2021 YILI

SOSYAL BİLİMLER ENSTİTÜSÜ

BİRİM İÇ DEĞERLENDİRME RAPORU

(BİDR)

AGU

Social Sciences Institute

Institutional Self-Evaluation Report

Information about the unit

Social Sciences Institute was established with the aim of conducting high quality research and contributing to the international reputation of Abdullah Gül University. Department of Data Science for Business and Economics is currently the only program that provides education at the Institute. The program offers a variety of courses entirely in English including Introduction to Data Science, Statistics and Data Analysis as well as elective courses that follow the curriculums of reputable universities. The aim of the program is to equip local as well as international students with theoretical and empirical knowledge that enable them investigating current global issues with the most advanced statistical tools, software and data types such as big data.

Contact information

The contact information the quality commission is presented below in Table 1.

Table 1. Contact Information

	Name	**Adress**	**Phone**	**E-mail**
Head of Quality Commission				
Institute Director	Umut TÜRK			umut.turk@agu.edu.tr
Deputy Manager of Institute	Armağan TEKE LLOYD			armağan.tekelloyd@agu.edu.tr

1. Historical Development

Abdullah Gül University Social Sciences Institute was established in 2010 within the framework of the 19th article of Higher Education Law. Department of Data Science for Business and Economics -which is the only program at the institute- accepted its first students in the beginning of the Fall Semester of 2018-2019. A total of 27 students enrolled to the program. The program has no PhD students as of this date. Information on the physical facilities of the program is presented below in Table 2. The institute does not have permanent administrative or academic staff, while a total of two administrative staff assigned to the institute within the scope of 13/b-4.

Table 2. Physical Facilities

	Staff number in the office	Number of staff working for the institute	m^2 Allocated for staff working for institute
Institute Room	1	1	24.6

2. Mission, Vision, Values, and Objectives

Mission: To train innovators, entrepreneurs, qualified managers, researchers, and academics who conduct high quality research on local, national and global problems by adopting multidisciplinary and transdisciplinary approach. To make significant contribution to the science and society on a high level by establishing collaborations that turn knowledge into value.

Vision: To have a primary role in our university's vision of being a reputable international university which values innovativeness and creativeness in research and aims to make a high-level contribution to science and society by transforming knowledge into value.

Values: Social Sciences Institute adopts the values of our university[1] and shapes its education plan based on the framework of these values.

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[1] http://www.agu.edu.tr/agu-values (Accessed on 30th of December, 2021)

A. Leadership, Administration and Quality

A.1. Leadership and Quality

A.1.1. The governance model and administrative structure	1	2	3	**4**	5
Evaluation:	The Institute is managed by the Institute Director and one deputy director. The Institute Board consists of five members. Administrative affairs of the institute are carried out by the acting secretary of the Institute and administrative staff. The governance practices are in line with international standards and are made transparent by means of the webpage.				
Evidence:	- http://kalite.agu.edu.tr/ic-paydas_rpr - Administration - Administrative Board - Staff - Administrative Board Workflow - Disciplinary Board Workflow				

A.1.2. Leadership	1	2	3	**4**	5
Evaluation:	Following AGÜ's aim of creating a culture of quality learning, various trainings, meetings, and panels are organized for all personnel in order to raise quality and awareness and spread the quality-focused culture. The university has an experienced and dynamic senior management that follows and contributes to the quality culture of higher education in the international arena, adopts high quality improvement activities with enthusiasm. The commitment and support of the executives in establishing and implementing a quality assurance system helps establishing a strong corporate culture among all academic and administrative staff, from the operational level to the strategic level. All activities are at the public domain at the webpage.				
Evidence:	- Administration - Administrative Board				

A.1.3. Institutional Transformation Capacity	1	2	3	4	5
Evaluation: The institute follows the up-to-date and advanced topics, fields and studies and adopts the newest practices for both education and research activities. Research activities are closely related to SGDs of UN and are shared with the public on the web-page.					
Evidence: http://sbe.agu.edu.tr/data-science-for-business-and-economics http://sbe.agu.edu.tr/tezler					

