

GAZI UNIVERSITY SOCIAL WORK STUDIES APPLICATION AND RESEARCH CENTER

INTERNAL EVALUATION REPORT (BIDR) 2021

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# ANNEX.1 INTERNAL EVALUATION REPORT TEMPLATE

# INFORMATION ABOUT THE INSTITUTION

# Contact Info

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# Historical Development

Our center was officially established on September 22, 2021 with the publication of our regulation in the official gazette numbered 31606 under the name of Gazi University Social Work Studies Application and Research Center (SOHMER) and our rector on 4.10.2021 The Director of the Center was appointed by the Director, an advisory board was established on 4.11.2021 and then it started to operate after the board of directors was established on 8.11.2021. On December 14, 2021 and December 30, 2021, the Deputy Director of the Center Lecturer. See. Arrangements have been made by İhsan ESEN about the titles and contents to be included in the website of the Center and social media accounts have been opened and activated. Our center has focused its activities on research, training, conferences and projects aimed at contributing to the field of social work. These studies are carried out under the roof of the Faculty of Health Sciences located in Gazi University Labor Campus as of 2021. In accordance with the purpose specified in Article 4 of the Higher Education Law No. 2547, SOHMER, public institution and to plan projects in cooperation and coordination in line with the needs of private organizations and non-governmental organizations, to carry out scientific studies and researches, disseminate scientific data, development and

continues its activities in line with the objectives of contributing to the literature and universal developments by supporting development.

# Mission, Vision, Values and Goals Mission

Our mission as Gazi University Social Work Studies Application and Research Center is; To identify unmet needs related to social welfare at the level of individual, family, group, community, organization and society and to contribute to the solution of social problems training, research and applications to plan and realize, to contribute to social policy making processes with scientific data.

# Vision

Our vision as Gazi University Social Work Studies Application and Research Center is; In line with the principles, standards, values and practices of social work, the needs of social work in the fields of education, research and application , the adequacy of the services currently provided and to develop new service policies in order to develop scientific to conduct research, to contribute to the development of the social work profession and field.

# Values of Scientificity

The work within SOHMER adopts an evidence-based research, analysis and intervention approach.

# Toplumsallık

SOHMER considers it a necessity to carry out participatory work at all levels in every segment of society and in every field of life, from grassroots to representation, from individuals to public institutions, in order to ensure permanent success.

# Non-Discrimination

SOHMER does not discriminate between nationality, race, religious belief, class or political opinion in its services.

The Center focuses on meeting and strengthening the needs of individuals-groups and communities with the most effective measures in service delivery in proportion to its capacity.

# Responsibility

SOHMER ensures that its activities and services comply with the basic principles of the movement of which it is a member, national and international relevant legislation, internal regulations, social and ethical values.

# Commitment to History and Culture

SOHMER adopts a sensitive approach to the historical, cultural and national values of our country.

# Justice and Equality

SOHMER management; adopts equal treatment towards third parties in all its activities and to approach them without prejudice.

# Transparency

SOHMER explains sufficient, accurate and comparable information on financial, in-kind and economic issues related to the institution in a timely, concrete and understandable manner.

# Goals

* To conduct scientific research in order to determine the needs of social work in the fields of education, research and application, the adequacy of the services currently provided and to develop new service policies.
* To plan and carry out projects in cooperation and coordination in line with the needs of public institutions and organizations operating in the fields covered by social service, private organizations and non-governmental organizations.
* To cooperate with the most public institutions and organizations or private organizations operating in the country or abroad related to the field of work within the scope of the provisions of the relevant legislation.
* To provide scientific consultancy to public institutions and organizations or private organizations working in the fields of social work.
* Personnel working in social service areas, in line with new scientific data

To organize various in-service training programs aimed at refreshing their knowledge and increasing their work efficiency.

* To plan and carry out national and international conferences, panels, workshops, seminars, symposiums, congresses and similar scientific activities on issues related to the field of study.
* To plan and carry out certificates, courses and similar training programs in the fields of social work.
* To carry out mass media activities aimed at increasing social awareness by contributing to the publication of social work-related programs in local and national mass media.
* To publish periodicals and books such as bulletins, journals, scientific journals, to publish reports in the field of social policy.
* To convey the latest developments and innovations in the fields of social work through translation studies.

# QUALITY ASSURANCE SYSTEM

* 1. **EDUCATION AND TRAINING**

# RESEARCH AND DEVELOPMENT

* 1. **SOCIETAL CONTRIBUTION**

# MANAGEMENT SYSTEM

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **QUALITY ASSURANCE SYSTEM** | | | | | |
| **A.1. Mission and Strategic Objectives**  As part of its strategic management, the institution should determine quality assurance policies and strategies to implement these policies and share them with the public. | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
|  | Strategic in the organization | Institution | Institution | Strategic objective and | İçselleştirilmiş, |
| **A.1.1. Mission**,  **vision, strategic goals and objectives** | under the plan | strategic plan | across strategic | Targets | systematic, |
| Mission and vision statement defined, institution | defined | within the scope of | aims and | in line with | sustainable and |
| it is known and shared by its employees. It is institution-specific, | mission, vision, | defined and | aligned with goals | Performed | example |
| it is a guide to create a sustainable future. | strategic objectives | institution-specific | Applications | Applications | can be shown |
| The Strategic Plan has a culture and tradition, the current period | does not exist. | mission, vision, | exists. | monitored and | Applications |
| comprehensive, short/medium long term goals, objectives, sub- |  | strategic purpose and |  | paydaşlarla | exists. |
| goals, actions and their timing, |  | Goals |  | together |  |
| prioritization, responsibles, financial resources |  | exists. |  | by evaluating |  |
| , taking into account the opinion of all stakeholders (in particular |  |  |  | Measures |  |
| strategic stakeholders). Current strategic plan |  |  |  | is taken. |  |

|  |  |
| --- | --- |
| in preparation a detailed evaluation of the previous one was made and used; The annual realization is followed up and discussed in the relevant boards and the necessary measures  is taken. | The maturity level of our unit was evaluated as 3 under the heading of mission, vision, strategic goals and objectives. In our center, which started to operate on 08.11.2021, a social responsibility project was planned and put into operation in cooperation and coordination with a private organization within the scope of social service . For the purpose of Pro Jen, feedback was received from the target audience of participants through a thematic survey form. Our evidentiary reports on this level of maturity are available on our website . Here is a link to the relevant reports.  ***Exemplary k Evidence***   * *Performance reports:* [*https://sohmer.gazi.edu.tr/view/page/287610/2021-faaliyet-raporu*](https://sohmer.gazi.edu.tr/view/page/287610/2021-faaliyet-raporu) * *Polls implemented:* [*https://toad.halileksi.net/olcek/ebeveyn-tutum-olcegi*](https://toad.halileksi.net/olcek/ebeveyn-tutum-olcegi) |

