring Report, p.22)** ("*Kurum'un hedeflediği modüler program tasarımının, organizasyon yapısındaki değişikliklerle kazanılan yaratıcılık ve esnekliği tamamlayıcı nitelikte olduğu gözlenmiştir. Kurum'un karar mekanizmalarının, farklı idari ve yönetsel düzeyden, ilgili birimlerden, akademik ve idari personelden oluşturulmuş komisyon ve kurullar yoluyla katılımcı bir yaklaşımla işletildiği belirlenmiştir. Ayrıca Kurum'un tecrübeli ve paylaşımcı üst yönetiminin izlediği etkili açık kapı politikası sonucunda yakın iş birliği ortamı sağlanmıştır. Bu da güçlü yanların devam ettiği şeklinde değerlendirilmiştir.*")

B.1.2. The course distribution balance of the program

Department curriculums are designed by the department with the contribution of a consultancy company and the Faculty of Education. External and internal stakeholders extensively took part in the curriculum and course/capsule design processes. The implementation was carried out by the department's teaching staff, and reviewed by Education Commission.

Also, feedbacks are sought from internal and external stakeholders while preparing curriculums. The programs are updated in line with the recommendations from stakeholders as well as revised within the scope of institutional learning outcomes and the Turkish Higher Education Qualifications Framework (THEQF) based on the training sessions about relevant qualifications. Programs approved by the Senate come into effect. The Bologna Accreditation Commission of each academic unit reviews the programs and restructures its curriculum to make the technical and non-technical prerequisite-elective course distributions much more visible. AGU uses the following workflow diagram for opening new programs. (http://www.agu.edu.tr/userfiles//oidb/b%C3%B6l%C3%BCm_program_a%C3%A7ma.pdf)

B.1.3. The alignment of course objectives with program outcomes

The departments' program outcomes are determined in accordance with the university's strategic goals as well as THEQF Accord and announced at websites of each department.

A new web site, http://bologna.agu.edu.tr, has been developed by Bologna Coordination Commission (Bologna Eşgüdüm Komisyonu at http://kalite.agu.edu.tr/Bologna-coor-comm) and IT Department to make all program details much more visible from one domain.

The departments' program outcomes have been linked to each course that are offered by the department. Related tables are being announced on departments' websites. However, the corresponding results have not been monitored systematically.

Compulsory-elective course distribution balance; balance of field and professional knowledge with general culture lessons, gaining cultural depth, getting to know different disciplines are maintained by means of Bologna Accreditation committees established by departments.

B.1.4. Student workload based course design

Departments follow the university rules to set the student's workload. Each semester, the students are expected to take 30 ECTS courses; the limitations have been placed based on the student's performance. While designing new programs student workloads have been considered. (http://www.agu.edu.tr/userfiles//21_Aralık_LİSANS_Yönetmeliği.pdf, Article 19)

The evaluation of the education was carried out by the university course evaluation surveys for students (intra-semester and end-semester), evaluation surveys of the department, and feedback from the faculty members. Student evaluations of the courses and the workload are being carried out on the basis of objective and anonymous surveys. In these surveys students' self-expression opportunities are diversified as much as possible.

B.1.5. Measurement and evaluation system

The student performances are evaluated through visas, finals, quizzes, homeworks, term projects, posters, presentations. To what extent each criteria contributes to final grades is announced to students in the course syllabi. Departments follow the university rules *for measurement and evaluation* announced at http://www.agu.edu.tr/userfiles//21_Aralık_LİSANS_Yönetmeliği.pdf, Chapter 3.

The design and approval of programs

Maturity Level: The design and approval pocesses of the programs are systematically monitored and improved by evaluating them with relevant stakeholders.

Evidence

- Annex_B.1_2020 YOKAK Monitoring Report, p.22.pdf

The course distribution balance of the program

Maturity Level:

The alignment of course objectives with program outcomes

Maturity Level: Course objectives are aligned with the program outcomes throughout the entire programs and, the course information packages are shared.

Student workload based course design

Maturity Level: Courses are designed according to student workload, they are announced, and implemented.

Measurement and evaluation system

Maturity Level: Measurement and evaluation practices of the institution are monitored and improvements are made based on follow-up results in the measurement and evaluation system.

2. Student Admission and Progression

B.2.1. Student admission, recognition, and crediting of prior learning

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 web page (http://oidb.agu.edu.tr/uluslararasi-ogrenci-yonergesi).

Recognition of Prior Learning: Course substitution conditions for undergraduate programs went into effect upon publication in the Official Gazette on 21.12.2020 and are stated in the Abdullah Gül University Undergraduate Education and Examination Regulation available at the following link (https://www.resmigazete.gov.tr/eskiler/2020/12/20201221-2.htm).

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)

B.2.2. The certification of qualifications and the diploma

Graduation Requirements and Degrees: Graduation requirements for undergraduate programs went into effect upon publication in the Official Gazette on 21.12.2020 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. (https://www.resmigazete.gov.tr/eskiler/2020/12/20201221-2.htm)

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).

Student admission, recognition, and crediting of prior learning

Maturity Level: Student admission, recognition, and accrediting of prior learning prpcesses are monitored, improved and updates are announced.

The certification of qualifications and the diploma

Maturity Level: Practices are monitored and defined processes are improved.

3. Student-Centered Learning, Teaching and Assessment

B.3.1. The teaching methods and techniques

Teaching Methods and Techniques: In 2020, due to the COVID-19 pandemic, the strategies for the teaching methods and techniques have been updated because of the switch to the online education. The newly adopted flipped learning online framework has extraordinarily increased the active learning content in each course. The online platforms such as CANVAS and Pearson MyLab has been used intensively for most of the courses in order to support the students self-learning and a discussion based teaching medium. In courses, pre-class activities are organized by providing interactive animations and videos to the students via MyLab, and students are enabled to actively participate in the learning process by defining practice exercises after each subject. **(Annex_B.2_Example Interactive, Annex_B.3_Practise Exercise).**

As a result of this change in the online education, AGU developed new strategies and design all the courses that will equip the students with the 21st century competencies in pandemic conditions. First of all, all the departments have updated the syllabi of all courses and adapted to the online education. Since AGU switched to the online education, education became more student oriented. Still, AGU uses competence-based approaches to prepare the graduates with necessary skills and meet employers' expectations. As an example, in Business Administration, the participation of at least 5 activities carried out by the Career and Development Office was determined as a prerequisite for the course BA 420 Graduation Project course, which is one of the compulsory courses of the Business Administration Department, and this prerequisite was accepted by the Senate **(Annex_B.4_Changing the Prerequisite of the Capstone Project Course).**

B.3.2. Measurement and evaluation

Monitoring: While all departments monitor their students in terms of assessment, there is no university-wide, standard, systematic, monitoring of student-centred assessment practices. The Architecture faculty has a twice-yearly departmental meetings and seminars system to evaluate all course outcomes. The School of Foreign Languages monitors progress of students through the English Prep. Programadmin **(Annex_B.5_RUBRIC).**

Designing departmental assessment aims in line with institutional goals. There has not yet been any attempt to tailor departmental assessment aims with institutional goals.

Practices: In many courses, particularly in the School of Foreign Languages (where the fundamental aim of assessment of every course must be deriven essentially from the notion of language use), student assessments are made based on the student performance, and thus naturally student-centred. There are detailed procedures and descriptions of practices available, as evidenced by documents such as rubrics which are regularly used, evaluated and refined to assess student performance by means of performance related criteria.

Detailed practices for assessment online have been developed since April 2020 to cope with teaching and learning online.

Plans and Procedures: All the departments have plans for student-centred assessment, but not all faculties/schools have defined student-centred assessment processes, especially processes that have been refined to meet the challenge of assessment conducted online (**Annex_B.6_Assessment Protocol).**

All the departments have plans for student-centred assessment, and some faculties/schools have cited processes for student-centred assessment as evidence. In addition to a great number of classic exams that test knowledge, evaluations of student performance are made through exams, quizzes, homework, projects as well as student-prepared videos, posters, presentations, and games, and to what extent these criteria contribute to final grades is announced to students in the course syllabi. In addition to the undergraduate and graduate course syllabus available in the University Information System (UIS) and in the Bologna System, the documents available to students on the Learning Management Systems details the student-centred approach.

B.3.3. Student feedback

Students feedbacks are collected through various ways:

1. The Centre for the Enhancement of Learning and Teaching (CELT) conducts student evaluations at the end of each semester. Survey questions are available at **(Annex_B.7_Course Evolution Survey).** CELT collects surveys through digital platforms (UIS and Google Drive) and conducts focus group studies. The results of the surveys are shared with the instructors and head of departments for further enhancements in teaching and evaluation activities. The results are discussed/evaluated in meetings of responsible instructors and/or in departmental staff meetings.

2. In addition, the International Office uses a yearly international students satisfaction survey (https://api.yokak.gov.tr/Storage/agu/2018/ProofFiles/Annex_3.24_International_Student_Satisfaction_Survey.pdf) that students take between the Fall and Spring semesters. The results of this survey are shared with the University Board and concerned units.

3. Besides the university-wide student surveys carried out by the Center for Learning and Teaching (CELT), there are different practices that are organized by various departments, for example:

a. Some departments, such as EE and IE, carried out their own in-house survey questionnaire **(Annex_B.8_Evaluation Survey)**

b. Most of the departments meet online with their students to collect feedbacks

c. Most establish WhatsApp groups to keep the conversation going and collect quick feedback from their students.

d. Some departments such as Business Administration invite students to departmental meetings to give them a chance to voice their opinions about ECTS credits, courses in general and life at university, etc. **(Annex_B.9_Meeting Notes1, Annex_B.10_Meeting Notes2)**

4. The School of Foreign Languages (SFL) also has its own mechanism to collect and process feedback (complaints, suggestions, requests for the solutions to problems etc.) from students. The most recent report, subsuming distance learning stakeholder views, was completed on 2 November 2020 **(Annex_B.11_SFL Student Survey Report; 2nd of Nov, 2020) and** a feedback announcment is produced for students about the survey results which can be seen at **(Annex_B.12_SFL Survey Report Feedback to Students; 20th of Nov, 2020)** The institution of Google Forms that identify students' concerns and ensure their systematic listing for scrutiny by administrators.

An example focus group study questionnaire can be found at https://api.yokak.gov.tr/Storage/agu/2018/ProofFiles/Annex_3.22%20CELT_Focus_Group_Questionnaire.pdf, https://forms.app/formresult/5f908a2c887a2442cb89c719/result

B.3.4. Academic Advising

Academic Supervising: Students enrolled at AGU are assigned an advisor from among the full-time faculty members of the departments at the beginning of their registration. Prior to that, students attend an orientation program which is offered at the beginning of each academic year before the SFL prep program starts and a continuous orientation program is held within the scope of compulsory non-credit University Transition course offered in the Prep program.

The guidance and monitoring of the students in the education process starting from the first semester are carried out by the undergraduate and SFL prep program advisors.

In the meantime, the Educaiton Commission is still working on an improved advisory system.

This semester following duties are carried out online by the advisors:

- Approval of student's course selections.
- Advising students on their course selections
- Monitoring of student's progress throughout the years
- Informing and guiding students about university life and professional and career development.

http://oidb.agu.edu.tr/yonetmelikler, http://www.agu.edu.tr/userfiles//21_Aralık_LİSANS_Yönetmeliği.pdf

The teaching methods and techniques

Maturity Level:

Evidence

- Annex_B.2_Example Interactive.pdf
- Annex_B.3_Practise Exercise.pdf
- Annex_B.4_Changing the Prerequisite of the Capstone Project Course.pdf

Measurement and evaluation

Maturity Level:

Evidence

- Annex_B.5_RUBRIC.pdf
- Annex_B.6_Assessment Protocol.pdf

Student feedback

Maturity Level: Student feedback are collected (at the end of each semester or academic year) in all programs.

Evidence

- Annex_B.7_Course Evolution Survey.pdf
- Annex_B.8_Evaluation Survey.pdf
- Annex_B.9_Meeting Notes1.pdf
- Annex_B.10_Meeting Notes2.pdf
- Annex_B.11_SFL Student Survey Report; 2nd of Nov, 2020.pdf
- Annex_B.12_SFL Survey Report Feedback to Students; 20th of Nov, 2020.pdf

Academic advising

Maturity Level: Academic advising is practiced within principles and rules in the institution.

4. Teaching Staff

B.4.1. Recruitment, promotion, and appointment criteria

Appointment, promotion, and assignment procedures of faculty members at Abdullah Gül University are followed by Higher Education Law No.2547 and Higher Education Personnel Law No 2914. Additionally, AGU's Academic Appointment n d Promotion Criteria are followed in domestic and abroad appointments. CoHE enforces extra criteria to employ international teaching staff as shown in the following link https://uluslararasi.yok.gov.tr/en/Sayfalar/News/2001-03/200118-Int%20Ac%20Staff/Int-Ac-Staff.aspx. T h e appointment and promotion of academics are regulated via guidelines specific to the faculty/department, which are updated from time to time depending on the necessities and departmental feedback to raise the quality. An updated AGU appointment and promotion criteria can be found in the following link (https://www.yok.gov.tr/Documents/Akademik/AtanmaKriterleri/abdullah-gul-universitesi-kriter-01032021.pdf). There are further performance evaluation applications specific to some departments (e.g. assistant performance evaluation at IE). External academic personnel are hired on a part-time basis from other universities under Article 40/a of Higher Education Law numbered 2547. Regarding the appointment, promotion, and assignment of teaching staff other than faculty members such as research assistants and instructors; the Governmental regulations, procedures and principles are used and required exams are carried out, evaluated and processed.

The Ministry of Education awards scholarships to graduate students upon the request of the university and a selection process for Ph.D./M.Sc. studies abroad to employ these students in the university upon their graduation. AGU has more than 50 such students who pursue their degrees. AGU expects these students to return and work at AGU upon their graduation. These students are appointed an academic advisor and their studies and progress are followed by AGU during their education abroad. Therefore, faculty members at AGU coordinate, communicate and follow up these graduate students**.**

Although the School of Foreign Languages applies the same criteria for appointment, promotion, and assignment procedures, the school also has different criteria in hiring foreign instructors. International instructors should meet the new CoHE criteria as provided in https://uluslararasi.yok.gov.tr/en/Sayfalar/News/2001-03/200118-Int%20Ac%20Staff/Int-Ac-Staff.aspx. Besides, they are interviewed at AGU in two steps. Those who pass the initial step are called to a more detailed interview. AGU SFL interviews are carried out in terms of language teaching proficiency by the active school director who is an experienced foreign language instructor and Native English Speaker. If an international instructor passes both of the interviews, they are suggested to CoHE to be employed at AGU as an international English Instructor.

B.4.2. Teaching competence

Academic assignments for faculty members are made by the departments, and the minimum of ten hours course loads required by the Higher Education Council are assigned. Furthermore, faculty members' course load and distribution balance are shared transparently. Additionally, faculty members are required to design and teach new departmental and elective courses in accordance with their field. In addition to the academic assignments, faculty members are expected to provide institutional services on

- participating in departmental or University-wide governance bodies and related activities;
- providing administrative support work (e.g. college representative);
- contributing to the University's programs to enhance equal opportunity or cultural diversity; serving on a task force addressing an issue facing the university;
- serving as an appointed or elected administrator or head of any academic group at the campus, department, division, or University levels;
- chairing or serving on a faculty senate or division committee;
- chairing or serving on a search committee for faculty, staff, and administrative positions;
- representing the university in a public media forum.

Numerical values are given to each service assignment to use in the evaluation of the promotion criteria and extension of the contract for Assistant Professors.

The CELT continues its activities on supporting excellence in education. Due to the Covid-19 pandemic measures, its activities focus on remote and online teaching. However, there is no university wide system that evaluate and monitored the outcomes of these applications. Some departments such as Architecture build their own system to evaluate and monitored the outcomes of their instructors' performers.

List of Trainings can be found at this website: http://celt.agu.edu.tr/faaliyetler
Some of the recordings are only for AGU members, please use password AGUCELT to able to view them.

B.4.3. Incentives and rewards for educational activities

The CELT was organizing the "Innovation in Teaching" ve "Excellence in Teaching" awards prior to Covid-19 pandemic. However, with the pandemic conditions the center could not re-organized the awards. In the meantime some departments added examples of Innovative Teaching to their escalation criterion.

- https://zoom.us/j/94991212923 (Erişim Tarihi: 10.02.2021)
- http://www.agu.edu.tr/userfiles//21_Aral%C4%B1k_L%C4%B0SANS_Y%C3%B6netmeli%C4%9Fi.pdf (Erişim Tarihi: 05.02.2021)
- https://uis.agu.edu.tr/buis/Login.aspx (Erişim Tarihi: 05.02.2021)
- http://www.agu.edu.tr/userfiles//KR%C4%B0TERLER.pdf
- https://api.yokak.gov.tr/Storage/agu/2019/ProofFiles/Annex_3.53_Employment_Promotion_Assignment_Directive.pdf
- http://www.agu.edu.tr/userfiles//Fuarlar/GSES/Ara%C5%9Ft%C4%B1rma_G%C3%B6revlisi_Faaliyet_Rap.pdf
- http://www.agu.edu.tr/userfiles//KR%C4%B0TERLER.pdf

Recruitment, promotion, and appointment criteria

Maturity Level: Results of the recruitment, promotion and appointment practices are monitored, evaluated and precautions are taken.

Teaching competence

Maturity Level: Findings obtained from practices aiming at developing the teaching competencies of teaching staff are followed up, evaluated with instructors, and precautions are taken together.

Incentives and rewards for educational activities

Maturity Level: Incentive and rewards practices are implemented throughout the entire institution.

5. Learning Resources

B.5.1. The learning environment and resources

Learning Environment: In 2020, due to the COVID-19 pandemic, the strategies for the teaching methods and techniques have been updated because of the switch to the online education. The newly adopted flipped learning online framework has extraordinarily increased the active learning content in each course. The online platforms such as CANVAS and Pearson MyLab has been used intensively for most of the courses in order to support the students self-learning and a discussion based teaching medium. In courses, pre-class activities areorganized by providing interactive animations and videos to the students via MyLab, and students are enabled to actively participate in the learning process by defining practice exercises after each subject. **(Annex_B.2_Example Interactive, Annex_B.3_Practise Exercise).**

As a result of this change in the online education, AGU developed new strategies and design all the courses that will equip the students with the 21st century competencies in pandemic conditions. First of all, all the departments have updated the syllabi of all courses and adapted to the online education. Since AGU switched to the online education, education became more student oriented. Still, AGU uses competence-based approaches to prepare the graduates with necessary skills and meet employers' expectations.