A.1.4. Internal quality assurance mechanisms	1	2	3	4	5
Evaluation: The institute prepares to adopt the PCDA cycles in education, training, research and development, contribution to society, and management processes and all circles are shared with stakeholders on the university's website.					
Evidence: - Abdullah Gül Üniversitesi - 3'üncü Nesil Devlet Üniversitesi (agu.edu.tr) - Kalite Komisyonu (agu.edu.tr)					

A.1.5. Public Disclosure and Accountability	1	2	3	4	5
Evaluation: The Institute informs the public on the topics regarding education, research, and service to society via its website. The Institute continues its services under inspection of internal audit of the university and the Turkish Court of Accounts.					
Evidence: - http://sbe.agu.edu.tr - http://icdenetim.agu.edu.tr - https://sayistay.gov.tr/reports/3600-abdullah-gul-universitesi					

A.2. Mission and Strategic Objectives

A.2.1. Mission and Vision	1	2	3	4	5
Evaluation: The Institute adopts the strategic goals and objectives pointed out in the AGU Strategic Plan. AGU 2018-2022 Strategic Plan has been created under the					

coordination of Abdullah Gül University Quality Commission and this plan has been shared with the public.

The Institute has determined its mission and vision in accordance with its own internal goals as well as in accordance with AGÜ's prospects.

Evidence:	- http://www.agu.edu.tr/userfiles//ABDULLAH_GU%CC%88L_U%CC%88NI%CC%87VERSI%CC%87TESI%CC%87_K.pdf - http://www.agu.edu.tr/userfiles//bilgisayar/Computer%20Engineering%20Department/KAL%C4%B0TE/2020.12.03_g%C3%BCncel%20komisyonlar.pdf - http://www.agu.edu.tr/userfiles//2018_2022_AG%C3%9C_Stratejik_Plan_Bel.compressed.pdf https://depo.agu.edu.tr/s/EnxK4kBE7AJSMMB - http://sbe.agu.edu.tr/misyon-vizyon

A.2.2. **Strategic objectives and objectives**	1	**2**	3	4	5
Evaluation:	The Institute carries out activities in line with the strategic goals included in the 2018-2022 Strategic Plan of our University.				
Evidence:	http://www.agu.edu.tr/userfiles//95_sayfa.pdf				

A.2.3. **Performance management**	1	2	**3**	4	5
Evaluation:	The Quality Assurance System was created for the follow-up and management of policies determined by the Quality Commission of AGU. These include Education-Training, Research-Development, Contribution to Society and Management Subcommittees. In addition to these Subcommittees in the monitoring system, the Academic Performance Evaluation team, appointed by the Rector to ensure the highest level of quality assurance at AGU, evaluates the annual unit activity reports sent from the faculties based on the performance indicators determined in the AGU 2018-2022 Strategy Plan.				

	The University has started to work to obtain the ISO 9001 Quality Management Systems Certificate to establish the quality management system to be implemented in all units. In addition, it has been a corporate member of KALDER (Turkish Quality Association) since 2015. Within the AGU 2018-2022 Strategic Plan, which was prepared under the coordination of the University Quality Commission, 4 strategic objectives and 5 strategic objectives for each strategic objective were defined. To control the level of reaching these targets, 49 performance indicators have also been defined. There are Performance Budget report prepared by the Institute of Managerial Science within the scope of 2021. In addition, there are activities based on performance indicators.
Evidence:	- Kalite Komisyonu (agu.edu.tr) - Report Pdf (yokak.gov.tr) - Kalite Komisyonu (agu.edu.tr) - AGU Cloud

A.3. Governance System

A.3.1. Information Management System	1	2	3	4	5
Evaluation:	Electronical Document Manangemet System (EBYS) is used for internal and external paperwork of the institute. Other active systems in use for academic and administrative affairs are; Student Information System (UIS), Learning Management System (CANVAS), Activities of Academic Staff System (AVESIS), Project Process Management System (APSIS). The Institute makes sure that its members are trained on information security. In addition, the IT department of the university protects and monitors the information management systems against cyber-attacks.					
Evidence:						