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| **QUALITY ASSURANCE SYSTEM** | | | | | |
| **A.1. Mission and Strategic Objectives** | **1** | **2** | **3** | **4** | **5** |
|  | Defined institution | Announcement in the institution | Institution | These policies and affiliates | İçselleştirilmiş, |
|  | Policies | Have been defined | Interchangeable | Applications | systematic, |
| **A.1.2. Quality assurance;**  **education and training;**  **research** | does not exist. | Policies | associated, | monitored and related | sustainable and |
| **and development;**  **social contribution and management policies** |  | exists. | all units | with stakeholders | example |
|  |  |  | by | evaluated. | can be shown |
|  |  |  | adopted and |  | Applications |
|  |  |  | paydaşlarınca |  | exists. |
|  |  |  | known |  |  |
|  |  |  | policies and this |  |  |
|  |  |  | policies |  |  |
|  |  |  | compatible |  |  |
|  |  |  | Applications |  |  |
|  |  |  | exists. |  |  |

SOHMER's main policies and priorities can be listed as follows:

-To contribute to the quality of education by supporting scientific research on educational activities at all levels of our education system ,

-To support programs that encourage interdisciplinary and multi-disciplinary studies,

-To prepare the ground and organize projects in the direction of ensuring the social and personal development of the students,

Center education teaching Activities Higher education Board of Directors Universities suggested which should be followed by recommendations, reports based on principles and principles and our university's policy Documents Consider by will be maintained. Remote education for of same format YÖK's recommendation decisions Institute Opportunities in line with andrilmiş one decisions Based as Studies planned. Activities for beneficiaries 2021- 2022 Spring semester with together will start.

*Higher Education Quality Council – Institutional Internal Evaluation Report Preparation*

*Funding Guide (Version 2.1 - 27/01/2021 )*

## Sample Evidence

* *Performance reports: https://sohmer.gazi.edu.tr/view/page/287610/2021-faaliyet-raporu*

|  |  |  |  |  |  |
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| **QUALITY ASSURANCE SYSTEM** | | | | | |
| **A.1. Mission and Strategic Objectives** | **1** | **2** | **3** | **4** | **5** |
| **A.1.3. Enterprise performance management**  SOHMER's research performance is evaluated annually by the "Internal Evaluation Report" and the "Annual Report". | There is no performance management in the institution . | Performance indicators and performance management in the organization  mechanisms are defined. | Institution  There are performance management practices spread across the globe. | Performance indicators in the organization  operability and performance management  mechanisms are monitored and according to the results of follow-up  improvements are being carried out. | There are internalized, systematic, sustainable and exemplary practices . |

***Sample Evidence***

* *Performance reports: https://sohmer.gazi.edu.tr/view/page/287610/2021-faaliyet-raporu*

|  |  |  |  |  |  |
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| **QUALITY ASSURANCE SYSTEM** | | | | | |
| **A.2. Internal Quality Assurance**  The institution should establish an internal quality assurance system and ensure that this system and processes are reviewed and continuously improved. The powers, duties and responsibilities of the Quality Commission should be clearly defined and the quality culture should be disseminated in the institution. | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **A.2.1. Quality Commission**  Our center has a commission established to carry out quality assurance systems . There is a lecturer and a lecturer in this commission .  The work of the Commission is carried out in cooperation  when necessary, negotiations are held with the rectorate quality commission. | There is no quality commission established to carry out quality assurance processes in the institution . | Authority, duties and responsibilities of the quality commission and organizational structure  tanımlanmıştır. | Quality commission for the quality assurance of the institution  work  effective, inclusive, participatory, transparent and decision-making  mekanizmalarınd  a effectively executes. | The working style of the quality commission and  operation is monitored and related improvements are carried out. | There are internalized, systematic, sustainable and exemplary practices . |

***Sample Evidence***

A quality commission has been established within the unit in order to ensure systematic quality management in line with SOHMER's planned activities, its powers, duties and responsibilities for its aims and objectives.

|  |
| --- |
| **Quality Commission** |
| Name Surname Phone E mail |
| President Assoc. Prof. Dr. Ömer Faruk CANTEKİN +90 312 216 2625 [cantekin@gazi.edu.tr](mailto:cantekin@gazi.edu.tr) |
| Vice President Ögr. Member İhsan ESEN +90 312 216 2625 [ihsanesen@gazi.edu.tr](mailto:ihsanesen@gazi.edu.tr) |

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| **QUALITY ASSURANCE SYSTEM** | | | | | |
| **A.2. Internal Quality Assurance** | **1** | **2** | **3** | **4** | **5** |
| **A.2.2. Internal quality assurance mechanisms**  **(PDCA cycles**,  **calendar, structure of units)**  As of PDCA cycles, it is planned which processes , processes, mechanisms will be activated on the basis of the calendar year and the flow charts are determined. Responsibilities and powers are defined. The actual applications are examined. It is stated how the processes, processes and mechanisms given on the basis of the calendar year cover layers such as senior management, faculties, lecturers, administrative staff, students, etc. Otherquality cycles that are not designed on the basis of the calendar year are indicated by evidence that they include all layers, and the actual practices are examined.  An accessible and updated policy detail , such as an organisation's quality assurance guide  document . | Institution  there is no defined internal quality assurance system. | Internal quality assurance process of the institution and  mechanisms defined. | The internal quality assurance system is spread throughout the institution and is carried out transparently and holistically. | Internal quality assurance system mechanisms are monitored and  with relevant stakeholders  iyileştirilmektedir  . | There are internalized, systematic, sustainable and exemplary practices . |
| ***Sample Evidence***   * A quality commission has been established to ensure systematic quality management in our unit. However, SOHMER was officially established in October 2021 and became operational with the appointment of the management despite the shortage of personnel , so the planned events have not yet been completed. | | | | |