All the departments have their own plans for student-centred assessment. In addition to a great number of classic exams that test knowledge, evaluations of student performance are made through exams, quizzes, homework, projects as well as student-prepared videos, posters, presentations, and games, and to what extent these criteria contribute to final grades is announced to students in the course syllabi.

Resources: The IT department provides the necessary and fast internet infrasturcture to be able to carry out all sysnchronous/asynchronous remote and online education, teaching and learning platfomrs especially with Covid era. Besides all of the faculty members are provided a laptop computer and IPAD tablets appropraite for distance teaching and lecturing. Two different Learning Management System are used at AGU; Schoolgy at SFL, and CANVAS at Faculties and Institutes. Teaching staff uploads and provides many materials as learning resources including documents, audio and video recordings, course notes and etc. In additipon to the resources provided through the LMS systems, the Library and Documentation Department provides access to many printed and online books, journals, and magazines.

The primary goal of the Library and Documentation Department, which has a usage area of 958.83 m² and a seating capacity of 169 people, is to provide the service of the users by providing the printed, electronic, audio-visual information resources required by the University in order to support the education and research activities. Information resources are provided in line with the needs of the University members and training programs are organized to ensure the effective use of these resources.

In the library collection, 44 printed books and 10 Master's and Ph.D. theses were added to the catalog in 2020. The number of resources in the library has reached to 23,686 printed books, 13,829 electronic books and 49 AGU produced theses. Besides, access is provided to 33,392 electronic journals, 238,932 foreign electronic books, 5,121,970 foreign electronic theses, 20 databases and 1 printed periodicals via subscription. Every year, between 1,500 and 2,000 new publications are added to the collection.

In addition, the total number of resources (printed and electronic) per student related to the resources of our library is 125.09. The number of printed sources per student is 9.56 and the number of e-publications per student is 115.53.

AGU library serves nearly 32.000 users a year with its rich electronic collection to academicians, graduate and undergraduate students and administrative staff. They can even continue their research activities outside the campus without coming to the library, thanks to proxy settings.

In line with the requests received by the library, "Creative drama workshop and book reading activities" are organized in order to promote the library to the students of kindergarten, primary school, middle school and high school and to raise awareness about libraries. However, due to the pandemic in 2020, such social activities were suspended.

Webinars on research techniques, access to information, use of web pages and databases are provided for academic units. The university-wide organized activities and seminars are listed in the library website. (https://kutuphane-tr.agu.edu.tr/etkinlikler, http://library.agu.edu.tr/veri, http://libsearch.agu.edu.tr/uhtbin/cgisirsi.exe/?ps=UubOLj2JQS/MAIN/X/60/502/X)

B.5.2. Social, cultural and sportive activities

AGU provides the students with the opportunity of opening new student clubs. Various courses such as tile, charcoal, violin, diction, drama, communication methods and techniques are held separately in the spring and fall semesters of each academic year at our university. In this context, online courses were organized in cooperation with Kayseri Metropolitan Municipality in 2020 (since face-to-face training could not be given due to the pandemic) and participants were awarded certificates. All sports activities of the students including basketball, volleyball or table tennis are coordinated by the School of Physical Education and Sports (BESYO), and students are also encouraged to attend skiing, horse riding, and dancing activities outside AGU. While these clubs organized 96 club events in 2019, 56 clubs organized events in 2020 due to the unfavorable conditions created by the pandemic. A total of 6844 students participated in these events in 2019 and 2020. A total of 601 students participated in the courses in the 2019-2020 academic year.

During the Covid era most of the social, cultural and sportive activities are held online and the announcement of such activities are made by the related units through AGU's social media paltforms.

http://od.agu.edu.tr/student-clubs
http://sks.agu.edu.tr/istatistik
http://www.agu.edu.tr/userfiles/up/2019-2020_kulup_bilgileri.pdf
https://aguinternational.wordpress.com/2020/03/03/pakistani-culture-at-the-heart-of-new-agu-intercultural-series/

B.5.3. Facilities and infrastructure

Facilities and Infrastructure: In order to meet the accommodation needs of our students, we have a dormitory for boys and girls with a total capacity of 568. Our dormitories, which are within walking distance to the Sümer Campus, are in the form of apartments, and our students are offered a comfortable accommodation.

During the pandemic; accommodation services have been provided to 100 foreign students affiliated with AGU who stay in student dormitories and cannot return to their country due to the ban on international flights under the circular of the Ministry of Internal Affairs. All the needs of our students have been met by our staff. Quarantine blocks have been created for the health and safety of the students staying in our dormitories. Circulars issued weekly by the Ministry of Internal Affairs were regularly followed up, and the measures to be taken within the scope of the circulars were meticulously implemented.

Some of the foreign students whose applications were accepted to our university in the 2020-2021 academic year were placed in our dormitories due to distance education opportunities (computer, internet access).

In order to meet the food needs of our university students and staff, we have a cafeteria with a total capacity of 600 people, and food service is provided to an average of 1,500 people per day. Lunch service in the cafeteria of our university has been temporarily suspended as of March 20, 2020 due to the pandemic, and the dining hall satisfaction survey has not been conducted in 2020 since food service could not be provided.

Our university has an indoor sports center (fitness center) and basketball-volleyball-tennis-badminton multi-use court in the open area. In the Student Village campus where accommodation services are carried out, there are 1 basketball court, 1 tennis court, 1 open football field and outdoor table tennis tables. Also; there are 2 billiard tables and 5 table tennis tables to be used in the common areas of the university. AGU students are especially interested in football, basketball, volleyball, badminton, court tennis, table tennis and billiards sports branches in our campus. All sports equipment that can be used by students are provided and can be given to students upon request. Our students can benefit from sports facilities by making an online reservation. (https://besyo.agu.edu.tr, https://besyo.agu.edu.tr/sportesisleri)

B.5.4. Accessible university

AGU has a Barrier-Free Unit Commission which consists of technical and administrative staff and a secretary member (http://engelsiz.agu.edu.tr). Decisions, regulations, and activities coordinated by this commission have been summarized in the attached document **(Annex_B.19_Accessibility)**. Barrier-Free Unit Commission acts in accordance with Barrier-Free Unit Directive **(Annex_B.20_DirectiveTR, Annex_B.21_DirectiveENG)**

The campus conditions were evaluated and arrangements were made accordingly to improve the current situation in Accessibility Report **(Annex_B.22_Accessibility Report)** and Visual Analysis Document **(Annex_B.23_Visual Analysis Document)**.

On open areas of AGU Campus; necessary information and direction signs have been placed in order to enable disabled individuals to access buildings and other areas of use. It is planned to implement the principles of accessibility in the interiors of all active buildings on the campus. However, in the first stage, accessibility practices were made in the "Administrative and Classrooms Building" because it is being used intensively and multi-functionally. Accessibility practices conducted on "Administrative and Classrooms Building" are shown in **(Annex_B.24_Accessibility Practices1, Annex_B.25_Accessibility Practices2)**

B.5.5. Psychological counseling and career services

Psychological Counseling: During Covid 19 pandemic, stress, anxiety and depression symptoms increased between students groups. Uncertainty about the education system process, changes in their life conditions affected their motivation. They faced with more focusing problems compare to past. Students lost their family members or friends because of pandemic. The Psychological Counseling and Guidance Center serves under the Office of Dean of the Students, and provides students counselling whenever they need. Besides, students in the School of Foreign Languages are supported by the psychologists on time management, stress management, motivation, etc. to facilitate their adaptation to the university.

Since March 2020, students have reached to counselling services via online platforms and get support psychologically and mentally. For students' lost, counsellors took grief therapy courses and now students who are in mourning getting therapy in groups and individual. To support students' adaptation to online education, the CounsellingCentre provided online support to every student in need on issues such as stress management, motivation and time management. Also, therapy approaches are adopted to game addiction and social media addiction in pandemic because students spend more time in front of their computers and with their mobile phones. The services provided continued during the summersemester without interruption. During 2020, 62 students got psychological support from counselling service. In addition, to support students with psychological problems, peer guidance leaded by c o u n s e l l o r s . http://www.agu.edu.tr/duyurular/5061/Öğrenci%20Dekanlığı%20Etkinlik%20Takvimi%20(30%20Mart%20-%205%20Nisan, http://www.agu.edu.tr/userfiles/1824mayonline.jpeg, http://www.agu.edu.tr/userfiles//Info_Pack_V2.pdf)

Career Counseling Programme: The AGU Career and Employability Office (http://career.agu.edu.tr/) helps the students improve their vocational capacities and equip them with the skills that they will need to find the most suitable job upon their graduation. n order to increase the internship options of the students and to meet different companies in their workplace experiences, the "Career Kitchen: Meeting Companies" is organized annually. However, this organization could not be carried out in 2020 due to pandemic. In addition, AGU Career and Employability provides the professional support that AGU students and graduates need in career management and job search processes and supports their professional development. In this context, the office aims:

- To help AGU students / alumni make integrated decisions between their educational, profesional backround and career options.
- To help AGU students / alumni increase their awareness, understand their skills, values and interests.
- To ensure that AGU students / graduates have realistic perceptions about career and work life

In addition, the AGU Career and Employability Office provides active support to AGU students and alumni to accesses internship and career opportunities via the online platform (Yetenek Kapısı) of Presidency of the Republic of Turkey Human Resources Office.

In 2020, the AGU Career and Employability Office organized 30 seminars and 6 training activities. The seminar and activity outputs are shared on the office web site and social media accounts listed below:

Platform	User name	Link
Web site	AGU Career&Employability Office	http://career.agu.edu.tr/
Instagram	agucareer	https://www.instagram.com/agucareer/
Twitter	agucareer	https://twitter.com/agucareer
Facebook	AGÜ Kariyer ve Profesyonel Geliştirme Uygulama ve Araştırma Merkezi	https://m.facebook.com/agucareer

Professionals from different sectors who participated in the career counseling training given by AGU lecturers were matched with our volunteer students who would like to participate in the career counseling program, and support was provided with regular meetings during the semester

Career Counseling Program was offered twice in the Fall and Spring semesters in the 2020 academic year and a total of 50 students applied to the program. The program was initiated by matching all applicants with career counselors, but due to the pandemic that emerged in March 2020, the interviews could not be continued face to face. For this reason, our students benefited from the program by continuing to meet with their advisors online.

Career Counseling	2020 Fall Semester	2020 Spring Semester
Applicants	23	27
Counselors	23	27

The learning environment and resources

Maturity Level: The management of learning resources in the entire institution is performed by taking into consideration field-specific conditions,

accessibility, and the balance between units.

Social, cultural and sportive activities

Maturity Level: The social, cultural, and sportive activities are accessible throughout the entire institution and they are utilized based on equal opportunity.

Evidence

- Annex_B.13_Student Clubs Handbook.pdf
- Annex_B.14_Event Request Form.pdf
- Annex_B.15_Rectors Approval Samples.pdf
- Annex_B.16_Activity Report Samples.pdf
- Annex_B.17_2020 Club Events Table.pdf
- Annex_B.18_Course Attendance Certificates.pdf

Facilities and infrastructure

Maturity Level: The usage of facilities and infrastructure is monitored and improved depending on needs.

Accessible university

Maturity Level: Accessible university practices are followed up and improved by also collecting opinions of disadvantaged groups.

Evidence

- Annex_B.19_Assessibility.pdf
- Annex_B.20_DirectiveTR.pdf
- Annex_B.21_DirectiveENG.pdf
- Annex_B.23_Visual Analysis Document.pdf
- Annex_B.24_Accessibility Practices1.pdf
- Annex_B.25_Accessibility Practices2.pdf

Psychological counseling and career services

Maturity Level: The practices of psychological counselling and career services are followed up and improved by also taking student opinions into account.

6. Follow-up and Updating of Programs

B.6.1. The follow-up and updating of program outcomes

In the scope of curriculum updating, course record forms including all the necessary information such as ECTS credit, content, learning outcomes, assessment criteria, course load, tentative weekly schedule and the contribution of the course to program outcomes are prepared in Turkish and English **(Annex_B.26_ÖÇ ve PÇ Matrisleri & Ders İzlenceleri), (Annex_B.27_LO vs PO Matrix & Course Syllabuses).**Course records for program updates are evaluated by Board of the Department and then the Board of the relevant Faculty. As a result of the evaluations, revisions are made if necessary, and new course proposals are submitted to the University Education Commission and then to the Senate. Forms approved by the Senate are included in the course information packages and the program is updated. All programs have prepared their Program Records and course information packages in accordance with EU Bologna Process which include information about the programs, program objectives, program outcomes, etc. and they have been shared with all the stakeholders via program web sites.(http://kalite.agu.edu.tr/theqf-undergrad-programs, http://kalite.agu.edu.tr/theqf-grad-programs).

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

The accreditation of undergraduate programs is encouraged by the Rectorate and Faculties Deaneries. Accordingly, there are ongoing efforts in the departments of all the faculties having active undergraduate programs to finalize the preparations for application to the relevant accreditation bodies such as MÜDEK, MİAK and AACSB. Accreditation studies carried out by the relevant commissions of the departments and faculties are still in progress in 2020.

B.6.2. The Alumni Tracking System

The AGU Career and Employability Office initiated several mechanisms for alumni tracking. Firstly, the Office created a LinkedIn account for the university and the alumni by which AGU would be able to track its alumni (https://www.linkedin.com/school/abdullah-gul-university/people/). Secondly, the Office established a Student Club to facilitate the relationship between the university and the alumni. The name of the club is AGU Alumni Student Club (http://www.agu.edu.tr/userfiles/up/2019-2020_kulup_bilgileri.pdf). This student club has established an organic bond with the AGU Alumni Association. In 2020, a "Business Summit" online organization was conducted by Alumni Student Club on November 21, 2020. Thirdly, the Officeestablished an alumni section in the AGU News Bulletin (a newsletter that is published as soft and hard copy and distributed to the internal and external stakeholders). By this way, the connection between the alumni and the university has been strengthened. Fourthly, all department chairs continue their relationships with their alumni through WhatsApp groups. The meeting invitations, news about their promotions, workplace information, wishes and greetings etc. have been communicated through these groups, which have proved to be effective. Finally, the AGU alumni may continue to use their agu.edu.tr e-mail for the rest of their lives by which they may feel connected with the university even after their graduation.

There are implementations by AGU Career and Employability Office regarding the graduate tracking system covering all programs of 2018-2019 and 2020 graduates and employment results have been obtained from them. However, these results were not evaluated and used in decision making.

The follow-up and updating of program outcomes

Maturity Level: The program outcomes are followed up with these mechanisms and updated by also including the opinion of relevant stakeholders.

Evidence

- Annex_B.26_ÖÇ ve PÇ Matrisleri & Ders İzlenceleri.pdf
- Annex_B.27_LO vs PO Matrix & Course Syllabuses.pdf

The Alumni Tracking System

Maturity Level: The alumni tracking system practices are monitored and improvements on the programs are made depending on requirements.

C. RESEARCH AND DEVELOPMENT

1. Research Strategy

C.1.1. The research policy, objectives and strategy of the institution
C.1.2. Management of the research and development processes and its organizational structure
C.1.3. Relation of research to local/regional/national development goals

Our university has focused on producing high quality research outputs since its establishment and has defined itself as an innovative research university. Having a naturally flexible and dynamic structure due to its newly established nature, AGU is able to reach the goals it has determined within the framework of its innovative vision relatively more easily, and to produce assertive and guiding outputs in research management processes. Acting with the awareness of this position, AGU has established a common research policy in 2016 with the participation of all academic units of the university, academic staff and external stakeholders (business and industry world, NGOs, public institutions), especially in relation to research processes. AGU's Research Policy is clearly stated in its quality web site(http://www.agu.edu.tr/userfiles/Kalite%20İngilizce/Research_Policy.pdf) . AGU's research focus in this sense has been determined as the "sustainability theme". The "17 Sustainable Development Goals" determined by the United Nations since 2018 have been placed on the basis of the policy as areas where AGU research projects must contribute. Accordingly, AGU has a research management focusing specifically on (1) health medical biotechnology, (2) energy, (3) smart systems, (4) societies and cities, (5) advanced materials, (6) innovation and entrepreneurship. Strategy has been determined and their links with the United Nations Sustainable Development Goals have been revealed. As the basic elements of the policy, it is expected that all research projects, including the theses carried out in AGU, will reveal their clear contributions to sustainable development goals, and the researcher human resource knowledge, skills and competence development processes are also designed to comply with these expectations. Our university has focused on producing high quality research outputs since its establishment and has defined itself as an innovative research university. Having a naturally flexible and dynamic structure due to its newly established nature, AGU is able to reach the goals it has determined within the framework of its innovative vision relatively more easily, and to produce assertive and guiding outputs in research management processes. Acting with the awareness of this position, AGU has established a common research policy in 2016 with the participation of all academic units of the university, academic staff and external stakeholders (business and industry world, NGOs, public institutions), especially in relation to research processes. AGU's research focus in this sense has been determined as the "sustainability theme". The "17 Sustainable Development Goals" determined by the United Nations since 2018 have been placed on the basis of the policy as areas where AGU research projects must contribute. Accordingly, AGU has a research management focusing specifically on (1) health medical biotechnology, (2) energy, (3) smart systems, (4) societies and cities, (5) advanced materials, (6) innovation and entrepreneurship. strategy has been determined and their links with the United Nations Sustainable Development Goals have been revealed. As the basic elements of the policy, it is expected that all research projects, including the theses carried out in AGU, will reveal their clear contributions to sustainable development goals, and the researcher human resource knowledge, skills and competence development processes are also designed to comply with these expectations.

AGU encourages research and development activities that are in line with the academic priorities defined in its strategic plan**(Annex_C.1_AGU Strategic Plan 2018-2020; pp. 54-61, 77, 86-87)** that can generate added value, and be used for the community's benefit. AGU's research strategies, aims, and responsible units that could realize those aims have been determined through planned search conferences and departmental advisory board meetings.

The Research and Development processes at AGU are managed according to it's organization. According to the needs; new offices, committees, commissions and boards are added as shown in the AGU's Revised Organizational Chart **(Annex_C.2_AGU's Revised Organizational Chart)**

The following strategic aims regarding research are provided under the research heading of the AGU Strategic Document **(Annex_C.1_AGU Strategic Plan; pg. 54)**. Research strategies and objectives of the institution are listed below:
- Ensuring conduct of high quality and advanced research,
- Ensuring conduct of research that can offer solutions to global problems and claim a place in future scientific advancements,
- Ensuring conduct of interdisciplinary research,
- Increasing impact of research by integrating it with educational and societal benefits.