	• https://ebys.agu.edu.tr/enVision/Login.aspx • https://uis.agu.edu.tr/ • https://canvas.agu.edu.tr • https://avesis.agu.edu.tr • https://apsis.agu.edu.tr/Default2.aspx • https://depo.agu.edu.tr/s/EnxK4kBE7AJSMMB					

A.3.2. Human resources management	1	2	**3**	4	5

Evaluation:	Job descriptions of management and administrative affairs are published on the institute website. Duties and responsibilities of personnel are set at periodic meetings and distribution of tasks published on the institute website.
Evidence:	• Araştırma Görevlisi Alımı İş Akış Süreci • Geçici Görev Yolluğu İş Akış Süreci • Geçici Görev Yolluğu Yurt Dışı İş Akış Süreci • Görev Süresi Uzatma İş Akış Süreci • Görevlendirme İş Akış Süreci • Öğretim Görevlisi Atama İş Akış Süreci • Personel İzin İş Akış Süreci • Uzman Atama İş Akış Süreci

A.3.3. Management of financial resources	1	2	3	**4**	5

Evaluation:	Management of financial resources are carried out by the Institute of Managerial Sciences. Authority and responsibility of usage of the budget allocated to the institute is stated in Annual Report of Institute.
Evidence:	• http://cd.agu.edu.tr/index.php/s/chbp3siQJG50Nmv • Bütçe Planlama İş Akış Süreci • Devir Yoluyla Alınan Malzemelerin Sisteme Giriş Süreci • Devir Yoluyla Malzeme Çıkışı İş Akış Süreci • Doğrudan Temin İş Akış Süreci

A.3.4. Process Management		1	2	3	**4**	5
Evaluation:	Workflow schemes related to the activities are shared on the institute website. Academic activities are carried out in compliance with the Higher Education Law No. 2547, the Regulations of the Higher Education Council and the AGU regulations.					
Evidence:	- Bütçe Planlama İş Akış Süreci - Geçici Görev Yolluğu İş Akış Süreci - Geçici Görev Yolluğu Yurt Dışı İş Akış Süreci - Görev Süresi Uzatma İş Akış Süreci - Sayım ve Devır İşlemleri İş Akış Süreci - http://kalite.agu.edu.tr/ic-paydas_rpr - http://kalite.agu.edu.tr/dis-paydas_rpr					

A.4. Stakeholder Participation

A.4.1. Participation of internal and external stakeholders		1	2	**3**	4	5
Evaluation:	Stakeholders are key to the higher education quality assurance system. Within the framework of Strategic Plan, our university has clearly determined the internal and external stakeholders of AGÜ according to the priorities. With surveys conducted by our university, the expectations of the stakeholders are determined. Internal stakeholders in our institute can be defined as graduate students, academic and administrative staff. The institution periodically conducts focus group studies and survey applications.					
Evidence:	- https://yokak.gov.tr/raporlar/IntrnalReportPublic?uniId=1014&termYear=2019 - http://www.agu.edu.tr/userfiles//bilgisayar/Computer%20Engineering%20Department/KAL%C4%B0TE/2018_2022_AGU_S tratejik_Plan.pdf - http://kalite.agu.edu.tr/ic-paydas_rpr					

	• http://kalite.agu.edu.tr/dis-paydas_rpr • http://cd.agu.edu.tr/index.php/s/LQ1QPF1njCt2gxE • http://sbe.agu.edu.tr/; Instagram:agu.sbe; Twitter:agu_sbe					

A.4.2. Feedback from Students	**1**	**2**	**3**	**4**	**5**
Evaluation:	Internal stakeholders in our institute can be defined as graduate students, academic and administrative staff. The institute periodically conducts focus group studies and survey applications to gather the opinions of the students who are a priority internal stakeholder in the quality evaluation and improvement processes. Additionally, students' involvement in the course programs is ensured.					
Evidence:	• http://kalite.agu.edu.tr/ic-paydas_rpr					