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| **QUALITY ASSURANCE SYSTEM** | | | | | |
| **A.2. Internal Quality Assurance** | **1** | **2** | **3** | **4** | **5** |
| **A.2.3. Leadership and quality assurance culture**  The appointed director and deputy director of our center also carry out leadership duties. According to the workflow process of our center, all decisions and applications are taken within the initiative of the center management. | Leadership approaches in the organization are the responsibility of quality assurance  development. | There are plans to create a leadership approach that supports the quality assurance culture in the organization . | A quality assurance culture throughout the organization  leadership practices that support development  exists. | Leadership  practices and quality assurance culture of these practices  Contribution to the development of  monitored and connected improvements are carried out  and. | There are internalized, systematic, sustainable and exemplary practices . |
| ***Sample Evidence***  *Information about Center Management:* [*https://sohmer.gazi.edu.tr/view/page/287291/yonetim-kurulu*](https://sohmer.gazi.edu.tr/view/page/287291/yonetim-kurulu) | | | | |

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| **QUALITY ASSURANCE SYSTEM** | | | | | |
| **A.3. Stakeholder Engagement**  The institution should ensure the participation and contribution of internal and external stakeholders to the quality assurance system. | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **A.3.1. Participation** of internal and external stakeholders in quality assurance**, education and** training,  **research** and  **development, management and internationalization processes**  In our unit , the maturity level of internal and external stakeholders was evaluated as 3 under the title of quality assurance, education and training, research and development, management and participation in internationalization processes. The internal stakeholders of our center are academic staff, administrative and other academic units. Our activities are carried out in coordination with our internal stakeholders. The external stakeholders of our center are our Project stakeholders. | Internal quality assurance of the institution  There are no mechanisms to ensure stakeholder participation in the system. | Quality assurance in the institution, education and training, research and  development,  social contribution, management system and internationalization processes of PDCA  Plans to ensure stakeholder engagement in the layers  exists. | PDCA in all processes  In order to ensure stakeholder participation in the floor mandates, the Authority  There are mechanisms that are spread throughout. | Stakeholder engagement  mechanisms are monitored and connected  improvements are being made . | There are internalized, systematic, sustainable and exemplary practices . |

***Sample Evidence***

* *Performance reports: https://sohmer.gazi.edu.tr/view/page/287610/2021-faaliyet-raporu*

|  |  |  |  |  |  |
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| **QUALITY ASSURANCE SYSTEM** | | | | | |
| **A.4. Uluslararasılaşma**  The institution should periodically monitor and continuously improve the activities carried out in line with its internationalization strategy and goals. | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **A.4.1. Internationalization policy**  There is no defined internationalization policy in the unit | There is no internationalization policy in the institution . | There is a declared internationalization policy that is compatible with the mission and objectives of the institution . | Internationalization practices of the institution are addressed to the relevant units  spread, adopted and compliant with the quality policy. | The internationalization practices of the institution are monitored and  internationalization policies according to the results of the follow-up  iyileştirilmektedir  . | There are internalized, systematic, sustainable and exemplary practices . |
| ***Sample Evidence*** | | | | |

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| **QUALITY ASSURANCE SYSTEM** | | | | | |
| **A.4. Uluslararasılaşma** | **1** | **2** | **3** | **4** | **5** |
| **A.4.2. Managementand organizational structure** of  **internationalization processes**  There are no plans for the management and organizational structure of the internationalization processes of the unit . | The institution does not have a managerial and organizational structure regarding internationalization processes. | There are plans for the management and organizational structure of the internationalization processes of the institution . | Internationalization processes in the institution  organizational structure related to management  is complete; transparent, inclusive and  operates in a participatory manner . | The managerial and organizational structuring of internationalization processes is monitored and  iyileştirilmektedir  . | There are internalized, systematic, sustainable and exemplary practices . |
| ***Sample Evidence*** | | | | |

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| **QUALITY ASSURANCE SYSTEM** | | | | | |
| **A.4. Uluslararasılaşma** | **1** | **2** | **3** | **4** | **5** |
|  | Institution | Institution | Institution | Institution | İçselleştirilmiş, |
|  | uluslararasılaşma | uluslararasılaşma | uluslararaslaşma | uluslararasılaşma | systematic, |
| **A.4.3. Sources** of  **internationalization** | activities | activities | Resources | Resources | sustainable and |
| In order to continue the internationalization activities of the unit | to sustain | Sustain | between units | Distribution | example |
| physical, technical and financial resources of appropriate quality and quantity | sufficient resources | Suitable qualification for | with a view to balance | monitored and | can be shown |
| There are no plans for its creation. | does not exist. | and in quantity | managed. | iyileştirilmektedir. | Applications |
|  |  | physical, technical and |  |  | exists. |
|  |  | of financial resources |  |  |  |
|  |  | creation |  |  |  |
|  |  | plans for |  |  |  |
|  |  | exists. |  |  |  |
|  | ***Sample Evidence*** | | | | |

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| **QUALITY ASSURANCE SYSTEM** | | | | | |
| **A.4. Uluslararasılaşma** | **1** | **2** | **3** | **4** | **5** |
| **A.4.4. Internationalization performance**  Since there is no internationalization activity in the unit , no performance evaluation has been made. | There is no internationalization activity in the institution . | Plans for activities in line with the internationalization policy in the institution  exists. | Institution  There are internationalization activities spread throughout the world. | Internationalization activities are monitored in the institution and  iyileştirilmektedir. | There are internalized, systematic, sustainable and exemplary practices . |
| ***ÖrnekKanıtlar*** | | | | |

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| **EDUCATION and TEACHING** | | | | | |
| **B.1. Design and Approval of Programs**  The institution should design the programs it conducts in accordance with the objectives and learning outcomes of the curriculum. The qualifications of the programs should be defined as a basis for the Turkish Higher Education Qualifications Framework. In addition, the institution should have robust processes for program design and approval. | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
|  | Institution | Institution | Defined processes | Programs | İçselleştirilmiş, |
| **B.1.1. Design and approval**  **of programs** | Programs | Programs | In accordance with; | design and approval | systematic, |
| Currently, the unit is at undergraduate or graduate level. | design and | design and | Throughout the institution , | Processes | sustainable and |
| There is no training program . This | regarding the approval | regarding the approval | design and approval | systematically | example |
| therefore defined in relation to the design and approval of programs, and | Processes | principle, method, | realized | monitored and | can be shown |
| there are no systematic processes . | tanımlanmamıştır. | Compliance with NQFS | programs, | with relevant stakeholders | Applications |
|  |  | and stakeholder | The purpose of the programs | together | exists. |
|  |  | involving participation | and learning | by evaluating |  |
|  |  | defined processes | in accordance with their output | iyileştirilmektedir |  |
|  |  | exists. | as | . |  |
|  |  |  | is being carried out. |  |  |
|  | ***Sample Evidence*** | | | | |