In order to reach these aims, some objectives were defined with regard to research and development activities in the 2018-2022 AGU Strategic Plan. Statistical performance indicators showing which aims were reached in 2020 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	Starting Value @ 2017	Proposed for 2020	Realized in 2020
Performance Indicator - 1: Number of Events (Conferences/Symposia/Workshops)	10	20	46
Performance Indicator - 2: Number of Participants	680	940	503

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

Performance Indicators	Starting Value @ 2017	Proposed for 2020	Realized in 2020
Performance Indicator - 1: Number of International Master's Students	0	178	14
Performance Indicator - 2: Number of International Doctoral Students	0	3	2
Performance Indicator - 3: Number of Postdoctoral Researchers	0	3	2

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

Performance Indicators	Starting Value @ 2017	Proposed for 2020	Realized in 2020
Performance Indicator - 1: Laboratory Area (m²)	1673 m2	6900 m2	3406 m2
Performance Indicator - 2: Number of Laboratories	26	100	52

Objective: Organizing at least one workshop or search conference each year

within the planned period to identify critical areas for future research.

Performance Indicators	Starting Value @ 2017	Proposed for 2020	Realized in 2020
Performance Indicator - 1: Number of Workshops	7	9	4
Performance Indicator - 2: Number of SEARCH Conferences	4	5	1
Performance Indicator - 3: Workshops/Search Conferences	225	280	28

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

Performance Indicators	Starting Value @ 2017	Proposed for 2020	Realized in 2020
Performance Indicator - 1: Number of research projects carried out by researchers from different disciplines at AGU	19	30	20
Performance Indicator - 2: Number of conferences, workshops, symposia, brokerage events, etc. which were carried out under the leadership of AGU and brought together different disciplines.	3	8	4

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

Performance Indicators	Starting Value @ 2017	Proposed for 2020	Realized in 2020
Performance Indicator - 1: Number of theses and research projects that observed societal impact criterion in the study targets and discussed it in the relevant section	3	21	45
Performance Indicator - 2: Number of training sessions/seminars/meetings held inorder to have a common understanding for including aseparate section titled "Societal Impact" in theses andresearch projects carried out at AGU and listing thecontributions clearly at this section.	3	8	12

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

Performance Indicators	Starting Value @ 2017	Proposed for 2020	Realized in 2020
Performance Indicator - 1: Number of initiatives (proposals, applications) fordeveloping international project partnerships	4	25	13
Performance Indicator - 2: Number of international project partnerships (training/seminar/meeting count)	4	14	8

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

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

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

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

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

For the institution, occupational safety during lab research of students working in applied projects is an important issue. Students are trained on laboratory safety and are asked to pass the relevant safety exam before being eligible to take part in applied research projects, work, and do research in labs. In 2019, graduate students received lab safety training and started research in their respective labs (http://fbe.agu.edu.tr/laboratuvar-guvenligi). In 2019, the Occupational Health and Safety Committee worked actively, and took relevant precautions concerning workers' health, ventilation, and location of warning signs at the institution. **(Annex_C.3_2020 OccupationalSafety Evaluation Report)**

AGU places emphasis on societal impact in every research carried out under its roof and attaches great importance to the research that contributes positively to the social, economic and cultural fabric. In this regard, academics are encouraged to set up companies in regional technoparks, carry out projects within university-industry cooperation, and write articles or make presentations including industrial partnerships. As of 2020, 12 start-up companies from AGU are active in scienceparks, 9 of which have been set up by faculty members and 4 by research assistants to offer consultancy and carry out R&D projects with a positive contribution to the region. Moreover AGU TTO is working as an implementation partner of TUBİTAK BİGG (Individual Youth Enterprise) program and AGU faculty members applied to that program to establish their start-up with TUBITAK support. **(Annex_C.4_Trainning Sessions)**

Companies owned in Technopark by AGU academic staff as of 2020:

No	Name of Company	Date of Establish	Place	Information of Academics
1	Argeus Mimarlık	08.04.2011	Erciyes Teknopark	Burak Asiliskender
2	Betonarge Madencilik Yapı Malz.Araş.Gel.Dan.Hizm.San. Ve Tic.Ltd.Şti.	18/7/2011	Erciyes Teknopark	Burak Uzal
3	Vehbi Çağrı Güngör, Akademi Arge	15.07.2014	Erciyes Teknopark	Çağrı Güngör
4	Kasım Taşdemir	20.05.2015	Malatya Teknopark	Kasım Taşdemir
5	Artıbir Ar-Ge Mühendislik Yazılım San. Tic. Ltd.	1.04.2015	Erciyes Teknopark	İbrahim Özdür
6	Nanome Nanoteknoloji Arge Danışmanlık san. ve tic.ltd.şti	7.08.2017	Erciyes Teknopark	Evren Mutlugün
7	Chemıcamed Kimya Anonim Şirketi	18.10.2019	Erciyes Teknopark	Ali Duran
8	Opsentia Arge Yazılım Danışmanlık Sanayi Ticaret Limited Şirketi	28.08.2018	Erciyes Teknopark	Kutay İçöz
9	Teknocc Ar-Ge İnovasyon Ltd. Şti	12.07.1905	Erciyes Teknopark	Cihan Çiftçi
10	Mavi Menzil Yazılım İleri Teknoloji Ltd Şti	4.09.2018	ODTÜ Teknopark	Levent Yavuz
11	Creadeep İnovasyon Teknoloji Yazılım Arge Sanayi Ticaret Limited Şirketi	29.11.2018	Erciyes Teknopark	Oğuzhan Ayyıldız Osman G. Uyan Hüseyin E. Erdem
12	Oğuzhan Ayyıldız Biyonog Ar-Ge Mühendislik Ve Danışmanlık	20.05.2015	Erciyes Teknopark A.Ş.	Oğuzhan Ayyıldız

In order to transform the research results into economic values and social benefits, a corporate culture has been created, institutional structures and procedures have been developed, and relevant mechanisms have been established, which enables academics from different disciplines to meet and carry out joint projects. AGU established the Central Research Laboratory, which aims to become a center of attraction for successful researchers in our country thanks to its impressive equipment inventory (http://merlab.agu.edu.tr/) **(Annex_C.5_Central Research Lab Catalogue)**

Other research labs and equipment inventory list found in all those labs are attached herewith **(Annex_C.6_AGU Labs),** (http://files.agu.edu.tr/lab/).

AGU has initiated a Model Factory project together with the Ministry of Science, Industry, and Technology, Kayseri Chamber of Industry and Kayseri Chamber of Commerce to establish a model factory inside the AGU Campus to be a role model for the industrial companies. AGU has provided the factory space inside its campus, and the factory equipment will be provided by the United Nations Development Projects (UNDP) Funding Agency. Kayseri Model Factory was established as a joint stock company on 31.01.2020 with the partnership of Kayseri Chamber of Industry, Kayseri Chamber of Commerce and Abdullah Gül University. **(Annex_C.7_Model Factory Establishment)** Kayseri Model Factory is aimed to be a model for the lean manufacturing and digitalization of manufacturing in the industry. The current stage of the Model Factory is summarized in the presentation attached **(Annex_C.8_Model Factory Info Pack)** Many trainings, site visits have been held for this purpose in 2020 **(Annex_C.9_Model Factory Performance Data)**

The research policy, objectives and strategy of the institution

Maturity Level: There are practices in line with the defined research policy, strategy and objectives throughout the entire institution.

Evidence

- Annex_C.1_AGU Strategic Plan.pdf

Management of the research and development processes and its organizational structure

Maturity Level: The management and organization of the research and development processes are practiced in line with the institutional preferences

throughout the entire institution.

Evidence

- Annex_C.2_AGU's Revised Organizational Chart.pdf
- Annex_C.3_Occupational Safety Evaluation Report.pdf
- Annex_C.4_Trainning Sessions.pdf
- Annex_C.5_Central Research Lab Catalogue.pdf
- Annex_C.6_AGU Labs.pdf

Relation of research to local/regional/national development goals

Maturity Level: Research is carried out considering the local, regional and national development goals and changes throughout the entire institution.

Evidence

- Annex_C.7_Model Factory Establishment.pdf
- Annex_C.8_Model Factory Info Pack.pdf
- Annex_C.9_Model Factory Performance Data.pdf

2. Research Resources

C.2.1. Research Resources
C.2.2. Intra-university resources (Scientific Research Projects Units- SRP)
C.2.3. Access to resources outside the university (Support units, methods)
C.2.4. Doctoral programs and postdoctoral opportunities

At AGU, policies and processes that will enable the effective use of the equipment in the research infrastructure by external users, especially the Central Laboratory, have been defined. In this context, our entire infrastructure, which is open to external users, is shared on the website https://labs.sanayi.gov.tr/. AGU has a total of 36 research laboratories, 25 in the Faculty of Engineering, 7 in the Faculty of Life and Natural Sciences, 3 in the Faculty of Architecture and 1 in the Faculty of Management. In AGU, where research and education are seen as a whole, a significant part of our research laboratories are also used for educational purposes.

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

AGU creates physical infrastructure and financial sources for its research and development activities, and has policies and strategies guaranteeing their effective use. AGU's research strategy is based on making innovative and high-quality contributions to science and society with multi-disciplinary international research focusing on national and global problems. In line with this strategic aim, AGU has recruited the required human resources, established the research infrastructure which is necessary to conduct high quality and advanced research, and obtained and allocated a variety of financial resources. The sustainability of the resources has also been planned.

The Library resources available for research activities are as follows:
· Total Number of Printed Books: 23,686
· Number of Electronic Books (purchased): 13,829 copies
· Number of Electronic Books (subscribed): 238,932
· Number of Database (subscribed): 20
· Number of Database (EKUAL-TÜBİTAK-ULAKBİM): 17

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

In order to transform research outcomes into economic values and societal benefits, an institutional culture was established, institutional structures and procedures were developed and relevant mechanisms were realized, which enabled scholars from different disciplines to meet and carry out joint projects. Such processes are determined and managed by ADEK (Academic Evaluation and Quality Development in Higher Education), AGU TTO, Institutes, Centers, BAP (Coordination Office for Scientific Research Projects), Library and Documentation, and relevant committees. With the purpose of enhancing the research infrastructure, AGU Central Research Facility (AGU-CRF) offers 1,224 m2 closed area and 788 m2 lab space for ten thematic laboratories, aiming to be an attraction research and development center for successful researchers from academy and industry in our country (http://merlab.agu.edu.tr/), (**Annex_C.5_Central Research Lab Catalogue**). 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 for multi-partner research. For that purpose, externally funded project applications are described as "multi-partner project grants" and collected under that special heading by the BAP office (http://bap.agu.edu.tr/tr/bap-kullanici-kilavuzu).

AGU encourages collaborations with internal and external stakeholders and benefiting from external funds. The AGU Office for Circulating Capital carries out several projects with the aim of increasing the number of external projects and diversifying service incomes. The projects conducted through the Office for Circulating Capital and AGU TTO in 2020 by AGU scientists within the university-industry cooperation involved leading industrial, R&D and state institutions such as Kayseri Ulaşım A.Ş., HAVELSAN, FNSS and UNDP.

In line with the AGU Strategy Document, well-known industrial enterprises in Kayseri and Turkey were visited to promote cooperation between AGU researchers and industry by determining and catering for industrialists' needs. Thanks to the protocol 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. 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 300 participants joined these training sessions in 2020. Thanks to the protocol signed with the Turkish Patent and Trademark Office, the AGU-TTO acts as an Information and Document unit of the Turkish Patent Institute and offers AGU academics services of patent search, patent and brand

research, patent and brand registry. In 2020, AGU TTO, as the implementing organization of the TUBITAK BIGG program, supports entrepreneurs in applying to the TUBITAK BIGG program.

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

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

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

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

In 2020, the Academic Data Management System (AVESIS) was updated so that internally and externally supported projects of faculty members can be entered and monitored; departments and personnel can follow their performance, and analyze their status at the university/faculty/department levels (http://aves.agu.edu.tr/).

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

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

AGU focused on research which could direct the future of the technology by putting the above-mentioned global responsibility areas on its agenda. At our university, some highly qualified researchers clustered together, and actively help developing technology, getting patents, founding companies, running industrial projects, and disseminating science in the community. In this regard, in 2020, internally funded 4 AGU-BAP projects (with around 120.000,00 TL budget), externally funded 5 university-industry collaboration projects (with a total budget of 990.000,00 TL) and 25 TÜBİTAK projects (with a total budget of 14.4 million TL) were supported **(Annex_C.10_AGU_BAP_Projects_2020) ,** (**Annex_C.11_2020 AGU University Industry Cooperation Projects), (Annex_C.12_AGU_TÜBİTAK_Projects_2020).**

In terms of scientific contribution, the university admitted first graduate students in Fall 2013-2014 and twelve graduate programs are now being offered in English. There are a total 197 graduate students enrolled in the Graduate School of Engineering and Science programs. Specifically, the university has 15 students enrolled in "Materials Science and Mechanical Engineering", 46 in "Electrical and Computer Engineering", 11 in "Industrial Engineering", 15 in "Architecture", and 11in "Bioengineering" doctoral programs within the Graduate School of Engineering and Science. Besides the PhD programs, the university has active master's programs of "Advanced Materials and Nanotechnology", "Electrical and Computer Engineering", "Industrial Engineering", "Bioengineering", "Sustainable Urban Infrastructure Engineering", and "Architecture" with 99 M.Sc. students in total enrolled in those programs. The rate of graduate to undergraduate students enrolled in AGU is about 1/9. In graduate theses, it is aimed to make a difference in the international scientific community, offer solutions to national and global problems with high quality research. The list of graduated students from the Graduate School of Engineering and Science programs and their theses topics are provided in **(Annex_C.13_List of Graduated Students from Graduate School.pdf)** (http://fbe.agu.edu.tr/mezunlarimiz). In 2020, a new transdisciplinary M.Sc. program "Policy Analytics in Global Issues" was opened, which plans to accept its first students in 2021. (http://fbe.agu.edu.tr/policy-analitics).

Research Resources

Maturity Level: The institution manages its research and development resources taking its research strategy and the balance between its units into account.

Intra-university resources (Scientific Research Projects Units- SRP)

Maturity Level: The institution maintains its research and development activities taking intra-university resources, research strategy and the balance of units into account.

Evidence

- Annex_C.10_AGU_BAP_Projects_2020.pdf

Access to resources outside the university (Support units, methods)

Maturity Level: The institution has methods and units to support the use of resources outside the university in order to maintain its research and development activities in line with its research strategy.

Evidence

- Annex_C.11_2020 AGU University Industry Cooperation Projects.pdf
- Annex_C.12_AGU_TÜBİTAK_Projects_2020.pdf

Doctoral programs and postdoctoral opportunities

Maturity Level: The institution has doctorate programs and postdoctoral opportunities that support and are in line with the research policy, goals, and strategies of the institution.

Evidence

- Annex_C.13_List of Graduated Students from Graduate School.pdf

3. Research Competence

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 2013-2020, AGU gained many qualified scientists for our country from more than 30 countries and according to the data obtained in TÜBİTAK's reverse-brain-drain project, AGU ranks among the most-preferred universities. AGU updated its appointment and promotion criteria in 2020 for internal appointment and promotion of its faculty members.(https://www.yok.gov.tr/Documents/Akademik/AtanmaKriterleri/abdullah-gul-universitesi-kriter-01032021.pdf) **(Annex_C.14_Appointment and Promotion Criteria)**

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 4 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 2020, 50 academics qualified for academic incentive.

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

AGUV's motivational grant program has its own index to monitor academics' development and performance with project progress reports collected every six months. These reports were collected twice in 2020 from academics who had projects and were evaluated by relevant departments. Current research labs and infrastructures as well as research grants to be offered to new faculty members increased thanks to the new research facilities offering extra 447 m2 in the model factory lab, 354 m2 incubator center and 90 m2 creative hub in 2020 which in turn made AGU a better candidate and ideal working area for outstandingly successful scientists and entrepreneurs.

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

In 2020, through the faculties' budget, the university acquired equipment which is worth around TL 2,301,765.97 in order to improve research capabilities. Efficiency and effectiveness of these supports and opportunities are measured with the number of publications, patents, citations, and new companies.

In 2020, AGU TTO, as the implementing organization of the TUBITAK BIGG program, supports entrepreneurs in applying to the TUBITAK BIGG program and offers many BIGG Project and other Traninings. **(Annex_C.15_AGU TTO Training Sessions).**

Besides, AGU TTO has applied and obtained a project funding of 32.122.,50USD from United States Embassy for a Creative Hub Project to establish a Creative Hub inside the Sumer Campus to provide an environment for those who want to bring their dream projects into life **(Annex_C.16_AGU's Creative Hub Project).**

The improvement of research competencies of teaching staff

Maturity Level: There are practices for developing the research competencies of the teaching staff throughout the entire institution.

Evidence

- Annex_C.14_Appointment and Promotion Criteria.pdf

National and international joint programs and joint research units

Maturity Level: There are national and international joint programs and joint research activities running throughout the entire institution.

Evidence

- Annex_C.15_AGU TTO Trainning Sessions.pdf
- Annex_C.16_AGU's Creative Hub Project.pdf

4. Research Performance

All academics working at AGU are asked to submit Faculty Academic Reports **(Annex_C.17_Faculty Academic Report)** explaining their yearly academic research, teaching and societal/institutional contribution activities. Results of the evaluations are shared with the academics. 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. Academic incentive score of academics are also announced on the university website.

In annual meetings, assessments of internal research performance and academic promotion criteria are reviewed, and if necessary, modified. The academic promotion and assignment criteria were updated in 2020 (https://www.yok.gov.tr/Documents/Akademik/AtanmaKriterleri/abdullah-gul-universitesi-kriter-01032021.pdf) and sent to CoHE. This process ensures that the quality of the institution is in line with fast changing global academic criteria and necessities, and that it competes with the world.

As of 2020, 12 start-up companies from AGU are active in Technoparks, 9 of which have been set up by faculty members and 2 by research assistants to offer consultancy and carry out R&D projects with a positive contribution to the region. Economic impact of these companies is still being assessed.