A.4.3. Alumni Relations	**1**	**2**	**3**	**4**	**5**
Evaluation:	The monitoring of the alumni is carried out by the Career and Professional Development Office of the university. The employment, further education, and salary level of graduates, employer/graduate data are evaluated and monitored by our university and by the Career and Professional Development Office.					
Evidence:	• http://career.agu.edu.tr • http://alumni.agu.edu.tr/					

A.5. Internationalization

A.5.1. Internationalization policy	**1**	**2**	**3**	**4**	**5**
Evaluation:	Our institute adopts the strategic objectives of AGÜ as indicated in 2018-2022 Strategic Plan.					

Eviden ce:	• http://www.agu.edu.tr/userfiles//banner/International%20Office/AGU_International_Organization.pdf • http://www.agu.edu.tr/userfiles//banner/International%20Office/Abdullah_G%C3%BCl_University_2015_202.pdf					

A.5.2. Sources of internationalization	1	2	**3**	4	5

Evalua tion:	The institute offers additional quota for international students. Online information sessions are held to inform international prospective students about the education programs of the institute.

Eviden ce:	• Quotas • Information Session

A.5.3. Internationalization performance	1	**2**	3	4	5

Evalua tion:	Internationalization activities are carried out by the International Office under the supervision of the Rectorate. The objectives and performance indicators of internationalization activities are defined. Data on these indicators are collected and reported by the International Office. According to the report results, the Monitoring and Evaluation Committee submits its recommendations on the necessary measures to the senior management. The internationalization activities carried out are listed as follows: - International student and staff mobility - Ensuring and protecting cooperation with international institutions and organizations - Adoption of international educational approaches and components

Eviden ce:	• International Office • Guest Lecturer from Sweden • Quotas • Information Session

B. LEARNING AND TEACHING

B.1. Design and Approval of Program

B.1.1. Design and approval of programs		1	2	3	4	5
Evaluation:	Data Science for Business Administration and Economics Graduate Program at the Social Sciences Institute follows the mission and vision of AGÜ and its sub-units. The program is designed to provide students with knowledge, skills, and qualifications within the context of the 7th Level of Graduate of The Turkish Higher Education Qualifications Framework. The aim and course information packages of the program are shared with the public on the website of the Social Sciences Institute and is updated periodically.					
Evidence:	▪ Social Sciences Institute's website ▪ Program Information Package of DSBE Graduate Program					

B.1.2. The course distribution balance of the program		1	2	3	4	5
Evaluation:	The program structure of the Data Science for Business Administration and Economics Graduate Program harmonizes prominent theoretical and empirical approaches. The courses are designed to accommodate the research interests of students from different disciplinary backgrounds.					
Evidence:	▪ Course Plan/Curriculum of DSBE Graduate Program ▪ Course Catalogue of DSBE Graduate Program ▪ The Relationship between the Qualifications Framework for Higher Education in Turkey and Programme Competencies ▪ Course Offering for DSBE Graduate Program • Program Information Package of DSBE Graduate Program					