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|  | **EDUCATION and TEACHING** | | | | |
| **B.1. Design and Approval of Programs** | **1** | **2** | **3** | **4** | **5** |
|  | Course distribution | Course distribution | Programs | Courses in programs | İçselleştirilmiş, |
| **B.1.2. Course distribution balance**  **of the program** | relation, principle and | Regarding the field | Coursework across | distribution equilibrium | systematic, |
| Currently, the unit is at undergraduate or graduate level. | Methods | and professional knowledge | information packages, | monitored and | sustainable and |
| There is no training program. Therefore | tanımlanmamıştır. | with general culture | defined processes | iyileştirilmektedir. | example |
| Considering the structure of the program and the balance of course distribution |  | balance of lessons, | in line with |  | can be shown |
| has not been taken. |  | mandatory- elective | prepared and |  | Applications |
|  |  | lesson balance, | has been announced. |  | exists. |
|  |  | cultural depth |  |  |  |
|  |  | winning, different |  |  |  |
|  |  | Disciplines |  |  |  |
|  |  | recognition possibilities |  |  |  |
|  |  | to dimensions such as |  |  |  |
|  |  | principles and |  |  |  |
|  |  | methods containing |  |  |  |
|  |  | defined processes |  |  |  |
|  |  | exists. |  |  |  |
|  | ***Sample Evidence*** | | | | |

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|  | **EDUCATION and TEACHING** | | | | |
| **B.1. Design and Approval of Programs** | **1** | **2** | **3** | **4** | **5** |
| **B.1.3. Alignment** of  **course** outcomes with  **program outcomes**  Currently, there is no undergraduate or graduate level education program in the unit . Therefore, course outcomes and program outcomes were not matched | Course outcomes were not matched with program outcomes. | Lesson  Creation of achievements and program  principles, methods and methods of harmonization with outputs and  defined processes involving classifications  exists. | Course outcomes program across programs  r is aligned with the outputs and the course information is shared with packages. | Lesson  Program of achievements  its compliance with the outputs is monitored and  iyileştirilmektedir  . | There are internalized, systematic, sustainable and exemplary practices . |
| ***Sample Evidence*** | | | | |

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|  | **EDUCATION and TEACHING** | | | | |
| **B.1. Design and Approval of Programs** | **1** | **2** | **3** | **4** | **5** |
| **B.1.4. Course design based on student workload**  Currently, there is no student workload design in the unit since there is no education program at undergraduate or graduate level . | Courses based on student workload  tasarlanmamıştır. | There are defined processes\* that include principles and methods related to how to calculate the student workload, including dimensions such as internship, professional practice mobility. | Courses in accordance with student workload  designed, announced and implemented. | In the programs, the workload of the students is monitored and the course design is updated accordingly. | There are internalized, systematic, sustainable and exemplary practices . |
| ***Sample Evidence*** | | | | |

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|  | **EDUCATION and TEACHING** | | | | |
| **B.1. Design and Approval of Programs** | **1** | **2** | **3** | **4** | **5** |
| **B.1.5. Assessment and evaluation system**  Currently, since there is no undergraduate or graduate level education program in the unit, there is no proficiency-based assessment and evaluation approach. | The institution does not have a measurement and evaluation system. | To establish a holistic measurement and evaluation system in the institution  There are defined principles and rules for . | Throughout the institution, measurement and evaluation practices are carried out in accordance with these principles and rules. | Measurement and evaluation practices are monitored in the institution and  In the measurement and evaluation system according to the results of the follow-up  improvement is being made. | There are internalized, systematic, sustainable and exemplary practices . |
| ***Sample Evidence*** | | | | |

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| **EDUCATION and TEACHING** | | | | | |
| **B.2. Student Admissions and Development**  The institution should set clear criteria for student admissions; apply the predefined and published rules regarding the recognition and certification of diplomas, degrees and other qualifications in a consistent and lasting manner | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **B.2.1. Admission, recognition and credit** of prior learning\*  Since there is currently no undergraduate or graduate level education program in our unit, no activity has been carried out to accept students, to recognize and credit previous learning. | Admission of students at the institution , previous learning  Processes for recognition and crediting  tanımlanmamıştır. | Admission of students at the institution , previous learning  There are principles, rules and related plans for recognition and crediting. | There are applications within the plans throughout the institution . | Processes related to student admission, recognition and crediting of previous learning are monitored,  is being improved and  updates are announced . | There are internalized, systematic, sustainable and exemplary practices . |
| ***Sample Evidence*** | | | | |

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|  | **EDUCATION and TEACHING** | | | | |
| **B.2. Student Admissions and Development** | **1** | **2** | **3** | **4** | **5** |
| **B.2.2. Certification of qualifications and diploma**  Currently, there is no training program in our unit, so certification and diploma processes have not been carried out. | Processes for the approval of diplomas and certification of other qualifications at the institution  tanımlanmamıştır. | Comprehensive, consistent and declared principles, rules and processes for the certification of diploma approvals and other qualifications at the institution  exists. | Throughout the institution, there are practices for diploma approval and certification of other qualifications. | Applications are being monitored and  defined processes  iyileştirilmektedi r. | There are internalized, systematic, sustainable and exemplary practices . |
| ***Sample Evidence*** | | | | |

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|  | **EDUCATION and TEACHING** | | | | |
| **B.3. Student-Centered Learning, Teaching and** Assessment  The institution should ensure that students achieve the objectives and learning outcomes of the programs during their education and carry out practices that include active learning strategies and methods in this process. In the assessment and evaluation processes, a student-centered and competency-based approach should be adopted. | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
|  | Learning-teaching | Learning-teaching | Programs | Student-centered | İçselleştirilmiş, |
| **B.3.1. Teaching methods and techniques** | processes | processes | Wide | Applications | systematic, |
| Currently, we have an undergraduate or graduate degree in our unit. | student-centered | student-centered | student | monitored and related | sustainable and |
| There are no training programs at the level. Therefore | Approaches | Approach | Based | internal stakeholders | example |
| student-centered learning in teaching and teaching processes | does not exist. | implementation | teaching method | with the participation of | can be shown |
| approaches are absent. |  | policy, rule for | Techniques | iyileştirilmektedir. | Applications |
|  |  | and planning | defined processes |  | exists. |
|  |  | exists. | in line with |  |  |
|  |  |  | uygulanmaktadı |  |  |
|  |  |  | r. |  |  |
|  | Sample Evidence | | | | |