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

AGU focused on research which could direct the future of the technology by putting the above-mentioned global responsibility areas on its agenda. At our university, some highly qualified researchers clustered together, and actively help developing technology, getting patents, founding companies, running industrial projects, and disseminating science in the community. In this regard, in 2020, internally funded 4 AGU-BAP projects (with around 120.000,00 TL budget), externally funded 5 university-industry collaboration projects (with a total budget of 990.000,00 TL) and 25 TÜBİTAK projects (with a total budget of 14.4 million TL) were supported **(Annex_C.10_AGU_BAP_Projects_2020)** , **(Annex_C.11_2020 AGU University Industry Cooperation Projects), (Annex_C.12_AGU_TÜBİTAK_Projects_2020).**

Patent Application

Inventor	Patent Title	Country o f Reference	Protection Type	Application Date	Application Number
Hakan Usta	Organic Electroluminescent Transistor	China	Patent	12.05.2020	CN20201082093

International Patents Granted

Inventor	Patent Title	Country o f Reference	Protection Type	Application Date	Application Number
Hakan Usta	Organic Electroluminescent Transistor	Japan	Patent	31.05.2020	JP6742983
Samet Güler	Gripper mechanism and method	USA	Patent	30.06.2020	US10695915

National Patent Granted

Inventor	Patent Title	Country o f Reference	Protection Type	Application Date	Application Number
İbrahim Tuna Özdur	Bir Süper Optik Dağıtık Akustik Sensör Aygıtı	Turkey	Patent	21.07.2020	TR201717381
Veli Tayfun Kılıç	İletken Katmanlar İçeren İndüktif Bobin Tasarımı	Turkey	Patent	21.10.2020	TR202016050

In terms of scientific contribution, the university admitted first graduate students in Fall 2013-2014 and twelve graduate programs are now being offered in English. There are a total 197 graduate students enrolled in the Graduate School of Engineering and Science programs. Specifically, the university has 15 students enrolled in "Materials Science and Mechanical Engineering", 46 in "Electrical and Computer Engineering", 11 in "Industrial Engineering", 15 in "Architecture", and 11 in "Bioengineering" doctoral programs within the Graduate School of Engineering and Science. Besides the PhD programs, the university has active master's programs of "Advanced Materials and Nanotechnology", "Electrical and Computer Engineering", "Industrial Engineering", "Bioengineering", "Sustainable Urban Infrastructure Engineering", and "Architecture" with 99 M.Sc. students in total enrolled in those programs. The rate of graduate to undergraduate students enrolled in AGU is about 1/9. In graduate theses, it is aimed to make a difference in the international scientific community, offer solutions to national and global problems with high quality research. The list of graduated students from the Graduate School of Engineering and Science programs and their theses topics are provided in **(Annex_C.13_List of Graduated Students from Graduate School.pdf)**(http://fbe.agu.edu.tr/mezunlarimiz). In 2020, a new transdisciplinary M.Sc. program "Policy Analytics in Global Issues" was opened, which plans to accept its first students in 2021. (http://fbe.agu.edu.tr/policy-analitics).

In 2020, a new transdisciplinary M.Sc. program "Policy Analytics in Global Issues" was opened, which plans to accept its first students in 2021

AGU is placed in the top of Turkish university rankings in terms of scientific articles and citations per academic staff. According to the 2020 data, the average of scientific articles published in internationally indexed journals per academic staff is 124 / 92 = 1.347 at AGU.

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

AGU will continue to be an ideal destination for scientists who make a difference in Turkey and abroad thanks to the academic freedom it provides, faculty members, the scientific and technological lab and equipment infrastructure, national and international collaborations, close and strong relationship with the industry, additional financial supports offered to the academics, and its scientific ecosystem established with the mission of being a pioneer research university in national and international arena. Abdullah Gül University (AGU) has been ranked 39th in the TÜBİTAK's "Entrepreneurial and Innovative Universities" index announced in 2020 (39/50). (See https://tubitak.gov.tr/sites/default/files/18842/2020-gyue-2020-print.pdf).

Performance evaluation of the teaching staff

Maturity Level: Established mechanisms for monitoring and assessment of the research and development performance of teaching staff are used throughout the entire institution.

Evidence

- Annex_C.17_Faculty Academic Report.pdf

The monitoring and improvement of research performance

Maturity Level: The institution has principles, rules and indicators for the monitoring and assesment of its research performance.

Assessment of research budget performance

Maturity Level: The institution uses mechanisms for assessing the research budget performance.

D. SERVICE TO SOCIETY

1. The Strategy of Service to Society

According to AGU philosophy, in line with social transformation in the changing global conjuncture, the universities are not solely teaching and research-oriented institutions; yet should be leading players of the knowledge economy and engagement in the people and all types of institutions in society. Besides their education and research missions, universities' activities that provide social impact should be categorised as their third mission. It is possible to define the third mission as the societal contribution, which constitutes the primary philosophical basis of AGU.

Adopting the vision of being the pioneer of the new generation universities as well as developing a new Socio-Technical University Model (STUM) to realise this vision, AGU aims to make the societal contribution by combining the other two missions innovatively and increasing their impact with a multiplying effect. With the STUM, AGU designs the societal contribution initiatives, TOKA through which the university will add the mission of societal contribution to the other two traditionally defined missions in higher education by both integrating these three missions around specific themes and performing a knowledge-based transformation (see AGU University Quality Policies, and Innovative University Design Model for further details).

Abdullah Gul University has given priority to the idea that a university should produce a societal impact that shapes the society to initiate suitable solutions to contemporary social problems. Given that priority, AGU aims to build a close relationship with all society segments, included but not limited to public institutions, NGOs, private sectors, and community leaders. Therefore, AGU's social contribution mission is to implement the STUM by developing a close and collaborative partnership at both the national and international level. Our social contribution policy comprises transferring scholarly activities into human resource training, innovative technological applications, lifelong educational practices, and community integration that enable the use of academic knowledge in society and disseminate and transform it into a social impact. Thus, AGU's strategic purpose is to be a university that contributes to the community with all its activities by supporting and developing entrepreneurship in education and research.
One of the many crucial implications of the partnership scope of AGU to produce social benefit is the "the AGU Kayseri Model Factory The Kayseri Model Factory Capability and Digital Transformation Center." Within the range of the technical cooperation of the Ministry of Industry and Technology, General Directorate of Productivity, the United Nations Development Program (UNDP), Kayseri Chamber of Industry, and the Kayseri Chamber of Commerce, AGU has put the model factory in the Sumer Campus into operation as of January 15, 2020.
Regarding the policymaking process to the social contribution, AGU also follows the STUM by directing the relationship across the model's dimensions to define the social contribution principles (for further details, see AGU, 2018, p.14). AGU's vision holds a strong emphasis on contribution to society, utilising its determination of being a highly esteemed international university by contributing not only to science but also to society (e.g., Capsule Education, AGU GLB Courses). AGU is also clearly stating its ambitions to societal contribution by defining it on its mission statement: "Raising students to shape the future by using 'learner based' approach and transferring knowledge into values by partnerships as being university seeking applicable solutions to the global problems."

Driven from AGU's mission and vision, its social contribution approach has focused on producing solutions to global problems, addressed by the UN's 17 Sustainable Development Goals (17 SDGs). AGU conducts all of its activities by considering Sustainable Development Goals. "The Creative Hub", "AGU Bostan", "AGU Çocuk", "AGU ArchforEarth", and "Kerkenes Project" are outcomes out of many implementations of this policy through the university.

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

AGU carries out social contribution activities in line with its global goals and strategies along with the local, regional, and national development goals (see quality assurance declaration for further details). For instance, to create equal opportunities at the international level for the youth in the community, visits have been scheduled to the secondary education institutions in Kayseri, also nearby cities in Central Anatolia to give information about the university, departments, and professions (e.g., visit an anatolia high school for girls).

As another part of this aim, the university also meets the public for transferring academic knowledge on global emergency to society's benefit. AGU has organised various public and professional meetings on the impacts of the Covid-19 global outbreak. Public meetings on "COVID 19 and Policy", "A Changed Society and Socio-economical Processes after CORONA" TV appearance on "the Social Psychology of COVID19 Pandemic", and a public seminar on "How to do COVID19 Prevention Policies Impact on Science? The Social Representation of Psychology in Turkey" at the British Psychological Society and "Community and Mental Health in the Period of Pandemic" at AGU Young Red Crescent Club are a few of many important public gatherings that the Faculty of Humanities and Social Sciences has organised for transferring scholarly knowledge into the use of society in these unprecedented times. Similarly, with the cooperation between the Faculty of Engineering and Architecture about using a 3D printer, AGU has also joined the public force for fighting against the pandemic by producing face shields for health workers. A students' club, The AGU Conversation Club, has dedicated its activities to respond to home-confinement-related stress and loneliness among the students. These example activities in 2020 provide evidence to show how AGU is dedicated to its social contribution strategies by addressing SDG10 (Reduced Inequalities), SDG16 (Peace, Justice, and Strong Institutions), and SDG3 (Good Health and Well-being) under these unprecedented times.

AGU also builds social impact policies around the idea that the university belongs to the public; therefore, it provides various amenities to the public and organises public gatherings on campus. However, due to the unprecedented global pandemic, most of these activities in 2020 were carried out online. Yet, AGU

pursued the Youth Campus Visit Programme by taking strict measures against the pandemic to inform the prospective university students and their families about the departments' curriculum and current academic studies at our campus, along with various online meetings for the same purposes. AGU kept providing accommodation services under the stress of preventing COVID19 at Student's Village for national and international students who need access to the internet, technological equipment, and a quiet place to pursue their education. This is an example of AGU's dedication to reduce the inequality and demonstrate its contribution to SDGs' worldwide success (see the application form for further details).

As much as reducing inequality, enhancing equal opportunities is also one of the core social contribution policies at AGU. AGU has signed various inter-institutional research protocols, social benefit projects, and internships to enhance equal opportunity, especially among young people. Some of these protocols signed with institutions that have a dedication to social transformation and impact, such as "Global Solutions Initiative", "Mülteci Destek Derneği (Refugee Support Association)", "İnsani Gelişme Vakfı (Human Development Foundation)". AGU attaches great importance to these protocols for its students. They can get to know the field, bring together science and theoretical knowledge with real-life applications to create social impact now and in their future careers.

AGU has developed various policies around SDG 16, Peace, Justice, and Strong Institution. For instance, AGU supports international competence and cultural diversity, having 210 students from 45 countries. Even under these unpresented times, AGU pursues its ambitions about 16th SDG strategy by increasing the diversity of culture within university to enrolled international students from 23 countries in 2019 to 29 countries in 2020. Numerous events bring diverse cultures and backgrounds together to build acceptance and respect to diversity among future generations of countries worldwide and in AGU. Moreover, AGU supports national and international exchange programs for students and staff. AGU also implemented this policy during COVID 19 pandemic. In 2020, nine students and two academics participated in Erasmus+ Exchange Program.

Finally, AGU built various policies to implement each SDGs for all campus units and units' actions. For instance, considering 1st, 2nd, 3rd, 8th, 10th, 12th, and 13th SDGs, all foods on the campus must be purchased from trusted, local companies, which partner with suppliers working with farmers and producers using sustainable methods. Therefore, even a single action of AGU aims to achieve sustainable development goals for 2030: No-poverty (SDG 1) by purchasing from local farmers; zero hunger (SDG 2) by implementing supplier regulation to affordable food; good health and well-being (SDG 3) by defining technical specifications to the food contractors to serve high-quality food for the students; decent work and economic growth (SDG 8) by investing local farmers and companies; reduced inequalities (SDG 10) by forcing supplier companies to work with local farmers instead of giant supply chain companies, therefore, increasing the chance for local farmers to deal with competitive prices against big actors in the business; pay regard to responsible consumption and production (SDG 12) by reducing and recycling food waste, and by purchasing low-cost local food supply; taking climate action (SDG 13) by not using international and intercity logistic transportation for food travel, and by informing students and staff to increase awareness around the climate action. Thus, every single decision and policy at AGU are taken by considering the necessity for a sustainable future since AGU believes that universities have the highest potential that generates significant social impacts to guide the future in a better direction.
(Annex_D.1_Institutional Self Evaluation Report of Social Impact-1), (Annex_D.2_Institutional Self Evaluation Report of Social Impact-2)

D.1.2. Management and organizational structure of social contribution processes

The Rectorate Office at AGU has established a quality commission to adopt a newly emerged quality system offered by the Turkish Higher Education Council and applied across Turkey's universities. Concerning this policy, the SI Commission was set up under this commission's authority. The members of the SI Commission were selected almost from all units of the university. Besides, the SI Commission established branches in each faculty of AGU. These branches focus on how the AGU's societal contribution policies in their unit have been executed by producing various applications in line with the SDGs. These branches also observe their unit's applications aligned with the PUKÖ model, including planning, implementation, examination, and precaution. The SI Commission is authorised to advise the senior management team to shape macro policies on social contribution. It also makes suggestions to academics on integrating the social contribution policies into their activities, supervising sub-commissions, and creating social impact-based evaluations in administrative units.

AGU also employed TTO to observe, assess, and report the university's social contribution policy activities. For example, each year, TTO makes an official application to the social impact rankings that require evidence-based, SDGs related activities in the university. AGU is ranked as the top university in Turkey in the ranking THE Social Impact 2020, an internationally prestigious independent evaluation agency for universities across the globe. The "Creative Hub Initiative" of AGU, which aims to produce societal impact, has been founded by TTO in 2020. Encouragement of creative and innovative thinking in which entrepreneurs from different disciplines will find an opportunity to see a suitable solution to contemporary social problems and build various business-related ideas for producing social benefit. According to AGU's strategic plan of social contributions, the Creative Hub centre will play an essential role in encouraging creative and innovative thinking to address contemporary social problems.

Having been established to guide young university students to produce various projects to help them solve contemporary world problems addressed by SDGs, Youth Factory also encourages several projects dedicated to AGU's SDG strategies. The unit defines its strategic aims as to create an impact not only on students but also on the broader public to help the social and personal development of youth workers, leaders, trainers, and young people.

Since the food and food distribution networks have played a central role in the contemporary world problems around sustainability, a dedicated undergraduate course (GLB 201-Food and Health) is offered to all students by a team of interdisciplinary scientists, where the focus is on theoretical and applied scientific knowledge for this specific problem. In addition to this, AGU has established the Dining Services Committee to resolve the food insecurity/hunger of the students. The committee also helps the local collectors and farmers enhance climate action awareness by implementing its policies, related to the AGU's SDGs strategies. This commission not only aims to provide relevant services smoothly and affordable for the students but also focuses on policymaking to impact sustainability by monitoring, informing, and guiding students to apply for food scholarship as well as working with collectors and local farmers for improving their service meticulously regarding meal contents, weights, quality, service, and other dining issues. **(Annex_D.3_Institutional Self Evaluation Report of Social Impact-3)**

The policy, goal and strategy of service to society

Maturity Level: There are practices in line with the service to society policy, strategy and objectives throughout the entire institution.

Evidence

- Annex_D.1_Institutional Self Evaluation Report of Social Impact-1.pdf
- Annex_D.2_Institutional Self Evaluation Report of Social Impact-2.pdf

The management and organizational structure of internationalization processes

Maturity Level: The management and organization of the service to society processes are implemented in line with the institutional preferences.

Evidence

- Annex_D.3_Institutional Self Evaluation Report of Social Impact-3.pdf

2. The Resources of Service to Society

As a leading university by offering STUM in the Turkish higher education system, AGU doesn't have an independently dedicated budget to social contribution due to its' trio model. Since the model requires significant social contribution implementation into traditional higher education aims (i.e., education and research), AGU inherently determines the dedicated budget of social contribution into each research and education unit. Therefore, various human, financial, and structural resources across faculties and administrative departments in AGU are the primary societal contribution sources. Besides, the SDGs-oriented academic units such as TTO and Youth Factory make significant contributions to the social impact budget by receiving project grants and building cooperation and partnership with leading private and public industrial institutions (e.g., "the AGU Kayseri Model Factory: The Kayseri Model Factory Capability and Digital Transformation Center," "Creative Hub"). The Model Factory, founded explicitly to produce activities addressing the social impact, has its independent budget by the financing from the Ministry of Industry and Technology, General Directorate of Productivity, the Kayseri Chamber of Industry, and the Kayseri Chamber of Commerce. TTO has the physical and technical conditions to support various SDG related activities hosted by AGU to generate positive social impact.

AGU has also budgeted to perform its social contribution activities by transferring various financial resources from the university budget and project funds. In line with both the social contribution policy of AGU and social contribution related to AGU's 2017-2021 Strategical Plan (See the Strategical Goal 4 and Strategical Objectives 4.1 and 4.2 for further details, p. 56-66), the projects have been performed by using budget from different programs such as BAP, TUBITAK, and EU. Thus, many research projects conducted by AGU academics received national/international research funds. For example, the British Academy funded ongoing project, titled "In/visible Syrian immigrants in Turkey: The identities and cities in transition" by Architectural Faculty, is amongst the many projects for the fulfilment of AGU's social contribution strategies and aims (See the research section of this report to detail for all other SDGs related research projects).

AGU also utilises various human recourses and budgets that belong to its centres, administrative and academic units. For instance, theCenter for the Enhancement of Learning and Teaching has conducted several professional education programs to increase academic teaching quality among professors addressing the fourth SDG, namely quality education (see unit's 2020 activity calendar details). Another way of using resources for social contribution activities is to apply their social contribution tasks through each task order made by the departments. For instance, for the secondary education institutions' visits to reduce inequality, which we explained above (see section D1.1 of this report), the university provides all transportation costs and expenses (i.e., information brochures). The university also welcomes various civil society organisations and public schools for using conference halls and multiple places on AGU's campus, even this year many of them were virtual.

Youth Factory has also received project grants from various national and international organisations, e.g., EU, Türkiye Ulusal Ajansı, and European Union's Regional Trust Fund. The foundation helps the unit implement AGU's social contribution aims by producing youths' solutions for contemporary world problems addressed by SDGs.

Finally, another example of producing social contribution resources by having an independent budget is the Creative Hub Initiative of AGU. The Initiative received grants valued at 29,712 USD from the US Embassy to achieve the AGU's social impact aims, explained in the previous section of this report **(Annex_D.4_Institutional Self Evaluation Report of Social Impact-4).**

Resources

Maturity Level: The institution has plans for creating physical, technical and financial resources that are suitable in quality and quantity to be able to maintain its social contribution activities.

Evidence

- Annex_D.4_Institutional Self Evaluation Report of Social Impact-4.pdf

3. Service to Society Performance

The Report of External Evaluation in 2017 by YOKAK addressed the significant societal contribution power of AGU, yet they suggested observing these activities for enhancing further applications. Thus, AGU concluded an executive decision to handle the suggestion for establishing a commission in 2019 that provides evidence-based information on social contribution activities for further policy development.

Since then, AGU has been auditing its societal contribution performance through the SI Commission to enhance social contribution policies based on the SDGs. The SI Commission has developeda performance audit model echoing the Turkish CHE's PUKÖ model (e.g.,the illustration of the performance audit model). The model focuses on scholarly activities, faculty implementations, administrative units, and the university's policies and applications.

Regarding auditing to scholarly activities, the SI Commission conducted research titled "The mind of a researcher on the global challenges." The data provided a highly representative sample by covering 100 out of 162 faculty members at AGU, from six faculties, the Engineering, Life and Natural Science, Architecture, Managerial Sciences, Humanities and Social Sciences, and Educational Sciences. The SI Commission, therefore, has confidently evaluated theresearch results for enhancing the executive decisions by aiming to increase faculties' academic activities, which can produce societal engagement and impact. The SI Commission also observes the validity and reliability of research to enhance its effectiveness by examining the pilot study and receiving various faculty' feedback. Along with providing the macro-level results for guiding the senior management team to their executive decisions on the social contribution policies, the SI Commission also provides a short brief for each faculty to define the strong and weak elements for the societal impact aims and suggested new approaches and applications to faculty members.