B.1.3. The alignment of course objectives with program outcomes		1	2	3	4	5

Evaluation:	The course outcomes are matched with the program outcomes by the guidance of the Bologna Accreditation Committee and shared with the public on the website of the Social Sciences Institute.					
Evidence:	• http://www.agu.edu.tr/userfiles//sbe/Veri_Bİlimi_Dersler_Program_Çı. 2021%20-%20Copy%203.pdf					
B.1.4. Student workload-based course design		**1**	**2**	**3**	**4**	**5**
Evaluation:	The courses of the Data Science for Business Administration and Economics Graduate Program were planned following the Bologna Process with the appropriate workload. The design and all ECTS credits can be seen in the syllabus files of the courses. All relevant information is shared with the stakeholders via our university's UIS system and the Social Sciences Institute's website. The results are systematically monitored.					
Evidence:	• Spatial Economics course syylabus					
B.1.5. Follow-up and updating of programs		**1**	**2**	**3**	**4**	**5**
Evaluation:	The Institute works closely with AGÜ's Center for Enhancement of Learning and Teaching (CELT), in ensuring high-quality delivery and evaluation. In addition, students evaluate the conduct of the courses, the instructors and teaching assistants. Evaluation reports are closely monitored by the head of the Social Sciences Institute.					
Evidence:	• CELT • Course Evaluation Form					
B.1.6. Management of learning and teaching processes		**1**	**2**	**3**	**4**	**5**
Evaluation:	Our university has an organizational structure (e.g., commissions, coordinator ships, research centers, Center for Enhancement of Learning and Teaching (CELT) etc.) for different components of the learning and teaching processes, information management system, and management of human resources in a holistic manner. Learning and teaching processes are conducted by the coordination of the university management, and duties					

	and responsibilities are clearly defined. Principles, fundamentals, and calendar for designing, conducting, and evaluating the learning and teaching programs are determined by corresponding bodies. Learning outcomes, teaching schedule, the type of the education delivery (face to face, blended, distance learning, online etc.), harmony between teaching method and evaluation system, and coordination of all these processes are followed by the university management and the Commission of Bologna and Accreditation Processes. The institute works closely with the university bodies and adopts new technologies in a timely manner. Accordingly, all courses are conducted in hyflex classrooms.
Evidence:	- Information Management System - CANVAS - Organization structure of the university - CELT - Bologna - Commissions - Principles of distance learning

B.2. Conducting of programs (**Student-Centered Learning, Teaching and Evaluation**)

B.2.1. Teaching methods and techniques		**1**	**2**	**3**	**4**	**5**
Evaluation:	The Social Sciences Institute adopts learner-centered education and teaching approach following the guidance of our university's Center for Enhancement of Learning and Teaching (CELT). In all our courses, a variety of modern assessment tools are used. These include synchronous and asynchronous activities, individual and group assignments, projects, presentations, participation in the course, active participation in terms of contributing to the course, and written exams.					
Evidence:	CELT					

- Spatial Economics course syylabus
- Course Catalogue of DSBE Graduate Program
- CANVAS system

B.2.2. Measurement and evaluation	1	2	**3**	4	5

Evaluation:	The institute aims to ensure active participation of the students in the learning processes. The continuity of measurement and evaluation is provided through methods like multiple exam possibilities, some formative assessment tools, assignments, projects. Exam methods are designed to align with the course objectives and education modalities (face-to-face, distance, blended).
Evidence:	▪ Spatial Economics course syylabus

B.2.3. **Student admission, recognition, and crediting of prior learning**	1	2	**3**	4	5

Evaluation:	To be admitted to Data Science for Business Administration and Graduate Program, students must have a bachelor's degree and meet other requirements announced by Abdullah Gül University Social Sciences Institute. Additional requirements are announced by the university's International Office for international students.
Evidence:	• Minimum Requirements • Abdullah Gül University Graduate Learning and Teaching Regulations

B.2.4. The certification of qualifications and the diploma	1	2	3	**4**	5

Evaluation:	Students' eligibility for a master's degree in Data Science for Business Administration and Economics is measured by the graduation requirements of AGÜ graduate Learning and Teaching Regulations. The academic development of the students is followed by their academic advisors. After graduation, the Career and Professional Development Office continues to track students' career paths.

	Data Science for Business Administration and Economics Graduate Program also accepts students through lateral transfers and ensures that students' previous achievements are recognized through appropriate adjustments. Recognition of previous academic records of transfer students is made in accordance with the provisions of the Council of Turkish Higher Education (YÖK) General Graduate School Regulations and Abdullah Gül University Graduate Learning and Teaching Regulations.
Evidence:	- AGU Career and Professional Development Office - Abdullah Gül University Graduate Learning and Teaching Regulations - The Council of Turkish Higher Education (YÖK) General Graduate School Regulations