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|  | **EDUCATION and TEACHING** | | | | |
| **B.3. Student-Centered Learning, Teaching and** Assessment | **1** | **2** | **3** | **4** | **5** |
| **B.3.2. Assessment and evaluation**  Currently, the unit does not have plans or defined processes for student-centered assessment and evaluation. | There are no student-centered assessment and evaluation approaches in the programs . | Principles, rules and plans for student-centered assessment and evaluation  exists. | Across the programs , the student-centered and  diversified assessment and evaluation practices  exists. | Student-centered assessment and evaluation practices are monitored and relevant internal stakeholders  with the participation of  iyileştirilmektedir | There are internalized, systematic, sustainable and exemplary practices . |
| ***Sample Evidence*** | | | | |

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|  | **EDUCATION and TEACHING** | | | | |
| **B.3. Student-Centered Learning, Teaching and** Assessment | **1** | **2** | **3** | **4** | **5** |
| **B.3.3. Student feedback**  Currently, there are no mechanisms for receiving student feedback in our unit. | There are no mechanisms in the institution to receive student feedback. | Feedback from students regarding the teaching processes in the institution (course, course  instructor, program, student workload\*, etc.)  principles and rules have been established for its acquisition. | Student feedback across programs (at the end of each semester or each academic year)  is taken. | Student feedback across all programs  practices related to recruitment are monitored and based on student engagement  is being improved. Feedback results lead to decision-making processes  is reflected. | There are internalized, systematic, sustainable and exemplary practices . |
| ***Sample Evidence*** | | | | |

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|  | **EDUCATION and TEACHING** | | | | |
| **B.3. Student-Centered Learning, Teaching and** Assessment | **1** | **2** | **3** | **4** | **5** |
| **B.3.4. Academic advising**  Currently, there is no undergraduate academic advising process in our unit.  Academic advising at the graduate level is provided by our Center Director Assoc. Prof. Dr. Ömer Faruk Cantekin. | An academic advising process defined at the institution  does not exist. | In the institution, the student's academic and  on a counselling process that supports career development  defined policies and rules  exists. | Academic advising is carried out within the principles and rules of the institution. | Academic advising services are monitored in the institution and with the participation of students  iyileştirilmektedir. | There are internalized, systematic, sustainable and exemplary practices . |
| ***Sample Evidence***   * *https://avesis.gazi.edu.tr/cantekin/deneyim* | | | | |

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|  | **EDUCATION and TEACHING** | | | | |
| **B.4. Teaching Staff**  The institution should be fair and open in all processes related to the recruitment, appointment, promotion and assignment of teaching staff. It should provide opportunities to continuously improve the education and training competencies of the teaching staff . | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **B.4.1. Assignment, promotion and assignment criteria**  All processes related to the recruitment, appointment, promotion and course assignment of the lecturers working under our application and research center are carried out by the Rectorate of Gazi University according to the Academic Promotion and Appointment Criteria Directive of our university. | Appointment, promotion and assignment processes of the institution  tanımlanmamıştır. | Criteria for appointment, promotion and assignment of the institution  defined; however, area-specific needs in planning  irdelenmemiştir. | The appointment, promotion and assignment criteria defined for all areas of the institution and known to the stakeholders are appliedand in the decision-making  (recruitment of teaching staff)  taking, assigning, upgrading and course assignments, etc.)  is used. | The results of assignment, promotion and assignment applications are monitored and  measures by evaluating the results of the follow-up  is taken. | There are internalized, systematic, sustainable and exemplary practices . |
| ***Sample Evidence***   * *Gazi University Academic Promotion and Appointment Criteria Directive:* [*http://gazi.edu.tr/akademikolcutkriter/*](http://gazi.edu.tr/akademikolcutkriter/) | | | | |

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|  | **EDUCATION and TEACHING** | | | | |
| **B.4. Teaching Staff** | **1** | **2** | **3** | **4** | **5** |
| **B.4.2. Teaching competence**  There are training and information platforms for the directors and deputy directors of our unit to structure the activities of the center, to improve the activities implemented, to actively follow up the quality assurance systems and to participate in these platforms. Through these platforms , the institution's performance in developing teaching competence is evaluated. | The teaching of the teaching staff in the institution is m  yetkinliğini  There are no plans to improve it. | The teaching staff of the institution; student-centered learning, distance education, assessment and evaluation,  competencies in areas such as material development and quality assurance system  Development plans  exists. | Institution  Teaching of teaching staff across  yetkinliğini  There are applications to develop. | Developing teaching competence  the findings from their applications are monitored and  The results of the follow-up were examined together with the instructors and the measures were taken  is taken. | There are internalized, systematic, sustainable and exemplary practices . |

***Sample Evidence***

* [*https://kalite.gazi.edu.tr/*](https://kalite.gazi.edu.tr/)
* <https://kvys.gazi.edu.tr/login>
* https://lms.gazi.edu.tr/

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|  | **EDUCATION and TEACHING** | | | | |
| **B.4. Teaching Staff** | **1** | **2** | **3** | **4** | **5** |
| **B.4.3. Incentivesand rewards**  **for**  **educational activities**  Since there is currently no undergraduate or graduate level training program in our unit, no incentives and awards have been received for educational activities. | Incentives and rewards for teaching staff  mechanisms. | Incentive and reward  mechanisms of  ; competency-based, fair and transparent plans for its creation  exists. | Incentive and reward practices are spread throughout the institution. | Incentive and reward applications are monitored and  iyileştirilmektedir. | There are internalized, systematic, sustainable and exemplary practices . |
| ***Sample Evidence*** | | | | |

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|  | **EDUCATION and TEACHING** | | | | |
| **B.5. Learning Resources**  The institution must have the appropriate resources and infrastructure to carry out its educational and training activities and ensure that learning opportunities are adequate and accessible to all students. | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **B.5.1. Learning environment and resources**  Currently, our unit does not have sufficient physical infrastructure to realize its targeted activities, so it cannot realize its objectives specified in the regulation and strategic plan at the desired level. | The institution does not have sufficient resources to continue its educational activities. | In order to continue the educational activities of the institution, it is recommended that the appropriate quality and quantity of learning resources (classroom, laboratory, studio, learning management system, printed/e-resource and material, human resources, etc.) plans for the creation of  are. | Institution-wide learning  The management of resources is carried out by considering the area-specific conditions, accessibility and balance between the units. | Development and use of learning resources  monitoring and improvement are being made. | There are internalized work, systematic, sustainable and exemplary practices. |