The SI Commission has also audited social contribution activities of all academic and administrative units. Each unitreports its AGU's social impact strategy-related activities to the SI Commission biannually. This year, the SI Commission evaluated 144 individual activities related to AGU's social impact strategy held within the administrative units (see Report 1 and Report 2 for the details). The SI Commission examines each report and provides feedback to the department for further examining and enhancing their activities (e.g., the feedback report to a faculty). The SI Commission has also organised twomeetings for reviewing the general report of social contribution activities (see Report 1 and Report 2 for the details) from administrative units by an appointed social contribution representative of each administrative unit. Activities carried out in academic units for social contribution performance are also presented to the university administration as an annual report prepared by the SI Commission in each faculty (e.g., 2020 SI report of a faculty).

However, some of the events in 2020 (listed below) addressed the social contribution policy, goals, and strategy require the SI Commission's attention to develop a measurement to analyse to what extent the events have achieved their aims. Therefore, the SI Commission has decided to guide these events to generate a valid measure of the achievement of these events in 2021 to produce evidence-based precautions to guide further applications to ensure the social contribution quality within each micro sub-system and activities of the university.

·   Certified Turkish Education for AGU International Students: Career Center organises Turkish language courses to facilitate international students' local adaptation.

·   Career counselling, CV-Interview Techniques Training: The aim is to prepare our students for job and internship interviews to align with their goals before they step into professional life.

- Career Talks Series: It is a conversation program that creates awareness in society and hosts prominent people. The speakers invited to the program share their professional life experiences, the traces they left in the social life and business world.
- Collecting Aid and Delivering Aid to Students in Need: The AGU provides different scholarships to their students in financial need. For instance, scholarships for lunch, accommodation, computer, and a monthly stipend are some of the scholarship schemes for students.
- Supporting the barrier-free university for students and staff with disability.

(Annex_D.5_Institutional Self Evaluation Report of Social Impact-5)

Follow-up and improvement of service to society performance

Maturity Level: The institution monitors its social contribution performance and makes improvements with input from relevant stakeholders.

Evidence

- Annex_D.5_Institutional Self Evaluation Report of Social Impact-5.pdf

E. GOVERNANCE SYSTEM

1. Structure of Management and Administrative Units

E. Management System
E.1. Structure of Management and Administrative Units
E.1.1. The management model and administrative structure

The University is managed based on the regulations of Turkish Higher Education Law No. 2547. To raise the quality, make it widespread among the units, increase the number of participants in the decisions and ease the running of university-wide academic and administrative processes; many commissions, boards and committees have been established. Every year according to the needs and feedbacks received from the administrative units, commissions, boards and committees; the organizational structure of the university is reviewed and restructured to raise the quality in all aspects. Quality related issues are first addressed and handled in these commissions, boards and committees. Their views, opinions, and decisions are taken into consideration by the relevant University boards and executive committees determined by the Law No. 2547. Respecting the hierarchy, the decisions are carried out from the lower units towards the upper units. The final decisions are taken either in Faculties/Institutes/Schools and/or in the Senate or University Executive Committee. Some of the commissions which loses its functionality is closed, some new commissions are established. The organizational structure of the institution is revised according to the necessities developed (**Annex_E.1_AGU 2020 Revised Organizational Structure)** and so are the commissions, boards, and committees (**Annex_E.2, Annex_E.2_AGU_2020_Commission_Board_Committee_Lists)**.

All the processes are defined to guarantee to reach the institution mission and strategic goals in accordance with the operations followed by the related boards/commissions/committees with the adopted rules and regulations that binds those boards/commissions/committees. Almost all boards/commissions/committees have some upper laws or regulations dictated by the state or Counsel of Higher Education (CoHE) and/or their own developed and adopted rules binded with the upper laws or regulations. Tasks, authorities and responsibilities are defined in accordance with the processes with the related rules and regulations that binds the processes carried out in the university's operations.

Higher Education Law numbered 2547 is a sample of such a binding law, (http://www.agu.edu.tr/userfiles/bilgisayar/Computer%20Engineering%20Department/KALİTE/2547_Sayılı_Yükseköğretim_Kanunu.pdf).

Higher Education Quality Assurance Regulation of CoHE, Higher Education Institutions Student Discipline Regulation, and Graduate Education Regulation are among such binding regulations. (http://www.agu.edu.tr/userfiles/bilgisayar/Computer%20Engineering%20Department/KALİTE/YÖK_Kalite_Güvence_Yönetmeliği.pdf), (https://www.mevzuat.gov.tr/File/GeneratePdf?mevzuatNo=16532&mevzuatTur=KurumVeKurulusYonetmeligi&mevzuatTertip=5), (https://www.mevzuat.gov.tr/File/GeneratePdf?mevzuatNo=21510&mevzuatTur=KurumVeKurulusYonetmeligi&mevzuatTertip=5),

Besides; the institution itself develops and adopts its regulations binded by the related laws and regulations. Among such regulations AGU Undergrad Education and Exam Regulation, AGU Grad Education and Exam Regulation, AGU School of Foreign Languages Prep Program Education and Exam Regulation can be reached from the http://kalite.agu.edu.tr/agu web page.

There are also many rules developed and adopted by the related commissions for this purpose again binded by the upper laws and regulations. AGU Summer School Rules, Exchange Program Rules, AGU European Union Education and Youth Programs Erasmus+ Program Application Rules, AGU Undergrad Programs Transfer Rules, AGU School of Foreign Languages Prep Program Education and Exam Rules, AGU Single Exam and Grade Raising Exam Rules, AGU Undergrad Double Major Programs Rules, AGU Undergrad Minor Program Rules, AGU Undergrad Programs International Students Selection and Acceptance Rules, AGU Grad Programs Special Topics and Thesis Courses Rules can be reached from the Department of Student Affairs web page https://oidb-tr.agu.edu.tr/yoenerge.

Similar rules and regulations related to each department operations are posted on their web sites. For example; personnel related laws, regulations rules and announcements can be reached from the related Personnel Department web pages (http://personel.agu.edu.tr/kanunlar), (http://personel.agu.edu.tr/yonetmelikler), (http://personel.agu.edu.tr/Yonergeler), (http://personel.agu.edu.tr/KP).

Administrative units give links for their organizational charts, job description forms, work flow charts, sensitive tasks from their own web site. Personnel department info for example can be reached from the following links: (http://personel.agu.edu.tr/org_semasi), (http://personel.agu.edu.tr/gorev_tanim), (http://personel.agu.edu.tr/is_akisi), (http://personel.agu.edu.tr/hs).

Academic units give links for their work flow charts, job description forms, job transfer forms, sensitive tasks, administrative activity reports, faculty board decisions, faculty board and department commissions from their own web site. For example; aforementioned information for Faculty of Life and Natural Sciences can be reached from the following links: (http://flns.agu.edu.tr/isakisi), (http://flns.agu.edu.tr/gorev_tanimlari), (http://flns.agu.edu.tr/gorev-gevir-teslim-formu), (http://flns.agu.edu.tr/hassasgorevler), (http://flns.agu.edu.tr/faaliyet-raporu), (http://flns.agu.edu.tr/fakulte-akademik-Kurul-kararlari), (http://flns.agu.edu.tr/komisyon).

E.1.2. Process Management

To enable the quality assurance system applications to be widespread across all the academic and administrative units within the university a series of decisions are taken by the University Quality Commission this year. Each unit is asked to form their own unit quality commissions based on the decision taken by the University Quality Commission (**Annex_E.3_Directive Sent to Units by the Rector)**. Based on this directive; each unit has established their own quality commissions (**Annex_E.4_Unit Quality Commissions).**

Each unit in the university is asked to prepare their own 2020 annual Unit Self Evaluation Report to make the quality assurance system become widespread across all the units of the university. Each unit has prepared and submitted the related report to the Strategy Department of the university. These reports are then shared with all the members of quality and sub-quality commission members. They will be evaluated by the subquality commissions and feedbacks will be provided to the related units if required. Samples of such Unit Self Evaluation Reports are provided **(Annex_E.5_Engineering Self Evaluation Report 2020)** and **(Annex_E.6_Prep School Self Evaluation Report 2020)**.

Besides, all academic units are also asked to prepare 5-year 2021-2025 strategic plans by the end of third quarter of 2021 in accordance with the university's 5-year 2018-2023 strategic plan and relate their strategic plans with that of the university's plan.

Quality Commision of the university has published a quality assurance system web page to publicize the quality related activities and reports of the university. (http://kalite.agu.edu.tr/). In the web page; under the "About Us (Hakkımızda)" menu; information regarding the institution's quality policies (http://kalite.agu.edu.tr/kalite_pol), quality assurance system (http://kalite.agu.edu.tr/kal-guven-sis), annually updated quality commissions (http://kalite.agu.edu.tr/kalite_kom) and subquality commissions (http://kalite.agu.edu.tr/kalite_altkom), Innovative University Design; AGU Model (http://kalite.agu.edu.tr/AGU_Model), AGU's 5-year 2018-2023 strategic plan (http://kalite.agu.edu.tr/stratejik_plan) can be found. At the end of the quality assurance system explanations there are graphical documents which explain how the Plan-Do-Check-Act (PDCA) cycles are closed in quality assurance, education, research, and societal contribution processes. An interface for stating feedbacks, requests, complaints and suggestions (https://feedback.agu.edu.tr/) which will be directed from internal or external stakeholders is provided under the same menu. Under the "Evaluation Processes (Değerlendirme Süreçleri)" menu; information regarding annual self-institutional reports (http://kalite.agu.edu.tr/ic_deg), external evaluation reports, external auditing reports (http://kalite.agu.edu.tr/dis_deg), internal and external stakeholders survey reports (http://kalite.agu.edu.tr/ic-paydas_rpr), (http://kalite.agu.edu.tr/dis-paydas_rpr) can be found. Under the "Laws/legislations/Regulations (Mevzuat)" menu; information regarding the 2547 Law, various CoHE (Commision of Higher Education) regulations (http://kalite.agu.edu.tr/yok), various AGU regulations (http://kalite.agu.edu.tr/agu), AGU undergrad and grad education compliance documents to National Qualifications Framework for Higher Education in Turkey (http://kalite.agu.edu.tr/lisans_qual), (http://kalite.agu.edu.tr/grad_qualifications) can be found. Under the "Commissions Boards (Komisyonlar Kurullar)" menu; information regarding annually updated commissions, boards and memberships (http://kalite.agu.edu.tr/Komisyonlar) can be found.

In the meetings arranged with the participation of Rector in person with the academic and administrative units, centers and offices about the education, research, societal contribution and management; the quality assertion has been made in the highest level possible. The meeting minutes of the majority of these meetings has been written down by the Rector Assistant. The majority of these meetings are for the soul purpose of either auditing, or measuring, or evaluating or action taking meetings. During the meetings sometimes urgent task forces are established to do certain tasks or to determine the details of action plans. The recordings of such meetings held during the Covid-19 pandemic has been kept, especially; the meeting records to improve the quality in online education. The samples of such meetings minutes held and headed by the Rector are provided in **Annexes E.7 through E.20.**

- (**Annex_E.7_Focus Group Meeting Minutes),**
- (**Annex_E.8_Creative Hub Meeting Minutes),**
- (**Annex_E.9_Focus Group Meeting Minutes),**
- (**Annex_E.10_Online Education Evaluation Meeting Minutes),**
- (**Annex_E.11_Online Education Evaluation Meeting Minutes),**
- (**Annex_E.12_Online Education Evaluation Meeting Minutes),**
- (**Annex_E.13_Online Education Evaluation Meeting Minutes),**
- (**Annex_E.14_Prep School Online Education Evaluation Meeting Minutes),**
- (**Annex_E.15_University Promotion Strategy Determination Meeting),**
- (**Annex_E.16_Online Education Evaluation Meeting Minutes),**
- (**Annex_E.17_Online Education Evaluation Meeting Minutes),**
- (**Annex_E.18_Online Education Evaluation Meeting Minutes),**
- (**Annex_E.19_Prep School Online Education Evaluation Meeting Minutes),**
- (**Annex_E.20_Grad School Online Education Evaluation Meeting Minutes).**

During the Covid-19 period the decisions and actions taken by the administration and especially by the Online Edu Task Force and how the PDCA cycle is closed in online education processes and activities can be observed from the announcements made by the related units provided in **Annexes E.21 through E.67.**

- (**Annex_E.21_2020.03.11_Anncmnt by Rectorate to Stakeholders),**
- (**Annex_E.22_2020.03.14_Anncmnt by Rectorate to AGU Internal Stakeloders),**
- (**Annex_E.23_2020.03.17_Anncmnt by rector to Academics),**
- (**Annex_E.24_2020.03.18_Anncmnt by Library to internal stakeholders),**
- (**Annex_E.25_2020.03.20_Anncmnt by Rectorate to Academics),**
- (**Annex_E.26_2020.03.20_Anncmnt from Youth Factory to Students),**
- (**Annex_E.27_2020.03.21_Anncmnt by Rectorate to Academics),**
- (**Annex_E.28_2020.03.21_Anncmnt by Rectorate to Students about Oniline Education at AGU),**
- (**Annex_E.29_2020.03.23_Anncmnt 01 by Library_ Top Open Source Tools for Remote Teaching Learning and Working from Home),**
- (**Annex_E.30_2020.03.23_Anncmnt 01 by Library_COVID19 Free Access Resources),**
- (**Annex_E.31_2020.03.23_Anncmnt 01 by Online Edu Task Force_Answers to FAQ and Compiled List of Technology Tools),**
- (**Annex_E.32_2020.03.25_Anncmnt 02 by Online Edu Task Force_Updated Academic Calendar for Spring 2020),**
- (**Annex_E.33_2020.03.26_Anncmnt by Rectorate_COVID19 Safety Precautions),**
- (**Annex_E.34_2020.03.27_Anncmnt 03 by Online Edu Task Force Webinar and Survey),**
- (**Annex_E.35_2020.03.29_Annoucement for Reminding Important Dates to Students),**
- (**Annex_E.36_2020.03.29_Student Guide to Remote Learning),**
- (**Annex_E.37_2020.03.30_Anncmnt 04 by Online Edu Task Force_Link in our web site related to remote learning),**
- (**Annex_E.38_2020.04.05_Anncmnt 05 by Online Edu Task Force Zoom Meeting Related Issues),**
- (**Annex_E.39_2020.04.12_Anncmnt 06 by Online Edu Task Force_Webinars organized by The Association of College and University Educators),**
- (**Annex_E.40_2020.04.13_Anncmnt by Online Edu Task Force_ Spring 2020 Grading System Senate decision regarding the grading system in Spring 2020),**
- (**Annex_E.41_2020.04.15_Anncmnt 07 by Online Edu Task Force_New rules about the use of zoom),**
- (**Annex_E.42_2020.04.19_Anncmnt 08 by Online Edu Task Force_Alternative assessment methodologies for student performance),**
- (**Annex_E.43_2020.04.22_Anncmnt 09 by Online Edu Task Force_Challenges for Higher Education in the era of Covid19 Transition to online education from the face to face teaching Webinars),**
- (**Annex_E.44_2020.04.23_Anncmnt 10 by Online Edu Task Force_Providing the link to the video recordings of online sessions in CANVAS and Schoology),**
- (**Annex_E.45_2020.05.04_Anncmnt by Online Edu TAsk Force_Webinar Transition from the facetoface teaching to online education),**
- (**Annex_E.46_2020.06.05_Anncmnt 11 by Online Edu Task Force_Summer School),**
- (**Annex_E.47_2020.06.11_Anncmnt by Online Edu Task Force to faculty and students Conversion of Grades to S and U),**

- (Annex_E.48_2020.06.12_Anncmnt by Online Edu Task Force to Students_Summer school regulations),
- (Annex_E_49.2020.06.13_Anncmnt 13 by Online Edu Task Force_Single course exam),
- (Annex_E.50_2020.06.14_Anncmnt 14 by Online Edu Task Froce_Summer School Fees),
- (Annex_E.51_2020.06.28_Anncmnt by Online Edu Task Force_COVID 19 Remote Teaching Experience at AGU Survey),
- (Annex_E.52_2020.08.21_Anncmnt by Online Edu Task Force_Message sent to the students),
- (Annex_E.53_2020.09.11_Anncmnt by Online Edu Task Force_Seminar Series called Learning Together is on the way),
- (Annex_E.54_2020.09.16_Anncmnt by Online Edu Task Force_Learning Together Seminars Calendar),
- (Annex_E.55_2020.09.20_Anncmnt by Online Edu Task Force_Learning Together II on 22nd Sep 2020 at 3pm),
- (Annex_E.56_2020.09.20_Anncmnt by Online Edu Task Froce_After the Learning Together IV),
- (Annex_E.57_2020.09.23_Anncmnt by Online Edu Task Force_Learning Together III_24 Sep 2020 Thursday 3pm),
- (Annex_E.58_2020.09.23_Anncmnt by Online Edu Task Force_Postsession survey for Learning Together II),
- (Annex_E.59_2020.09.25_Anncmnt by Online Edu Task Force_Learning Together IV Assessment 29 Sep 2020 3pm),
- (Annex_E.60_2020.09.26_Anncmnt by Online Edu Task Force_Volunteers for panelists on engagement session on Thursday Oct 1 2020),
- (Annex_E.61_2020.09.28_Anncmnt by Online edu Task Force_Learning Together IV on Assessment 29 Sep 2020 3pm),
- (Annex_E.62_2020.09.29_Anncmnt by Online Edu Task Force_Aligning outcomes assessments and instruction),
- (Annex_E.63_2020.09.30_Anncmnt by Online Edu TAsk Force_Learning Together V Oct 1 2020 3PM),
- (Annex_E.64_2020.10.01_Anncmnt by Online Edu Task Force_Learning Together V post event),
- (Annex_E.65_2020.10.02_Anncmnt by Online Edu Task Force_Several video recording and editing tools),
- (Annex_E.66_2020.11.03_Anncmnt by Online Edu Task Force_ Midterm observations for faculty members),
- (Annex_E.67_2020.12.28_Anncmnt by Online Edu Task Force_Alternative assessment of student performance).