B.3. Learning Resources and Academic Advising Services

B.3.1. The learning environment and resources	**1**	**2**	**3**	**4**	**5**
Evaluation:	Data Science for Business Administration and Economics Graduate Program uses the classrooms allocated to the Faculty of Managerial Sciences. In addition, the Experimental Economics Laboratory is also open to our students. Two libraries located in the Sumer Campus are also available to our students' use as a learning environment with rich resources (e.g., printed books, e-books, subscriptions to reputable publishers, etc.). The Zoom platform is used as a learning environment in synchronous sessions. Our university has a learning management system that can fully fulfill educational needs. It is user-friendly, ergonomic—the learning environment and resources foster student-student, student-teaching staff, student-material interaction. Moreover, hyflex classrooms enable blending face-to-face and online education and provide flexibility for students in choosing an education format than suit their needs.					

Evidence:	• AGU Libraries, databases, and operating reports • CANVAS system • UIS System				
B.3.2. Academic advising	**1**	**2**	**3**	**4**	**5**
Evaluation:	Academic advisory is provided within the scope of 23rd article of Abdullah Gül University Graduate Learning and Teaching Regulations. The responsibilities of the thesis advisor are clearly defined by the relevant regulations. The institute aims to ensure an open and scientific communication between students and their academic advisors to discuss topics related to their courses/theses and career options.				
Evidence:	• Abdullah Gül University Graduate Learning and Teaching Regulations • UIS System				
B.3.3. Facilities and infrastructure	**1**	**2**	**3**	**4**	**5**
Evaluation:	Physical resources and spaces are managed holistically to provide facilities and infrastructure of appropriate quality and quantity on the Sumer Campus of our university. The results regarding the use of all facilities and infrastructures are systematically monitored by our university, and the monitoring results are evaluated together with the stakeholders, and measures are taken, and resources are diversified in line with the needs/demands.				
Evidence:	• https://yapiisleri-tr.agu.edu.tr/				
B.3.4. Disadvantaged communities	**1**	**2**	**3**	**4**	**5**

Evaluation:	In all units of our university, disadvantaged students are supported by the Barrier-Free Unit Directive. Such students are systematically monitored and necessary measures are taken with stakeholders.				
Evidence:	• Barrier-Free Directive				

B.3.5. Social, cultural, and sportive activities	1	2	3	4	5
Evaluation:	The formation of student clubs is subjected to the approval of Abdullah Gül University Student Clubs Directive and is carried out under the coordination of our University's Health, Culture and Sports Department and Office of the Dean of Students. Evaluation of these activities is carried out by the same units. Our university's Health, Culture and Sports Department opened courses in various branches in the fall semester of the 2021-2022 academic year to benefit students in earning new skills in their extracurricular times and to contribute to their personal and social development. In addition, as of September 16, 2019, the Smoke-Free Campus application started at our university and the consumption of tobacco and tobacco products is prohibited except in certain areas within the campus.				
Evidence:	• Courses • Basic Photography Course • Health, Culture and Sports Department • Sport Tournaments • Smoke-Free Campus				

B.4. Teaching Staff

B.4.1. Recruitment, promotion, and appointment criteria	1	**2**	3	4	5
Evaluation:	Appointment, promotion, and assignment procedures of academic members of the university are clearly defined by laws, regulations, and directives. In the Data Science for Business and Economics Graduate Program, academic members from different faculties of the university deliver lectures related to their fields of expertise and thus provide education, training, research, and social contribution activities in collaboration with academics from different disciplines.				
Evidence:	- Law No. 2547 - Law. No. 2914 - Regulation for appointment - Academical appointment and promotion directive - Regulation for assignment - Academic staff assignments according to their field of expertise				

B.4.2. Teaching competence	1	2	**3**	4	5
Evaluation:	Center for Enhancement of Learning and Teaching (CELT) provides support to all departments in the preparation of syllabuses, the design of the course contents, and the use of educational technology applications.				
Evidence:	CELT's website				

B.4.3. Incentives and rewards for educational activities	**1**	2	3	4	5
Evaluation:	The Institute does not have an incentive or reward for educational activities.				