***Sample Evidence***

* *Performance reports:* [*https://sohmer.gazi.edu.tr/view/page/287610/2021-faaliyet-raporu*](https://sohmer.gazi.edu.tr/view/page/287610/2021-faaliyet-raporu)

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|  | **EDUCATION and TEACHING** | | | | |
| **B.5. Learning Resources** | **1** | **2** | **3** | **4** | **5** |
| **B.5.2. Social**,  **cultural, sports activities**  In cooperation with other student societies, our unit has carried out a social responsibility project called "Pear Falls to the Bottom" which includes theater, conference and scale application. | There are no social, cultural and sports activities of appropriate quality and quantity in the institution . | To the creation of social, cultural and sports activity opportunities  There are plans for the purpose. | Social, cultural and sporting activities are accessible throughout the institution and are enjoyed on the basis of equal opportunities. | Social, cultural and sporting activity  mechanisms, activities are diversified in line with needs/demands and  iyileştirilmektedir. | There are internalized, systematic, sustainable and exemplary practices . |
| ***Sample Evidence***   * *Performance reports:* [*https://sohmer.gazi.edu.tr/view/page/287610/2021-faaliyet-raporu*](https://sohmer.gazi.edu.tr/view/page/287610/2021-faaliyet-raporu) | | | | |

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|  | **EDUCATION and TEACHING** | | | | |
| **B.5. Learning Resources** | **1** | **2** | **3** | **4** | **5** |
| **B.5.3. Facilities and infrastructures**  Facilities and infrastructure of appropriate quality and quantity in the unit (dining hall, dormitory, working areas equipped with technology; health, transportation, information services). It makes very limited use of the facilities of the Faculty of Health Sciences to which the unit is affiliated. | There are no facilities and infrastructure of appropriate quality and quantity in the institution  . | In the institution, the appropriate quality and quantity of facilities and infrastructure (dining hall, dormitory, health, library, transportation, information and  icommunication infrastructure, distance education  infrastructure, etc.) Planning for its establishment and use  exists. | Facilities and infrastructure throughout the organization  are accessible and are enjoyed on an equal basis of opportunity. | The use of plant and infrastructure is monitored and needs are monitored  in line with  iyileştirilmektedir. | There are internalized, systematic, sustainable and exemplary practices . |
| ***Sample Evidence*** | | | | |

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|  | **EDUCATION and TEACHING** | | | | |
| **B.5. Learning Resources** | **1** | **2** | **3** | **4** | **5** |
| **B.5.4. Barrier-free university**  There are no plans for barrier-free university practices in the unit. | There are no barrier-free university regulations in the institution . | Qualified, accessible and fair barrier-free university practices  There are plans for the purpose. | Barrier-free university practices are maintained throughout the institution. | Barrier-free university practices are monitored and the opinions of disadvantaged groups are also taken  iyileştirilmektedir. | There are internalized, systematic, sustainable and exemplary practices . |
| ***Sample Evidence*** | | | | |

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|  | **EDUCATION and TEACHING** | | | | |
| **B.5. Learning Resources** | **1** | **2** | **3** | **4** | **5** |
|  | Institution | Appropriate in the institution | Institution | Psychologically | İçselleştirilmiş, |
| **B.5.5. Psychological counselling and career services** | psychologically | qualification and | Wide | consultancy and | systematic, |
| Currently, in our center, in the appropriate quality and quantity, | consultancy and | nicelikte | Planning | career | sustainable and |
| guidance, psychological counselling and career services | career | (accessible, | within | services | example |
| activities related to the provision are planned. | services | çeşitlendirilmiş, | psychologically | Applications | can be shown |
|  | regular activities | announced) | consultancy and | monitored; | Applications |
|  | does not exist. | psychologically | career | student testimonials | exists. |
|  |  | consultancy and | Services | also taken by |  |
|  |  | career | uygulanmaktadı | iyileştirilmektedir. |  |
|  |  | Services | r. |  |  |
|  |  | Related planning |  |  |  |
|  |  | exists. |  |  |  |
|  | ***Sample Evidence:*** | | | | |

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|  | **EDUCATION and TEACHING** | | | | |
| **B.6. Monitoring and Updating** Programs  The institution should periodically review and update its programs to ensure that their program achieves its educational objectives and responds to the needs of students and society. It should monitor its graduates regularly. | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **B.6.1. Monitoring and updating program outputs**  For each program and course (formal, remote, mixed, open), monitoring of program objectives and learning outcomes takes place as planned. The operation and results of this process are evaluated together with the stakeholders. Statistical indicators related to education and education (courses offered each semester, number of students, success status, feedback results, course variety, laboratory application, undergraduate/graduate balances, number/reasons for disconnecting, etc.) are periodical and systematically monitored, | Monitoring and updating program outputs  There is no mechanism for this. | Program çıktılarının  periods, principles, rules and indicators related to monitoring and updating have been established. | Programs across programs  mechanisms for monitoring and updating their outputs  operated. | Program outputs are monitored through these mechanisms and the opinions of relevant stakeholders are also  and updated. | There are internalized, systematic, sustainable and exemplary practices . |

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| are discussed, evaluated, compared and the development towards quality education is continued. There is program accreditation planning, promotion and implementation; The accreditation strategy of the institution was specified and the results were discussed. The benefits of accreditation and its contribution to the internal quality assurance system are evaluated. | ***Sample Evidence***   * *The period for monitoring* and updating programs  *(annual and* at  *the* end of the  *program period) principles, rules, indicators, plans and practices* * *Examples of mechanisms established by* the institution  *to update*  its  *programs in line with* its *mission, vision and objectives* * *Annual self-evaluation reports* of the programs (*evaluation in terms of program outcomes)* * *Systems that monitor whether* program *outputs* are reached  *(Information Management System)* * *Improvements* based  *on annual and program duration-based monitoring of programs* * *Practices in which stakeholders are* informed  *about* the *improvements and changes* made * *Feedback on whether the* program  *has achieved its objectives* * *In addition* to standard *practices and legislation;* evidence of the  *unique approaches and practices developed by the institution in line with* its  *needs* |

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|  | **EDUCATION and TEACHING** | | | | |
| **B.6. Monitoring and Updating** Programs | **1** | **2** | **3** | **4** | **5** |
| **B.6.2. Alumni monitoring system**  Currently, there are no students enrolled in any undergraduate or graduate level education program in our unit. | There is no alumni monitoring system in the institution . | Examining whether the aims and objectives of the programs have been achieved  In order to a graduate monitoring system  There is planning for the purpose. | There are alumni monitoring system applications throughout the programs in the institution. | Alumni monitoring system applications are monitored and updates are made in the programs in line with the needs. | There are internalized, systematic, sustainable and exemplary practices . |
| ***Sample Evidence*** | | | | |