On the other hand; many decisions are taken by the Senate/Faculty/Institute/School/Department Boards to improve the quality in various matters, the new rules and regulations are developed and the old ones are revised. The Senate decisions taken every year to improve the quality in various aspects after the external evaluation passed in 2017 are shown in **Annexes E.68 thorough E.71.**

- (Annex_E.68_2017 Senate Decisions to Improve the Quality in Various Aspects),
- (Annex_E.69_2018 Senate Decisions to Improve the Quality in Various Aspects),
- (Annex_E.70_2019 Senate Decisions to Improve the Quality in Various Aspects),
- (Annex_E.71_2020 Senate Decisions to Improve the Quality in Various Aspects).

The Graduate School of Engineering and Science Board decisions taken in years 2017 through 2020, Graduate School of Social Sciences has opened its first M.Sc. program in 2020, its board decisions taken in 2020, Faculty of Life and Natural Sciences board decisions taken in years 2017 through 2020, Faculty of Managerial Sciences Board decisions taken in years 2017 through 2020, Faculty of Humanity and Social Sciences Board decisions taken in years 2017 through 2020, Summary of quality improvement activities executed by School of Foreign Languages in years 2017 through 2020 are shown in **Annexes E.72 through E.77, respectively.**

- (Annex_E.72_2017-2020 Graduate School of Engineering and Science Board Decisions)
- (Annex_E.73_2020 Graduate School of Social Sciences Board Decisions),
- (Annex_E.74_2017-2020 Faculty of Life and Natural Sciences Board Decisions),
- (Annex_E.75_2017-2020 Faculty of Managerial Sciences Board Decisions),
- (Annex_E.76_2017-2020 Faculty of Humanity and Social Sciences Board Decisions),
- (Annex_E.77_2017-2020 School of Foreign Languages Quality Improvement Activities)

The detailed evaluation report prepared by the Prep School based on the surveys carried out on students and instructors and the survey results collected during the Covid-19 period is provided in **(Annex_E_78.2020 Oct 28_Prep School Survey Report)** The feedback given to students based on this report is also shown in **(Annex_E_79.2020 Oct 28_Prep School Survey Report Feedback to Students).**

Quality, originality and innovation in all aspects of the university life ranging from education, research, societal contribution, university facilities, service to the community with its internal and external stakeholders are valued, so as the AGU's managerial and administrative processes. Quality work of management and administration is carried out dynamically and regularly with all the academic and administrative units. Regular meetings are held with all the units with the aim of producing applicable results to improve quality in all areas. The relevant and important internal or external stakeholders are invited to the meetings. The first round of meetings generally starts with the identification of problems that affect/distort the quality in the related area, and these meetings continue until the problems are identified. When the problem identification phase is over, then the solution seeking meetings follow. At the end of these meetings, generally a task force is established or an existing commission is given responsibility to go over the problems and take necessary actions as proposed during the meetings. In the meantime, usually one person in the same task force or commission is asked to conduct surveys and/or to carry out focus group studies about the quality of the related process to help measure the quality. Later on, the task force or the related commission is called to give a presentation about the actions taken, surveys and/or focus group studies carried out, and the observable improvements obtained after the implementation of the proposed actions. According to the feedbacks coming from these actions, extra quality improvement measures are taken.   That is to say, the PDCA cycle is closed in all processes and in all the administrative units as well.

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

The management model and administrative structure

Maturity Level: The practices related to the management and organizational structure of the institution are monitored and improved.

Evidence

- Annex_E.1_AGU_2020_Revised_Organizational_Structure.pdf
- Annex_E.2_AGU_2020_Commission_Board_Committee_Lists.pdf

Process Management

Maturity Level: The institution follows up its process management mechanisms and makes improvements with input from relevant stakeholders.

Evidence

- Annex_E.3_Unit Quality Commision Directive sent to the units by the Rector.pdf
- Annex_E.4_Unit Quality Commissions.pdf
- Annex_E.5_ENGNRNG Self Evaluation Rprt-2020.pdf

- Annex_E.6_PREP School Self Evaluation Rprt-2020.pdf
- Annex_E.7_Focus Group Meeting Minutes.pdf
- Annex_E.8_Creative Hub Meeting Minutes.pdf
- Annex_E.9_Focus Group Meeting Minutes.pdf
- Annex_E.10_Online Education Evaluation Meeting Minutes.pdf
- Annex_E.11_Online Education Evaluation Meeting Minutes.pdf
- Annex_E.12_Online Education Evaluation Meeting Minutes.pdf
- Annex_E.13_Online Education Evaluation Meeting Minutes.pdf
- Annex_E.14_Prep School Online Education Evaluation Meeting Minutes.pdf
- Annex_E.15_University Promotion Strategy Determination Meeting.pdf
- Annex_E.16_Online Education Evaluation Meeting Minutes.pdf
- Annex_E.17_Online Education Evaluation Meeting Minutes.pdf
- Annex_E.18_Online Education Evaluation Meeting Minutes.pdf
- Annex_E.19_Prep School Online Education Evaluation Meeting Minutes.pdf
- Annex_E.20_Grad School Online Education Evaluation Meeting Minutes.pdf
- Annex_E.21_2020.03.11_Anncmnt by Rectorate to Stakeholders.pdf
- Annex_E.22_2020.03.14_Anncmnt by Rectorate to AGU Internal Stakeloders.pdf
- Annex_E.23_2020.03.17_Anncmnt by rector to Academics.pdf
- Annex_E.24_2020.03.18_Anncmnt by Library to internal stakeholders.pdf
- Annex_E.25_2020.03.20_Anncmnt by Rectorate to Academics.pdf
- Annex_E.26_2020.03.20_Anncmnt from Youth Factory to Students.pdf
- Annex_E.27_2020.03.21_Anncmnt by Rectorate to Academics.pdf
- Annex_E.28_2020.03.21_Anncmnt by Rectorate to Students about Oniline Education at AGU.pdf
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- Annex_E.31_2020.03.23_Anncmnt 01 by Online Edu Task Force_Answers to FAQ and Compiled List of Technology Tools.pdf
- Annex_E.32_2020.03.25_Anncmnt 02 by Online Edu Task Force_Updated Academic Calendar for Spring 2020.pdf
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- Annex_E.34_2020.03.27_Anncmnt 03 by Online Edu Task Force Webinar and Survey.pdf
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- Annex_E.36_2020.03.29_Student_Guide_to_Remote_Learning.pdf
- Annex_E.37_2020.03.30_Anncmnt 04 by Online Edu Task Force_Link in our web site related to remote learning.pdf
- Annex_E.38_2020.04.05_Anncmnt 05 by Online Edu Task Force Zoom Meeting Related Issues.pdf
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- Annex_E.40_2020.04.13_Anncmnt by Online Edu Task Force_ Spring 2020 Grading System Senate decision regarding the grading system in Spring 2020.pdf
- Annex_E.41_2020.04.15_Anncmnt 07 by Online Edu Task Force_New rules about the use of zoom.pdf
- Annex_E.42_2020.04.19_Anncmnt 08 by Online Edu Task Force_Alternative assessment methodologies for student performance.pdf
- Annex_E.43_2020.04.22_Anncmnt 09 by Online Edu Task Force_Challenges for Higher Education in the era of Covid19 Transition to online education from the facetoface F2F teaching Webinars.pdf
- Annex_E.44_2020.04.23_Anncmnt 10 by Online Edu TAsk Force_Providing the link to the video recordings of online sessions in CANVAS and Schoology.pdf
- Annex_E.45_2020.05.04_Anncmnt by Online Edu TAsk Force_Webinar Transition from the facetoface teaching to online education.pdf
- Annex_E.46_2020.06.05_Anncmnt 11 by Online Edu Task Force_Summer School.pdf
- Annex_E.47_2020.06.11_Anncmnt by Online Edu Task Force to faculty and students Conversion of Grades to S and U Notların S ve Uya dönüştürülmesi.pdf
- Annex_E.48_2020.06.12_Anncmnt by Online Edu Task Force to Students_Summer school regulations.pdf
- Annex_E.49_2020.06.13_Anncmnt 13 by Online Edu Task Force_Single course exam.pdf
- Annex_E.50_2020.06.14_Anncmnt 14 by Online Edu Task Froce_Summer School Fees.pdf
- Annex_E.51_2020.06.28_Anncmnt by Online Edu TAsk Force_COVID 19 Remote Teaching Experience at AGU Survey.pdf
- Annex_E.52_2020.08.21_Anncmnt by Online Edu TAsk Force_Message sent to the students.pdf
- Annex_E.53_2020.09.11_Anncmnt by Online Edu TAsk Force_Seminar Series called Learning Together is on the way.pdf
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- Annex_E.56_2020.09.20_Anncmnt by Online Edu TAsk Froce_After the Learning Together IV.pdf
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- Annex_E.58_2020.09.23_Anncmnt by Online Edu Task Force_Postsession survey for Learning Together II.pdf
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- Annex_E.61_2020.09.28_Anncmnt by Online edu Task Force_Learning Together IV on Assessment 29 Sep 2020 3pm.pdf
- Annex_E.62_2020.09.29_Anncmnt by Online Edu Task Force_Aligning outcomes assessments and instruction.pdf
- Annex_E.63_2020.09.30_Anncmnt by Online Edu TAsk Force_Learning Together V Oct 1 2020 3PM.pdf
- Annex_E.64_2020.10.01_Anncmnt by Online Edu Task Force_Learning Together V post event.pdf
- Annex_E.65_2020.10.02_Anncmnt by Online Edu Task Force_Several video recording and editing tools.pdf
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- Annex_E.67_2020.12.28_Anncmnt by Online Edu Task Force_Alternative assessment of student performance.pdf
- Annex_E.68_2017 Senate Decisions to Improve the Quality in Various Aspects.pdf
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- Annex_E.75_2017-2020 Faculty of Managerial Sciences Board Decisions.pdf
- Annex_E.76_2017-2020 Faculty of Humanity and Social Sciences Board Decisions.pdf
- Annex_E.77_2017-2020 School of Foreign Languages Quality Improvement Activities.pdf
- Annex_E.78_2020 Oct 28_Prep School Survey Report.pdf
- Annex_E.79_2020 Oct 28_Prep School Survey Report Feedback to Students.pdf

2. Resource Management

E.2. Resource Management

There are 243 faculty and 164 administrative staff, servicing 2239 undergraduate and 237 graduate students in the university. University has human resources management policies, which define rulesets and regulations of administrative and academic units. Academic and administrative roles, rights and work-flows are clearly described and published online on related department webpages to ease the local and public access. (http://flns.agu.edu.tr/idari-teskilat-semasi, http://flns.agu.edu.tr/isakisi)

AGU uses digital platforms to follow data, works, and flows, and communicates digitally with its staff, local-national-international stake holders and authorities. All official writings and acts are tracked and archived by Electronic Document Management System (EBYS in Turkish); Personal data of the staff are saved and monitored by *Netiket* and *HITAP*; Academic data is followed by *YOKSIS*; and all staff activities are reviwed by *E-UYGULAMA - E-BÜTÇE* applications.

AGU follows an open, fair and transparent process for recruiting new academics. Minimum criteria were set objectively and measurably for the appointment and promotion of academics considering a minimum quality threshold between different faculties, developed based on academic interests and professional competences. They are available on AGU (http://www.agu.edu.tr/userfiles//Personel%20Daire%20Başkanlığı/AGÜ_Akademik_Yükseltilme_ve_Atan.pdf) and Counsel of Higher Education's (CoHE) website (https://www.yok.gov.tr/Documents/Akademik/AtanmaKriterleri/abdullah_gul_kriter.pdf).

The university asks the applicants to submit a cover letter, statement of teaching, statement of research, statement of contribution (to the institution, academic field, and the society), to give a public seminar in one's research field all in English. AGU follows an open, fair and transparent process for recruiting and promoting academics. Departments are asked to hire new staff by monitoring their human-resource capacities with bottom-up approach. (http://www.agu.edu.tr/userfiles//Fuarlar/GSES/90.pdf, Yardımcı Doçent Atama İş Akış Şeması, Araştırma Görevlisi Alımı İş Akış Süreci)

Research Assistants and Faculty are reviewed with their Faculty Academic Reports (FAR) not only with their training and research activities but also societal impact and professional service to their field. While Assistant Professors are reviewed biannually (Görev Süresi Uzatma İş Akış Süreci), Associate and Full Prof positions are granted based on the objectively and measurably set appointment and promotion criteria mentioned before (https://www.yok.gov.tr/Documents/Akademik/AtanmaKriterleri/abdullah_gul_kriter.pdf). AGU also promotes all faculty with *Academic Promotion Payment (YÖK Akademik Teşvik Ödeneği)* according to the national announced rules and regulations. All applicants are announced publicly on AGU's web site with their gradings to foster academic impact. Training performance of the faculty is also monitored with the course evaluation surveys, which is also used in academic recruitment process and promotion.

AGU has adopted a participatory management structure in its departments. In this regard, almost all decisions regarding the assignment of duties and responsibilities to academic and administrative personnel are made in the meetings with the participation of personnel. Fairness, transparency, and workload balance are observed in all assignments. As an example, Department of Industrial Engineering is using project management software, Trello Application, which is accessible by all personnel for assignments. AGU follows national rules and regulations for recruiting administrative staff with high qualifications regarding foreign languages and the services they will perform. (Görevlendirme İş Akış Süreci, http://www.agu.edu.tr/userfiles//Fuarlar/GSES/AGU%CC%88_FBE_Personel_Go%CC%88rev_Dag%CC%86%C4%B1l%C4%B1.pdf)

In order to ensure that education, research and societal impact are carried out at the highest level; plans to provide high level and quality of canteen, cafeteria, physical sports, and other social and cultural services are made and the related infrastructures are prepared for the motivation of employees and students. AGU also provides English Language courses to its administrative staff to develop their English language skills for them to better communicate with both international students and staff for a better international environment. (http://www.agu.edu.tr/haberler/4572/AG%C3%9C%E2%80%99de%20Hizmeti%C3%A7i%20E%C4%9Fitim..., http://www.agu.edu.tr/userfiles//Fuarlar/GSES/Kat%C4%B1l%C4%B1m_Sertifikalar%C4%B1.pdf)

AGU organizes surveys about daily life on campus, lunch-meal selection or accessibility to the resources periodically to improve all the related services. AGU has a systematic contact with its all stake-holders to monitor its service and improve its quality with surveys and meetings. (http://kalite.agu.edu.tr/ic-paydas_rpr)

After Covid-19 pandemic, AGU is servicing distance education and structured part-time administrative service, and using digital systems and applications in all service fields. Distance education is supported not only with video conference and meeting applications such as Zoom, learning management systems such as Canvas in undergrad and grad programs, and Schology in School of Foreign Languages, but also with brainstorming or teamworking applications like Mural, Miro or Padlet. All applications are selected with a common mind set and decision of faculty and students after many dense meetings right after the first weeks of lock-down. AGU also announced distance education regulations on its web page and re-structure content, delivery and assessment methodology of all courses and has been performing since March 23. AGU has been organizing trainings to its faculty to increase their training performance and introduce new and contemporary applications in top-tier universities periodically. AGU has also established meetings for students on career development, peer integration or personal assistance in pandemic situations. Administrative staff has also been trained on active administration systems and communication. There have been various online activities to support personal and career development of faculty, students and administrative staff, and university-wide communication and integration. Distance education of AGU was announced as the most active and student-friendly application in Turkey by Uni-Ar with a national-wide survey, on May 2020. (http://www.yuksekogretim.org/Port_Doc/YOD_2020002/YOD_2020002006.pdf)

AGU is provided an allowance every year from the central budget. These allowances are divided among faculties and other units according to their needs. For this issue, the university administration conducts preparations to distribute allowances fairly and efficiently. Financial resources are managed and distributed among the Rectorate, faculties, schools, institutes, the office of the secretary general in a manner enabling maximum budget performance and increasing the university's education, research and societal impact outcomes.

Department of Administrative and Financial Affairs tracks, monitors and executes all purchasing requests of academic and administrative units. (https://imid-tr.agu.edu.tr/uploads/word/Taşınır_Mal_veya_Satınalma_İstek.docx). The department shows utmost attention to comply with the state and regulations, and announces every auction track in its web page, in a transparent manner. (https://imid-en.agu.edu.tr/mevzuat, https://imid-tr.agu.edu.tr/ihale. The budget performance results of and the summary of auctions carried out by the department are attached.

·   **(Annex_E.80_Department of Administrative and Financial Affairs Budget Application Results), (Annex_E.81_Department of Administrative and Financial Affairs Summary of Auctions)**

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

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

AGU uses detailed regulations and work-flow-charts for every expense and payment (income/budget planning and executing, chattel transactions, duty-allowance, accounting-management) in its academic and administrative units. (Bütçe Planlama İş Akış Süreci, Geçici Görev Yolluğu İş Akış Süreci, Geçici Görev Yolluğu Yurt Dışı İş Akış Süreci, Sayım ve Devir İşlemleri İş Akış Süreci, Sürekli Görev Yolluğu İş Akış Süreci)

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

Human resources management

Maturity Level: The institution follows up its human resources management practices and makes improvements with input from relevant stakeholders.

Management of financial resources

Maturity Level: The institution monitors and improves its financial resources management processes.

Evidence

- Annex_E.80_Department of Administrative and Financial. Affairs Budget Application Results.pdf
- Annex_E.81_Department of Administrative and Financial Affairs Summary of Auctions.pdf

3. The Information Management System

E.3. The Information Management System

AGU has various information systems established to collect, analyze and report data on activities and processes. It continues its different initiatives for an institutional quality information system in order to improve quality processes by integrating these systems. These initiatives are designed to consider the needs of different departments and units and supported by information systems. There are many integrated Information Management Systems used in AGU and are listed below.

E.3.1. Integrated Information Management System

The UIS Bologna Module is used as the student information system. With this system, the following information can be accessed: students' demographic information, courses, and grades took, success status, course catalog information, curriculum, course content, course objectives, learning outcomes, course policy, participation policy, copy policy, learning activities, course load, weekly schedule, assessment policy, course and program learning outcome matrix information. Faculty members submit their lecture notes through this system and academic advisors can follow the information of their students through this system. In this way, all relevant information is digitized and made available online to relevant stakeholders.

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

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

Education and training activities are carried out in the language school with the SCHOOLOGY, management system of student learning.

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

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

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

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

Different information management systems are used at the institution to collect data regarding different activities and processes, analyze those data, and create reports. These systems run as stated in previous internal evaluation reports. Key performance indicators to be followed by the institution are collected and shared with the relevant faculty, school, Office of the Secretariat General, departments, offices, centers, boards, committees, and commissions via the information management systems. Various information management systems are effectively used to collect information about performance indicators for the quality mechanisms and decision-making processes of office heads. The information management systems used by offices to collect data differ. These systems are given below.

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

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

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

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

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

On the other hand, for the digitalization and open access of the outputs related to the education, research, societal contribution, and administrative activities of AGU, a DSPACE web portal was put into effect in 2019.