Evidence:	

C. RESEARCH AND DEVELOPMENT

C.1. Management of the Research Processes and Research Resources

C.1.1. Management of the research processes	**1**	**2**	**3**	**4**	**5**
Evaluation:	The Institute of Social Sciences carries out its research practices in line with the university's research process frameworks. The PDCA cycle is observed for all research activities, and unit managers take necessary steps in areas that need improvement.				
Evidence:	• Quality assurance system for research activities • AGU's PDCA cycle				

C.1.2 Research resources	**1**	**2**	**3**	**4**	**5**
Evaluation:	The students of the Data Science for Business Administration and Economics Graduate Program are allowed to use the laboratories of the Faculty of Managerial Sciences that provide the technologies and infrastructure to assist the research activities of the academic members and students. The number of resources in the library of the university has reached 23,686 printed books, 13,829 electronic books, 33,392 electronic journals, 238,932 foreign electronic books, 5,121,970 foreign electronic theses, 20 databases in 2020. The Scientific Research Projects (BAP) Committee works to provide scientific research conducted at the university with financial support. Description of fundamentals and procedures for BAP project types, grant limits, research targets within the university's research vision are among the responsibilities covered by the BAP Committee. The BAP guideline includes transparent criteria used for the allocation of internal resources to research activities.				

	In addition to the BAP Office, the AGU Technology Transfer Office (AGU-TTO) was established to support academics in projects and established cooperation with the industry, and coordinate university-industry cooperation activities. AGU academics are supported and encouraged to make project applications for external funding through TUBITAK, KOSGEB, Development Agency, relevant Ministries, European Union funds, and other international fund grants.						
Evidence:	- Experimental Economics Laboratory - Annual Activity Report of the Library - The Scientific Research projects (BAP) Committee - Regulation About BAP - The BAP Guideline - Directive for Scientific Research Projects - AGU Technology Transfer Office (AGU-TTO)						
C.1.3 Doctoral programs and postdoctoral opportunities		**1**	2	3	4	5
Evaluation:	The Institute does not have a doctoral or postdoctoral program.					
Evidence:						

C.2 Research Competence, Collaborations and Supports

C.2.1. The improvement of the research competencies		1	2	3	**4**	5
Evaluation:	In the Data Science for Business and Economics Graduate Program, academic members from different faculties of the university deliver lectures related to their fields of expertise. Educational information, research areas, scientific activities, publications and works, academic and administrative experiences of the lecturers are monitored through Abdullah Gül University Research Information System.					

	Research competencies of the academic members of the university are evaluated in line with their Annual Activity Reports. The academic incentive system is another method for annually measuring research competencies in relevant areas and academic incentive scores of academics are announced on the university's website.
Evidence:	- [Abdullah Gul University Research Information System](#) - [Faculty Member Activity Report](#) - [Appointment and Promotion Criteria](#)

C.2.2. National and international joint programs and joint research units	1	2	**3**	4	5

Evaluation:	The University-Industry Collaboration Unit of the AGU Technology Transfer Office (AGU-TTO) is a bridge that aims to find the right solutions for effective collaboration between the expertise of academics and the needs of the industry. The academic members of the university are encouraged to participate in international research, joint publications, and conferences on topics related to their fields and carry out research activities with researchers from different disciplines. Eleven thesis studies at the Data Science for Business Administration and Economics Graduate Program are carried out together with the academic members of the university.
Evidence:	- [University-Industry Collaboration Unit](#) - [Thesis Studies](#)

C.3. Research Performance

C.3.1. The follow-up and improvement of research performance	1	2	3	4	5
Evaluation: The research activities of the academic members of the university are monitored through Annual Activity Reports which include their contributions to research, teaching-learning, service, and application. The academic incentive system is another method for the annual assessment of research performances in relevant areas and academic incentive scores of academics are announced on the university's website. The results of performance evaluations are considered for contract renewals, annual performance-based pay raise calculations, the distribution of incentives, academic promotions, and academic and administrative assignments. Research activities are evaluated based on the metrics set in the Strategic Plan and are included and compared against goals in Quarterly Budget Realization Reports and Annual Activity Report of the faculties and institutes.					
Evidence: - Faculty Member Activity Report - Academic Incentive Allowance - Appointment and Promotion Criteria - Research performance indicators					