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| **RESEARCH AND DEVELOPMENT** | | | | | |
| **C.1. Research Strategy**  The institution should carry out research and development activities that are compatible with its academic priorities determined within the framework of its strategic plan, that can produce value and that can be transformed into social benefit. | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **C.1.1. Research policy, objectives and strategy**  **of the institution**  Together with the innovative vision and workforce potential of our central organization, it is taking steps to ensure the effective use of its existing limited resources,  continues its activities that will contribute to the policy strategy and objectives. Conducted in this context  support is provided through official processes related to the conduct of both internal and external applications / researches of the activities . | Institution-n defined research  policy, strategy and targets. | Research policy, strategy and objectives that express the institution's perspective on research, its preferences in managing research principles, priorities and resources  exists. | Institution  Defined research across  policy, strategy and objectives  There are applications made in the direction. | Practices related to research policy, strategy and objectives are monitored in the institution and measures are taken according to the results of the follow-up  is taken. | There are internalized, systematic, sustainable and exemplary practices . |

***Sample Evidence***

* *Performance reports:* [*https://sohmer.gazi.edu.tr/view/page/287610/2021-faaliyet-raporu*](https://sohmer.gazi.edu.tr/view/page/287610/2021-faaliyet-raporu)

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| **RESEARCH AND DEVELOPMENT** | | | | | |
| **C.1. Research Strategy** | **1** | **2** | **3** | **4** | **5** |
| **C.1.2. Management and organizational structure** of research and development processes  In the studies carried out in one of us, our team determines the short and long-term goals of the application, which is primarily designed in the direction of corporate preferences in cooperation, and divides labor according to training and qualifications. and carries out observation and reporting operations completely during implementation. It creates the feedback of the study by making the necessary analyzes according to the application outputs. | Management of research and development processes in the institution and  There is no planning for its organizational structure. | Management of the research and development processes of the institution and  There are plansthat take into account issues such as guidance and motivation related to the organizational structure. | Management of research and development processes throughout the institution and  its organizational structure is applied in the direction of institutional preferences. | Management of research and development processes in the institution and  organizational structure  with operability  associated results are monitored and measures are taken  is taken. | There are internalized, systematic, sustainable and exemplary practices . |
| ***Sample Evidence***   * *Performance reports:* [*https://sohmer.gazi.edu.tr/view/page/287610/2021-faaliyet-raporu*](https://sohmer.gazi.edu.tr/view/page/287610/2021-faaliyet-raporu) | | | | |

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| **RESEARCH AND DEVELOPMENT** | | | | | |
| **C.1. Research Strategy** | **1** | **2** | **3** | **4** | **5** |
| **Vol.1.3. Relationship of research to local/regional/national development goals**  The projects organized by our unit are carried out in order to ensure local, regional and national development in the field of social work in line with the objectives specified in the regulations and strategic plan, conferences and researches, individuals and society socio-economic-cultural contribution is taken into consideration. | Local, regional and national development goals in institutional research, and  it does not take into account changes. | In the planning of research at the institution, local, regional and national development goals and changes are taken into account. | Research throughout the institution is carried out taking into account local, regional and national development goals and changes. | Research outcomes in the institution  monitored and  follow-up results local, regional and national  in relation to development goals  iyileştirilmekted  and. | There are internalized, systematic, sustainable and exemplary practices . |
| ***Sample Evidence***   * Information on the relationship of research to local/regional/national development goals*:* [*https://sohmer.gazi.edu.tr/view/page/287610/2021-faaliyet-raporu*](https://sohmer.gazi.edu.tr/view/page/287610/2021-faaliyet-raporu) | | | | |

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| **RESEARCH AND DEVELOPMENT** | | | | | |
| **C.2. Research Resources**  The institution should establish appropriate physical infrastructure and financial resources for research and development activities and ensure their effective use. The institution's research policies should encourage cooperation with internal and external stakeholders and the utilization of external funding . | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **C.2.1. Research resources**  The physical, technical and financial research resources of the unit are not compatible and sufficient with its mission, goals and strategies. | The institution does not have sufficient resources to continue its research and development activities. | Plans of the institution for the creation of physical, technical and financial resources of appropriate quality and quantity in order to carry out research and development activities  bulunmaktadır. | The institution manages its research and development resources by considering the research strategy and balance between units. | The adequacy and diversity of research resources are monitored in the institution and  iyileştirilmektedir  . | There are internalized, systematic, sustainable and exemplary practices . |
| ***Sample Evidence:*** The Center needs staff and does not yet have a physical venue where it can carry out activities in accordance with its mission in a respectable manner. | | | | |

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| **RESEARCH AND DEVELOPMENT** | | | | | |
| **C.2. Research Resources** | **1** | **2** | **3** | **4** | **5** |
| **Vol.2.2. In-university resources (BAP)**  Our unit aims to benefit from in-university resources in line with its studies.  There are core in-university funds for those new to research and are easy to access. There are project, conference participation, travel, expert invitation supports, personal funds, awards to promote motivation and competitive promotion criteria to develop research potential . The change of intra-university resources over the years; the effectiveness, adequacy, development aspects of these opportunities , and the level of meeting expectations are examined. | Intra-university resources for the institution's research and development activities  does not exist. | The institution has plans (such as the BAP Directive) for the creation of in-university resources of appropriate quality and quantity in order to continue its research and development activities. | To be able to continue the research and development activities of the institution  In-university resources are provided by considering the research strategy and balance between units. | In the institution, the use and distribution of resources within the university are monitored and  iyileştirmektedir. | There are internalized, systematic, sustainable and exemplary practices . |
| ***Sample Evidence*** | | | | |

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| **RESEARCH AND DEVELOPMENT** | | | | | |
| **C.2. Research Resources** | **1** | **2** | **3** | **4** | **5** |
| **Vol.2.3. Orientation** to  **non-university resources (Support units, methods)**  There are non-university resources (TUBITAK, Ministry of Culture and Tourism, etc.) that our unit applies in accordance with its mission and goals. | The institution does not have any orientation to non-university resources for research and development activities. | To establish methods and support units for the use of non-university resources of the institution  There are plans for the same. | Research and development activities of the institution  to be able to maintain in line with the research strategy  Methods and units to support the use of non-university resources for  has been created. | The institution monitors the use of non-university resources in research and development activities, and  iyileştirilmektedir  . | There are internalized, systematic, sustainable and exemplary practices . |
| ***Sample Evidence***  *Information on* plans  *:* [*https://sohmer.gazi.edu.tr/view/page/287610/2021-faaliyet-raporu*](https://sohmer.gazi.edu.tr/view/page/287610/2021-faaliyet-raporu) | | | | |