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

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

AGU is working on AGU-wide critical information collection, digitalization and open access issues to provide a better service to the internal and external stakeholders. Different data collection and digitalization meetings are carried out at different times. Subcommittees are established to tackle down the problems in different subtitles such as education, research, societal contribution, and administration. The committees are working on the strategic roadmap for collecting critical information, digitalization, and open access issues.

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

Samples of Evidences

- https://uis.agu.edu.tr/buis/Login.aspx
- https://agu.schoology.com/login?&school=49890877
- https://canvas.agu.edu.tr/login/canvas
- https://avesis.agu.edu.tr/
- https://apsis.agu.edu.tr/Default2.aspx
- https://ebys.agu.edu.tr
- http://www.agu.edu.tr/userfiles//Yaz%C4%B1%20%C4%B0%C5%9Fleri/ebysyonergesi.pdf
- https://ebys.agu.edu.tr/enVision/Login.aspx
- https://mys.hmb.gov.tr/login
- https://muhasebat.hmb.gov.tr/kbs-uygulamalar
- http://openaccess.agu.edu.tr/xmlui/
- https://www.kbs.gov.tr/gen/login.htm

- http://files.agu.edu.tr/lab/
- http://www.agu.edu.tr/userfiles//Yaz%C4%B1%20%C4%B0%C5%9Fleri/2019senato9.pdf

There are a number of applications in order to protect the confidentiality, integrity, and accessibility of information. Systems are operated with a security layer solution that only authorized personnel (academic/administrative) can access within the institution and can enter or query data according to their authority, and data confidentiality and security are ensured. Each office is responsible for the security, confidentiality, and reliability of the data they collect. Office managers train their staff on this issue. Information security is also ensured by checking the accuracy of official correspondence via e-government and measures such as holograms etc. in official student documents. Thanks to departments, offices, boards, committees, and commissions, corporate memory is preserved and sustainability is guaranteed.

In addition, the Personal Data Protection Commission (KVKK) has been established in order to define and make the personal data protection processes such as personal data storage, anonymization, and destruction policy.

In addition, the Information Technology Services Department logs activities on Information Security, Threats, and Event Management servers and network systems. In case of intervention to information management systems, activities that violate security, confidentiality, and reliability, the logs are analyzed retrospectively. IP, time, location of intervention and affected systems are determined to initiate the necessary investigation. In the same unit, information security, threats, and activity management practices are followed in order to protect the university website and information management systems against cyber attacks. Practices to ensure information security and reliability in the institution are systematically monitored and measures are taken by evaluating the results of the monitoring together with the stakeholders.

The integrated information management system

Maturity Level: The institution monitors and improves the integrated information management system.

Information security and reliability

Maturity Level: The practices providing information security and reliability in the institution are monitored and improved.

4. Support Services

University wide support services are planned, coordinated, and executed by the the General Secretariat and connected 8 administrative departments under the supervision of Rector and Vice Rector responsible from the administrative and financial affairs. The utmost attention and care are shown to provide fast and high quality services to support university's education, research, societal contribution and management services. The main goal of support services is to facilitate the best office, best lab, best classroom, best university physical and IT infrasturcture, best health, sports and cultural facilities and ecosystem needed by the internal and external stakeholders of the university. Other than the 8 administrative departments connected to the General Secretariat, some other offices established by the rectorate such as Dean of Students, International Office, Career Office, Youth Factory, Phsycology-Consultation-Guidance Office help assisting the need of students, find solutions to the specific problems that some students face in respected fields.

As of March 13, 2020, the date when Covid-19 was officially detected in Turkey and the education is given a temporary break, AGU students were immediately sent to their homes next to their families and they are not allowed to stay at university dormitories except international students who could not go back to their home countries and wanted to stay at dormitories. Since the students sent to their homes could not come back to the campus for a long time; all the materials and belongings of the students who were staying at the dormitories previously were collected, packed and moved to an appropriate warehouse. During the process; the materials of the female students were packaged by the female staff and the materials of the male students were packaged by the male staff. For the purpose of service quality, all the operations were recorded by the camera and the related photos were shared with the students.

For the international students who could not return to their home countries during the pandemic, appropriate accommodation were provided in the dormitories. All the materials such as quilts, pillows, bedding sets, sheets, mattresses, pillowcases, beds and sofa sets in the common areas in the dormitories have been disinfected by a washing service purchased.

After 2 to 3 weeks temporary break due to the Covid-19 hit, when the education has been given a restart, all the education had to be conducted online for an undetermined period of time. Among the alternatives, the ZOOM platform has been selected as the online education interface platform. Eventhough there was a free version of the ZOOM platform which can be used by any individual for a 45min long meeting with up to 100 users limitation per meeting; a need has been foreseen and licenced version of ZOOM has been procured for 100 lisenced simultanous meetings accross the universitywith 500 users per meeting and without any time limitations. This procurement has been done with a fast rectorate directive and an action of IT department to meet the urgent online education needs of the university. Thus, any possible ZOOM platform usage blockade due to intensive ZOOM usage interest during the Covid-19 pandemic conditions has been prevented. Thus, the distance education is supported with the ZOOM platform uninterruptedly with the proper tools for video conferencing, document sharing, recording, chatting, breakout room applications.

Due to coronavirus epidemic; required amount of disinfectant complied with the standards (Maximum of 250 ml of Hydroalcoholic antiseptic solution in one-liter packages with an at least 60% alcohol ratio) was purchased and put into use accross all the units of the university. When it was understood that disinfectants were causing dry hands, the disinfectants with glycerin content whose standards are stated in **Annex_E.82_Disinfectant Purchasing Conditions**and **Annex_E.83_Disinfectant Technical Specification** were purchased

The required amount of disinfection services against viruses, harmful insects and bacteria have been procured for al l t h e administrative buildings and accommodation units at AGU Sümer Campus, Student Village and Osman Ceylan guesthouse. Moreover; twice a month spraying service with a BIOCIDAL products has been applied over a yearly service procurement. Certificates of those who apply sprayings (**Annex_E.84_Spraying Attachments**) and the technical specifications of sprayings **(Annex_E.85_Spraying Technical Specifications)**are all questioned during purchasings. Similarly; the carpets, sofas and beds used in the dormitories are given to cleaning services **(Annex_E.86_Carpet, Sofa, Bed Cleaning Service Procurement Tecnical Specifications)**and transportation service vehicles are also regularly disinfected **(Annex_E.87_Transporting Service Cleaning Service Procument Techical Specifications)** during this era.

On the other hand; after the meetings held with the administrative personnel of the faculties, institutes and the schools; a need arised for a software extension module for the NETIKET Personnel Information System which takes care the additional course entry beyond the minimum course requirement set as salary correspondence. This software extension eases the follow-up of additional courses given by a faculty in different faculties/institutes/schools and leaves taken by the faculty automatically. So, additional course module was purchased and integrated into the NETIKET Personnel Information System, and the related personnel were trained about the module.

Suitability, quality and continuity of goods and services

Maturity Level: Mechanisms that ensure the suitability, quality and continuity of services and goods are monitored in the institution and are improved by the feedback of relevant stakeholders.

Evidence

- Annex_E.82_Disinfectant Purchasing Conditions.pdf
- Annex_E.83_Disinfectant Technical Specification.pdf
- Annex_E.84_Spraying Certificate Attachments.pdf
- Annex_E.85_Spraying Technical Specifications.pdf
- Annex_E.86_Carpet, Sofa, Bed Cleaning Service Procurement Tecnical Specifications.pdf
- Annex_E.87_Transporting Service Cleaning Service Procument Techical Specifications.pdf

5. Public Disclosure and Accountability

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

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

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

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

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

Non confidential board decisions of the units are shared in their web pages.

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

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

Samples of Evidences

- http://www.agu.edu.tr/ for Abdullah Gul University (AGU) main web page
- http://www.agu.edu.tr/facultiesanddepartments for faculties and departments web pages
- http://mf.agu.edu.tr/ for engineering faculty web page
- https://hssw4.agu.edu.tr/ for humanities and social sciences faculty web page
- http://arch-en.agu.edu.tr/ for architecture faculty web page
- http://fms.agu.edu.tr/ for managerial sciences faculty web page
- http://flns.agu.edu.tr/ for life and natural sciences faculty web page
- https://besyow4.agu.edu.tr/ for physical education and sports school web page
- http://languageschool.agu.edu.tr for foreign languages school web page
- http://fbe.agu.edu.tr for graduate school web page
- https://www.facebook.com/AbdullahGulUNV for AGU's facebook account page
- https://twitter.com/aguhayalim/ for AGU's twitter account page
- https://www.instagram.com/aguhayalim/ for AGU's instagram account page
- https://www.youtube.com/channel/UCqokHApAfpxT_atE9mrBYwA for AGU's youtube account page
- https://www.flickr.com/photos/aguhayalim for AGU's flicker account page
- https://www.facebook.com/aguarchitecture for architecture faculty facebook account page
- https://twitter.com/archagu for architecture faculty twitter account page
- https://twitter.com/aguinsantoplum for humanities and social sciences faculty twitter account page
- http://flns.agu.edu.tr/fakulte-yonetim-kurulu for life and natural sciences faculty executive board decisions page
- http://flns.agu.edu.tr/faaliyet-raporu for life and natural sciences faculty administrative activity report page
- http://strateji.agu.edu.tr/raporlar for Abdullah Gul University administrative reports,
- http://mf.agu.edu.tr/mf-activit-report for Engineering Faculty administrative reports,
- 2020 Yılı Abdullah Gül Üniversitesi Fen Bilimleri Enstitüsü Faaliyet Raporu for Graduate School administrative reports

Public Disclosure and Accountability

Maturity Level: The institution operates public disclosure and accountability mechanisms in line with its defined processes.

CONCLUSION

The institution has passed an external evaluation in 2017 and an external monitoring in 2020 for the first time since its establishment.
In the 2020 Monitoring Program Report, the following strengths and weaknesses were identified under the "**Quality Assurance System**" title:

Strengths in Quality Assurance System:

1. The Institution has determined and revised its vision, mission, values, quality policies, and the aims, objectives, and performance indicators of the strategic plan.
2. The Institution has defined university-specific Plan-Do-Check-Act cycles for Quality Assurance, Education, Research, Management, and Societal Contribution.
3. There exists a dynamic and experienced Senior Management who follows, supports, and contribute to the international higher education quality culture.
4. All academic and administrative personnel from the operational level to the strategic level participate in all efforts to create a quality assurance sytsem with commitment.
5. External stakeholders participate in some committees (Education, Strategic Planning, Research Support) and contribute to the Quality Assurance System.
6. The university has international students and faculty members; academic personnel and students have been abroad through exchange programs, trainings, and internship programs; many international students and faculty members have visited the university.

7. For the purposes of internationalization, the medium of education is English, the university provides support to faculty members to advance their teaching skills in English, SAT and TOEFL exam centers exist in the campus, the Language School gives high quality English education
8. The University has achieved its goals regarding to be placed in international rankings.

Of these strengths, 1, 2, 6, 7 and 8 are new strengths. The other strengths, namely 3, 4 and 5 were also stated in the 2017 External Evaluation Report.

Weaknesses in Quality Assurance System:

1. The university is to disseminate the quality processes to all academic and administrative unitss, diversifying and turning them into an institutional culture.
2. The university needs to run Plan-Do-Check-Act cycles for Quality Assurance, Education, Research, Management, and Societal Contribution and implement improvements systematically.
3. The university is to use the feedback from monitoring, evaluation, and improvement activities within the quality assurance system for enhancing the processes.
4. Academic and administrative units need to prepare their strategic plans by establishing necessary connections with the institutional strategic plan.
5. The university needs to improve the institutional system for data collection, goal setting, and monitoring activities in the context of strategic plan.

Even though there are some improvements in some items compared to those stated in the 2017 External Evaluation Report, all activities in general need to be conducted systematically. For example; although setting up and running PDCA Cycles in all activities, open statement of relations among the processes, check and act stages were weaknesses in the 2017 report, running and implementing improvements in PDCA Cycles and improving the institutional system for data collection, goal setting, and monitoring activities are stated as weakness in the 2020 report.

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

Strengths in Education:

1. The students' acquiring the awareness to provide "solutions for global problems", "transdisciplinary research culture", "skills to carry out team working", "societal contribution" with a learning centered approach in compulsory courses that students from all programs take together and set-up joint teams,
2. The starting a pilot application of modular program where three dimensional curriculum approach (Personal Development Path, Glocal (Both Global and Local) Issues Path, Professional Development Path) is embraced within the innovative university design in the institution
3. Institutional development of new internship programs with industrialists and employers and institutional support and contribution given to the national and international internships of students,
4. Having an awareness towards program accreditation
5. Carrying out learner centered education with various application methods of institution
6. Providing the opportunity of getting a "Non-Academic Transcript" which lists the extracurricular social, cultural, artistic and sportive activities besides the academic transcript which is given to the graduating students, and encouraging the students to participate in such activities and documenting the basic qualifications that they acquire
7. Carrying out effective orientation programs for new entry students to better adapt them to the university and city; arranging "Peer to Peer Guide" programs with senior students for the new entry students to better adapt them to the university, and providing "Career Adviserships" for the students by arranging cooperation protocols with NGOs.
8. Having R&D project experienced, prized, young and dynamic faculty members with overseas Ph.D. degrees
9. Support given to successful faculty members by AGU Foundation; raising entrance success ranking rates of students by providing various scholarships (housing, computer, education at USA, etc.) by AGU Foundation
10. Giving "Prize for Innovative Teaching" and "Prize for Excellence in Teaching" prizes annually to faculty members to promote good examples in teaching.
11. Carrying out and supporting personal development activities for students such as psychology counseling guide, housing, catering services, social, cultural and sportive activities
12. Collecting a comprehensive and systematic institutional alumni info of graduates such as job placement and continuing education

Of these strengths, 2, 4, 10 and 12 are new strengths. The other strengths, namely 1, 3, 5, 6, 7, 8, 9 and 11 were also stated in the 2017 External Evaluation Report.

Weaknesses in Education

1. Making measurements and evaluations within the continuous improvement cycle, analyzing the results and making the necessary concrete improvements and sharing them with stakeholders
2. Training of trainers and measuring the effectiveness of trainings, especially in relation to quality processes, in line with the strategic objectives of the institution
3. Systematically monitoring and evaluating Program Outcomes and TYYÇ relationship results
4. Developing different measurement and evaluation methods to determine the achievement of Program Educational Objectives and Program Outcomes, and periodic monitoring

Of these weaknesses, 1 and 2 are old weaknesses stated in the 2017 External Evaluation Report. Some of the weaknesses mentioned in the 2017 External Evaluation Report are not listed in the above weaknesses in 2020 Monitoring Report. Instead, 3.B.W and 4.B.W shows some improvements compared to the weaknesses stated in the 2017 External Evaluation Report.

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

Strengths in Distance Education:

1. Effective planning of the pandemic process of the Institution with the prediction that "space and time constraint in education will be lifted" and announcement of the decisions to students and staff via WhatsApp, e-mail and web page
2. Usage of synchronous / asynchronous methods in distance education, instructors' usage of active learning approaches and tools such as Sli.do, Mural, Mentimeter and Kahoot
3. Providing seminars (course design; use of digital technology; online teaching methods; measurement and evaluation); continuous technological and pedagogical support for instructors; providing iPad and licenced ZOOM platform for faculty members
4. Giving students some rights and supports (withdrawal from the course, recognition of pass/fail status instead of letter grade, computer and internet support, research permission in laboratories for graduate students)
5. Sharing the video recordings recorded in the real laboratory medium, and obtained data, analysis and interpretation with the students in the laboratory and project lessons; redesigning the lab and project lessons that require hardware by means of digital tools, software and simulations to allow students to practice
6. Research for the Covid-19 epidemic and its effects by the institution researchers by means of projects they have prepared
7. Following the professional, social and psychological developments of students in the Covid-19 period through online activities
8. Preparing a report called "AGU's Response to Covid-19" which describes the management of the pandemic period and effective distance education practices

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

new strengts for AGU in Distance Education.

Weaknesses in Distance Education:

1. Determining the measures to be taken to prevent the copy events that may occur during the online-exam, homework, project etc. practices
2. Completion of the adaptation process of the distance education processes to KVKK (Personal Data Protection Law)

The above weaknesses all are new to AGU as well as to all universities due to the Covid-19 pandemic conditions and the necessity of running courses and exams remotely.

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

Strengths in Research and Development:

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

Of these strengths, 2, 3, 4, 5 and 6 are new strengths. The other strengths, namely 1, 7 and 8 were also stated in the 2017 External Evaluation Report.

Weaknesses in Research and Development:

1. Reviewing the effectiveness and efficiency of research results and ensuring their continuity and quality assurance
2. Providing faculty members more time to spend on research by increasing the number of faculty members and reducing the burden of education.
3. Making improvements in order to eliminate the problems in the employment of potential international researchers due to obstacles such as the "ratio to the number of personnel in the Institution" criterion regarding the employment of foreign personnel.

The some of the weaknesses stated in the 2017 External Evaluation Report related to TTO Personnel and processes, the widening of laboratory spaces and laboratory safety now have become strenghts in the 2020 Monitoring Report. The above weaknesses were also stated in the 2017 External Evaluation Report where there is nothing that AGU can do to improve the last item as it relates to CoHE (YÖK) and there is some that AGU can do to improve the second item if AGU can find high quality faculty members who wants to work with AGU at Kayseri rather than at other top universities in Istanbul, Ankara or Izmir.

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

Strengths Societal Contribution:

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

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

Weaknesses in Societal Contribution:

1. In line with the mission of AGU Socio-Technical University, bringing an increasing cooperation with stakeholders into life, improving and sustaining the works aimed at measuring and monitoring the social impact more reliably by structuring social contribution activities in the light of workshops carried out
2. Reviewing social contribution processes and results in terms of efficiency and productivity, taking necessary measures to ensure the sustainibility of successful results
3. Developing the cooperation carried out with stakeholders further regarding the societal contribution and monitoring the results considering the goals and the potential of the institution.
4. Monitoring the activities of the Social Contribution Commission and making improvements

There were no weaknesses stated in the 2017 External Evaluation Report related to this title since there was no Societal Contribution title in that report. All of

the above weaknesses are new weaknesses for AGU in Societal Contribution title.

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

Strengths in Management System:

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

Of these strengths, the last 7 strengths are new strengths. The top two strengths were also stated in the 2017 External Evaluation Report.