C.3.2. Performance evaluation of the teaching staff / researchers	1	2	3	4	5
Evaluation: Research and development performances of the academic members of the university are monitored through Abdullah Gul University Research Information System. Research performances are evaluated in line with the Annual Activity Reports of the academic members.					
Evidence: - Abdullah Gul University Research Information System - Faculty Member Activity Report					

	• Academic Incentive Allowance

D. SERVICE TO SOCIETY

D.1. The Management and Resources of Service to Society

D.1.1. The Management of Service to Society		1	2	**3**	4	5
Evaluation:	The service to society is included in the organization chart of the university as a subcommittee within the quality commissions. There is no commission for the service to society at the Institute of Social Sciences.					
Evidence:	• http://www.agu.edu.tr/userfiles//orgsema2020.pdf • http://www.agu.edu.tr/userfiles//Komisyonlar/2021komv1.pdf					
D.1.2. The Service to Society Resources		**1**	2	3	4	5
Evaluation:	The institute does not have a budget or resource allocated to be spent on the service to society.					
Evidence:						

D.2. Service to Society Performance

D.2.1. The follow-up and improvement of service to society performance		1	2	**3**	4	5
Evaluation:	Service to society performance is reported annually by the institute administration. The topics of the graduate students' theses are closely related with the UN SDGs.					
Evidence:	• PUKÖ Şeması • http://sbe.agu.edu.tr/tezler					

CONCLUSION AND EVALUATION

A. Leadership, Administration and Quality

Leadership and quality section have seen several developments in the last year. Institute's webpage is now being used more efficiently and all decision-making processes are moving towards a more transparent nature. The institute adopts international standards in its qualities assurance systems but it also needs to initiate novel practices that might set examples for other institutes. Data Science program requires all students to position their research closely with the SDGs of the UN. Such policy has the potential of extending institutional transformation capacity both internally and also externally. There is still substantial amount of effort needed to construct and operationalize PCDA cycles in leadership and quality. The immature adaptation of PCDA cycles is understandable as the institute is still at its early stages of activity. One of the primary objectives of the institute should be prioritizing external stakeholder participation.

B. Learning and Teaching

In the last year, Learning and teaching at the institute has been improved by taking a more interdisciplinary approach to Data Science. The course curriculums and potential research topics exceed the boundaries of the fields of economics and business science. Now, there are several students from different backgrounds and research interests enrolled at the program. As a new development in ICTs of education, hyflex classrooms are integrated in the teaching activities. This has provided higher flexibility in learning on the one hand, and creative educational practices on the other. The institute uses the services of teaching staff from different departments. To ensure novel approaches to teaching and learning, and also for designing its own strategies about efficient allocation of human resources, the institute should recruit new teaching staff. The institute is still new and -as in other sections of the present report-it needs to reach its maturity level both for constructing and effectively applying to PCDA cycles. Similarly, novel approaches are expected to be developed in the following year.

C. Research and Development

Research and development is the strongest dimension of the institute. Data science is the one of the earliest examples of Master's program in Turkey. The program was founded in parallel

timeframe as its international counterparts, and therefore; it is flexible enough to follow recent trends real-time. The program has successfully adopted interdisciplinary framework in research. Now collaborations between different disciplines are common place in the institute. Students choose their advisors from various departments and are able conduct research in their areas of interest. In the future, the institute will benefit from a PhD program, which ideally preserves the interdisciplinary take-on and idea of collaborative scientific activity.

D. Service to Society

The institute aims to learn from and contribute to society. The aim is evident in the thesis topics selected by the students enrolled in the Data Science program. However, it needs to form a commission that tackles and ensures service to society at the institute-level. The resources in this section are scare and need improvement in the following years.