Weaknesses in Management System:

1. Efforts to disseminate and diversify the quality management system and quality assurance practices to all academic and administrative units and make them a corporate culture
2. Taking measures to increase the number of respondents to satisfaction surveys and resulting improvements by handling the survey results
3. Elimination of deficiencies in job descriptions, task distribution and complaint process management related to human resources management
4. Preparing integrated reports by making financial reporting more functional by associating it with the objectives of the institution to be able to monitor the various objectives of the institution and provide better financial support
5. The integration of information systems (UIS, Schoology, Canvas, AVESİS, BAPSİS) used for different purposes and the establishment of an institutional quality information system that will provide comprehensive analysis of information related to quality processes has not yet been completed.
6. Saving time and staff by preparing a common database for activities such as YOKAK evaluation, ISO 9000 certification, EFQM external assessment, EUA assessment
7. Regularly reviewing the performance indicators used to increase their usefulness to strategic decision making processes and to check their validity.
8. Removing the shortcomings in issues related to digital transformation activities in the fields of education, research, etc. such as how to monitor the progress and effectiveness obtained and how to deal with the problems to be encountered (risk management).
9. Making improvements in the supplier management system by reshaping it and considering the SDGs beyond the legal framework to provide additional benefits in terms of social and environmental objectives while ensuring the quality service
10. Reviewing the process of informing the public in general within the framework of a communication plan to be formed during the Covid-19 period.

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

Under the "A. Quality Assurance System" title; there are 4 subtitles in the YÖKAK ISER (Institutional Self Evaluation Report) entry interface. These are 1. Mission and Strategic Goals, 2. Internal Quality Assurance, 3. Stakeholder Participation, and 4. Internationalization. Under these subtitles; there are total 11 measures where quality assurance system maturity level is measured. The explanations and evidences entered to the report under the Quality Assurance System title covers the activities held under these subtitles.
Considering the feedback for the 2019 Internal Evaluation Report from YOKAK and 2017 External Evaluation Report, a university-wide effort was initiated to redefine all processes including internal evaluation process in a structured way and prepare a Quality Processes Manual. In this context, (1) the Quality Committee was restructured to include personnel who can spare more time for quality processes, (2) academic and administrative units formed their unit-level quality commissions, (3) policy documents regarding Education, Quality Assurance, Management, Research, and Societal Contribution were revised and announced on the Quality Committee's web site, (4) academic and administrative units prepared their internal evaluation reports, (5) trainings regarding quality processes were planned for academic and administrative personnel, (6) main processes with regard to Education, Quality Assurance, Management, Research, and Societal Contribution were identified, (7) satisfaction surveys for internal and external stakeholders were prepared and implemented, and (8) administrative and academic units started preparing their strategic plans, and (4) Plan-Do-Check-Act cycles for main processes were defined and time schedule for main activities was prepared. The goal is to finalize Quality Processes Manual in 2021. The manual is going to define how to measure, monitor, evaluate, and improve all processes. It will also define interrelationships between the processes and how the feedback from external and internal stakeholders will be incorporated into the continuous improvement cycle. The activities to disseminate the quality processes to all academic and administrative offices will continue in 2021.

Under the "B. Education" title; there are 6 titles in the YÖKAK ISER (Institutional Self Evaluation Report) entry interface. These are 1. Design and Approval of Programs, 2. Admission and Progress of Students, 3. Student Centered Learning, Teaching and Assessment, 4. Academic Staff, 5. Learning Resources, and 6. Auditing and Updating of Programs. Under these subtitles; there are total 21 measures where education maturity level is measured. The explanations and evidences entered to the report under the Education title covers the activity range held under these subtitles.
AGU redesigned all the courses according to the requirements of online education environment, according to COVID-19 pandemic after March 2020. University reconsidered all the course policies and adopted all programs to distanced education with synchronized and asynchronized applications, and declared their online education policies. In 2020 two new programs, Psychology at the Faculty of Humanities and Social Sciences in undergraduate and Master of Policy Analytics in Global Issues at Graduate School of Engineering and Science in graduate were opened at AGU, with following the rules determined by the university regulations, Turkish Higher Education Qualifications Framework (THEQF) and European Network for Quality Assurance in Higher Education (ENQA) standards.

The departments' program outcomes are determined in accordance with the university's strategic goals as well as THEQF Accord and announced at websites of each department. A new web site, bologna.agu.edu.tr, is being developed by Bologna Accreditation Committee and IT Department to make all program details much more visible from one domain.

AGU CELT (The Centre for Enhancement in Learning and Teaching) has continued its activities on supporting excellence in education. Education activities has been monitored periodically with inter and end semester anonymous student surveys and feedbacks from the faculty members. Due to the COVID-19 pandemic, focus was more on remote and online teaching. All observations, concerns and critiques were shared and evaluated in meetings with department chairs, faculty deans, heads of student-related administrative units, vice rectors, and the rector. Besides; the course and teaching team evaluations for each course took place every semester, and the overall performance of each course was reported to the related faculty member, department chair, dean, and the provost.

AGU renewed its Undergraduate Education and Evaluation Regulations after long discussion and critics sessions based on the student survey feedbacks and focus

group discussions. Criteria settings for Double Major (ÇAP) and Minor Programs have also been renewed.

During the pandemic; accommodation services have been provided to around 100 foreign students who have stayed in student dormitories and could not return to their home country due to the ban on international flights. All the needs of international students have been met by AGU staff. Quarantine blocks have been reserved for the health and safety of the students staying at AGU dormitories. Circulars issued weekly by the Ministry of Internal Affairs were regularly followed up, and the measures to be taken within the scope of the circulars were meticulously implemented.

AGU Barrier-Free Unit Committee has developed and announced Barrier-Free Unit Directive and Accessibility Report after evaluating the conditions in the campus to improve the current situation. At open areas of AGU Campus; necessary information and direction signs have been placed in order to enable disabled individuals to access buildings and other areas of use.

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

The AGU Career and Employability Office organized activities and meetings to improve students' vocational capacities and equip them with the skills they will need to find the most suitable job upon their graduation. In addition, Office initiated several mechanisms for alumni tracking. Office has established a "LinkedIn account" to track alumni and "AGU Alumni Student Club" to facilitate the relationship between the university and the alumni. Besides, an alumni section has been added in the AGU News Bulletin which has been distributed to the internal and external stakeholders.

Under the "C. Research and Development" title; there are 4 subtitles in the YÖKAK ISER (Institutional Self Evaluation Report) entry interface. These are 1. Research Strategy, 2. Research Resources, 3. Research Competence, and 4. Research Performance. Under these subtitles; there are total 12 measures where research maturity level is measured. The explanations and evidences entered to the report under the Research title covers the activity range held under these subtitles.
AGU has focused on producing high quality research outputs since its establishment and has defined itself as an innovative research university. AGU has established a common research policy with the participation of all academic units of the university, academic staff and external stakeholders (business and industry world, NGOs, public institutions), especially in relation to research processes. AGU's research focus in this sense has been determined as the "sustainability theme". The "17 Sustainable Development Goals" determined by the United Nations since 2018 have been placed on the basis of the policy as areas where AGU research projects must contribute. Accordingly; AGU has a research management focusing specifically on (1) health medicalbiotechnology, (2) energy, (3) smart systems, (4) societies and cities, (5) advanced materials, (6) innovation and entrepreneurship. Strategy has been determined and their links with the United Nations Sustainable Development Goals have been revealed. As the basic elements of the policy, it is expected that all research projects, including the theses carried out at AGU, will reveal their clear contributions to sustainable development goals. There is an established institutional system to measure, monitor, and evaluate research outputs and their societal impacts objectively and transparently with the contributions and assessments of internal and external stakeholders on a regular basis.
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. In addition, one of the high priorities of AGU is to integrate research activities at AGU with its education and societal contribution. In this regard, faculty members and research assistants are encouraged to establish start-up companies in regional technoparks, carry out R&D projects within university-industry cooperation, and submit technical papers or make presentations, including industrial partnerships. For a university who has started to receive its first students at 2013 and reached a student body of 2.547 as of now; 12 start-up companies from AGU are active in Technoparks, 9 of which have been founded by the faculty members and 4 of them have been founded by the research assistants to offer consultancy and carry out R&D projects with a positive contribution to the region as of 2020.

Under the "D. Societal Contribution" title; there are 3 subtitles in the YÖKAK ISER (Institutional Self Evaluation Report) entry interface. These are 1. Societal Contribution Strategy, 2. Societal Contribution Resources, and 3. Societal Contribution Performance. Under these subtitles; there are total 4 measures where societal contribution maturity level is measured. The explanations and evidences entered to the report under the Societal Contribution title covers the activity range held under these subtitles.
Innovatively adopting the new generation university vision and using it to strengthen its contribution to society, AGU looks always to increase its impact on society. AGU's social agenda consists of getting scholarly activities into human resource development, innovation, staying connected to society, and advancing knowledge for the general good. Driven by AGU's social impact mission and vision, its social impact approach has focused on producing solutions to global problems addressed by the UN's 17 Sustainable Development Goals (17 SDGs). In order to achieve these policy objectives, AGU established the Social Impact Commission (SI Commission) and its branches within each faculty under the authority of the Rectorate Office. These branches concentrate on how AGU's societal contribution policies have been implemented in their unit by developing various applications in accordance with the SDGs. AGU has budgeted for its social impact activities by transferring funds from the university budget and project funds. According to the strategic and economic priorities identified in AGU's 2017-20 Strategic Plan (pg. 56-66), the projects have all been performed using budgets from various programs such as BAP, TUBITAK, and EU. Through the SI Commission, AGU has been auditing its social impact performance in order to improve social contribution policies based on the SDGs. The SI Commission has established a performance audit model similar to the Turkish YÖKAK's PDCA cycle. The model focuses on scholarly activities, faculty implementations, administrative units, and the university's policies and applications. In terms of auditing various social impact activities, SI Commission uses a variety of auditing models, including research (e.g., "The Mind of a Researcher on Global Challenges"), administrative report evaluation, and short brief evaluation feedback. According to the AGU philosophy, universities are not just educational and research-oriented institutes, but should be leading players in the knowledge economy and involves people and various institutions in society. Therefore, even a single action of AGU aims to achieve sustainable development goals for 2030, and every effort is sought to be institutionalised for the sake of its quality for transferring knowledge to subsequent generations.

Under the "E. Management System" title; there are 5 subtitles in the YÖKAK ISER (Institutional Self Evaluation Report) entry interface. These are 1. Management and Structure of Managerial Offices, 2. Resource Management, and 3. Information Management System, 4. Support Services, 5 Public Disclosure (Transparency) and Accountability. Under these subtitles; there are total 8 measures where management maturity level is measured. The explanations and evidences entered to the report under the Management title covers the activity range held under these subtitles.
According to the needs and feedbacks received from the administrative units, commissions, boards and committees; the organizational structure of the university has been reviewed and restructured to raise the quality in all aspects.
To enable the quality assurance system applications to be widespread across all the academic and administrative units; each unit was asked to form its own unit quality commission and prepare its own unit's self evaluation report. This year, all academic and administrative units have prepared their own unit's self evaluation reports. All academic units are also asked to prepare 5-year 2021-2025 strategic plans by the end of third quarter of 2021 in accordance with the university's 5-year 2018-2022 strategic plan and relate their strategic plans with that of the university's plan.

Quality Commission of the university has published a quality assurance system web page to publicize the quality related activities and reports of the university. (http://kalite.agu.edu.tr/)

Many meetings were arranged by the rectorate especially after the appearance of Covid-19 with the participation heads of the academic and administrative units, centers and offices; the quality assertion has been made in the highest level possible. The majority of these meetings were for the soul purpose of either

monitoring, or measuring, or evaluating or action planning meetings. During the meetings sometimes urgent task forces were established to do certain tasks or to determine the details of action plans.

During the Covid-19 period; by means of the decisions and actions taken by the administration and especially by the Online Edu Task Force, the PDCA cycle was tried to be closed.

Many decisions were taken by the Senate/Faculty/Institute/School/Department Boards to improve the quality in various matters, the new rules and regulations are developed and the old ones are revised.

In 2020, there are 243 faculty and 164 administrative staff, servicing 2239 undergraduate and 237 graduate students in the university. University has human resources management policies, which define rulesets and regulations of administrative and academic units. AGU follows an open, fair and transparent process for recruiting new academics. Minimum criteria were set objectively and measurably for the appointment and promotion of academics considering a minimum quality threshold between different faculties, developed based on academic interests and professional competences.

Language courses were offered to its administrative staff to develop their English language skills for them to better communicate with both international students and staff to establish a better international environment.

During the Covid-19, AGU has been carrying out distance education and structured part-time administrative service, and using digital systems and applications in all service fields. Distance education is supported not only with video conference and meeting applications such as Zoom, learning management systems such as Canvas in undergrad and grad programs, and Schology in School of Foreign Languages, but also with brainstorming or teamworking applications like Mural, Miro or Padlet.

Yearly allowance provided from the central budget are divided among faculties and other units according to their needs. A fair rather than equal distribution is prioritized in the distribution and management of the financial resources.

AGU has various information systems established to collect, analyze and report data on activities and processes. It continues its different initiatives for an institutional quality information system in order to improve quality processes by integrating these systems. These initiatives are designed to consider the needs of different departments and units and supported by information systems. There are many integrated Information Management Systems used in AGU.

AGU is working on AGU-wide critical information collection, digitalization and open access issues to provide a better service to the internal and external stakeholders. Different data collection and digitalization meetings are carried out at different times. Subcommittees are established to tackle down the problems in different subtitles such as education, research, societal contribution, and administration. The committees are working on the strategic roadmap for collecting critical information, digitalization, and open access issues.

AGU uses a laboratory equipment information system on a web page to keep track of all laboratory equipment in different centers, faculties, and departments and make them available to all faculties. The list of all laboratory equipment is posted online so that the faculty can see what equipment is available, and their use can be requested to avoid multiple and unnecessary repeat purchases.

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

There are a number of applications in order to protect the confidentiality, integrity, and accessibility of information. Systems are operated with a security layer solution that only authorized personnel (academic/administrative) can access within the institution and can enter or query data according to their authority, and data confidentiality and security are ensured. Each office is responsible for the security, confidentiality, and reliability of the data they collect.

In addition, the Information Technology Services Department logs activities on Information Security, Threats, and Event Management servers and network systems. In case of intervention to information management systems, activities that violate security, confidentiality, and reliability, the logs are analyzed retrospectively. IP, time, location of intervention and affected systems are determined to initiate the necessary investigation.

University wide support services are planned, coordinated, and executed by the the General Secretariat and connected 8 administrative departments under the supervision of Rector and Vice Rector responsible from the administrative and financial affairs. The main goal of support services is to facilitate the best office, best lab, best classroom, best university physical and IT infrasturcture, best health, sports and cultural facilities and ecosystem needed by the internal and external stakeholders of the university.

Especially, during the Covid-19 period, all necessary precautions were taken in campus and dormitories and for online education needs such as purchasing licenced ZOOM versions and etc. Besides, some other offices such as Dean of Students, International Office, Career Office, Youth Factory, Phsycology-Consultation-Guidance Office helped assisting the need of students, finded solutions to the specific problems that some students face in these difficult circumstances.
There are various ways followed for accountability and transparency such as internal and external evaluations as well as audits of the Court of Accounts and CoHE. The Office of the Internal Audit also monitors departments and offices with the directive of the Rector. This process allows the senior management to spot errors and take corrective measures.

In line with the principle of transparency; the faculties, institutes and schools present information about their activities and their affiliated departments carried out on their web pages to the attention of the public in an up-to-date, accurate and clear manner.

In overall;
Universities should not consist entirely of educational and research-based institutions according to the theory of AGU; however, they should be leading players for and engaging with the knowledge economy and all forms of institutions in society in line with social change in changing global conjectures. In addition to their primary goals of education and science, universities also serve as important organizations for social change and benefit the local communities. It is possible to identify a new, third goal for the new generation universities as the involvement with the society what AGU is all about.

The Report of External Evaluation in 2017 by YOKAK were scrutinised in terms of AGU's ambition for social impact by indicating cultural infusion of its global problem concerns, personal and professional development policies (p.20). Since the beginning, AGU has pursued this ambition for personal and Professional development policies by not only enforcing sustainability-focused programs and courses and Non-Academic Transcript programme for youths, but also through a dedicated institution for the social impact, namely Youth Factory offers various activities (see Be a Change Maker section) and projects. Beyond that, AGU also improved these policies by embracing social impact strategies, focused on producing solutions to global problems, addressed by the UN's 17 Sustainable Development Goals (17 SDGs) within and across the campus.

The 2017 YOKAK report also discussed AGU's considerable societal contribution capacity, but they advised AGU to monitor these activities in order to improve future applications (p.24). As a result, the AGU made an executive decision to handle the suggestion for establish a Social Impact (SI) Commission in 2019 to provide evidence-based information on social contribution activities for future policy growth. These divisions focus on not only how the AGU's societal

contribution policies have been applied in their unit through the creation of SDG-aligned applications but also developed a performance audit model based on the Turkish CoHE's PDCA cycle. Since then, AGU has been auditing its society contribution output through the SI Commission in order to improve social contribution policies. Regarding auditing to various social impact activities, The SI Commission also used different auditing models, such as research. (e.g., "The mind of a researcher on the global challenges,"), administrative report evaluation, and a short brief evaluation feedback.

The YOKAK's report also showed an appreciation of AGU's efforts on increase relations to industry along with its effort on prioritises building a close relationship with all society segments, included but not limited to public institutions, NGOs, private sectors, and communities. Since the collaboration would yield significant social profit, one of the many critical consequences in AGU after 2017 is the establishment of the "Model Factory and Digital Transformation Center" in Kayseri. Within the range of the technical cooperation of the Ministry of Industry and Technology, General Directorate of Productivity, the United Nations Development Program (UNDP), Kayseri Chamber of Industry, and the Kayseri Chamber of Commerce, AGU has put the model factory in the Sumer Campus into operation as of January 15, 2020.

AGU has also improved its budget policy for performing its social impact activities by transferring various financial resources from the university budget and project funds. In line with both the social contribution policy of AGU and social contribution related to AGU's 2017-2021 Strategical Plan (p. 56-66), the projects have been performed by using budget from different programs such as BAP, TUBITAK, and EU. AGU's vision places a heavy focus on societal contribution, leveraging its ambition to be a highly regarded international university by contributing not only to science but also to society. All of AGU's efforts are driven by the Sustainable Development Goals have resulted in numerous social impact events (for few examples, see "The Creative Hub", "AGU Bostan", "AGU Çocuk", "AGU ArchforEarth", and "Kerkenes Project").

In conclusion, according to AGU, through taking the role of pioneering the next generation universities in addition to establishing a new socio-technic university model, the goals should be accomplished by integrating societal contribution into educatio and research with a multiplier effect. As a result, AGU's social impact strategy entails transferring scholarly activities through human resource preparation, advanced technical applications, lifelong educational practices, and group inclusion, all of which allow the use of academic expertise in society and disseminate it into a social impact.