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| **RESEARCH AND DEVELOPMENT** | | | | | |
| **C.2. Research Resources** | **1** | **2** | **3** | **4** | **5** |
| **Vol.2.4. PhD programs and postdoctoral opportunities**  There is no doctoral program in the unit that is compatible with and supports research policy, objectives and strategies. | Doctoral program and postdoctoral program of the institution  they do not have the means. | The research policy, objectives and strategies of the institution and  compatible with doctoral program and postdoctoral facilities  For  there are plans . | A PhD that aligns with and supports research policy, objectives and strategies at the institution  programs and postdoctoral opportunities  is being carried out. | Doctoral programs and postdoctoral programs at the institution  Facilities  their output is regularly monitored and  iyileştirilmektedir. | There are internalized, systematic, sustainable and exemplary practices . |
| ***Sample Evidence*** | | | | |

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| **RESEARCH AND DEVELOPMENT** | | | | | |
| **C.3. Research Competency**  The institution should provide facilities to maintain and improve the research competence of its teaching staff. | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Vol.3.1. Development** of the  **research competence of the teaching staff**  Currently, there are no mechanisms for improving the research competence of instructors in our unit . | In the institution, the research of the teaching staff  mechanisms for the development of competence  does not exist. | In the institution, teaching  Research of the elements  There are plans for the development of competence. | Teaching throughout the institution  Research of the elements  applications are carried out to improve competence . | In the institution, the research of the teaching staff  applications for the development of competence  being monitored and teaching the results of the follow-up  Measures evaluated together with the elements  isto be taken. | There are internalized, systematic, sustainable and exemplary practices . |
| ***Sample Evidence*** | | | | |

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| **RESEARCH AND DEVELOPMENT** | | | | | |
| **C.3. Research Competency** | **1** | **2** | **3** | **4** | **5** |
| **Vol.3.2. National** and  **international** joint  **programs and joint research units**  In the unit, inter-institutional collaborations, interdisciplinary initiatives and mechanisms are established. Multiple research activities such as joint research or postgraduate programs, participation in research networks, the presence of joint research units, national and international collaborations are planned. | There are no mechanisms for the establishment of joint programs and joint research units at national and international level in the institution  . | Research with joint programs and joint research units at national and international level at the institution  planning and mechanisms for multiple research activities, such as participation in networks and establishing collaborations  exists. | Throughout the institution , national and international joint programs and joint research activities are carried out. | Internal and inter-institutional joint programs and joint research activities are monitored at national and international level in the institution and evaluated with relevant stakeholders  iyileştirilmektedir. | There are internalized, systematic, sustainable and exemplary practices . |

*Information:* [*https://sohmer.gazi.edu.tr/view/page/287610/2021-faaliyet-*](https://sohmer.gazi.edu.tr/view/page/287610/2021-faaliyet-raporu)

*For*

***Sample Evidence***

* *Report* [*on Plans*](https://sohmer.gazi.edu.tr/view/page/287610/2021-faaliyet-raporu)

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| **RESEARCH AND DEVELOPMENT** | | | | | |
| **C.4. Research Performance**  The institution should measure, evaluate and publish its results based on data and periodically its research and development activities. The findings obtained should be used to periodically review and continuously improve the research and development performance of the institution. | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **C.4.1. Instructor performance evaluation**  In our unit, the Center Director Assoc. Prof. Dr. Ömer Faruk CANTEKİN and Deputy Director Lecturer There are two administrative staff , İhsan ESEN. | There are no mechanisms for monitoring and evaluating the research performance of instructors in the institution . | There are principles, rules and indicators for monitoring and evaluating the research performance of the instructors in the institution. | Institution  Research of lecturers across -  mechanisms created to monitor and evaluate development performance are used. | Teaching  Research-development performance of its elements  monitored and taught  elements . | There are internalized, systematic, sustainable and exemplary practices . |

## Sample Evidence

* + The academic staff of the unit also continues its research activities. The researches are included in the reports prepared. These reports are available at [https://sohmer.gazi.edu.tr](https://sohmer.gazi.edu.tr/). In addition, at the end of each year, academic incentive applications are entered individually into the institution's ATOSIS system. The research of the academic staff can also be followed from the AVESIS system.
  + Assoc. Prof. For information about the work of Dr. Ömer Faruk CANTEKİN:

[*https://avesis.gazi.edu.tr/cantekin*](https://avesis.gazi.edu.tr/cantekin)

* + Lecturer. See. For information about İhsan ESEN's work: https://avesis.gazi.edu.tr/11847

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| **RESEARCH AND DEVELOPMENT** | | | | | |
| **C.4. Research Performance** | **1** | **2** | **3** | **4** | **5** |
| **C.4.2. Monitoring and improving** research performance  An annual activity report is prepared to evaluate the performance of the academic staff working in our center and these reports are also included in the internal evaluation report. In addition, data for monitoring and evaluating the research performances of the center are provided through mechanisms such as the institutional data management system developed by our university. | There are no mechanisms for monitoring and evaluating research performance in the institution. | There are principles, rules and indicators for monitoring and evaluating research performance in the institution . | Mechanisms created to monitor and evaluate research performance are used throughout the institution  . | Research performance is monitored in the institution and  is evaluated and improved by evaluating with relevant stakeholders  . | There are internalized, systematic, sustainable and exemplary practices . |
| ***Sample Evidence***  *Information on monitoring and improving research performance :* [*https://sohmer.gazi.edu.tr/view/page/287610/2021-faaliyet-raporu*](https://sohmer.gazi.edu.tr/view/page/287610/2021-faaliyet-raporu)  Information on Data Transfer:<https://kvy.gazi.edu.tr/> | | | | |

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| **RESEARCH AND DEVELOPMENT** | | | | | |
| **C.4. Research Performance** | **1** | **2** | **3** | **4** | **5** |
| **Vol.4.3. Evaluation of research budget** performance  Our center does not have a special budget allocated for research since there is no working capital input yet . | There are no mechanisms for evaluating the research budget performance of the institution. | Principles, rules, methods and indicators to evaluate the research budget performance of the institution  exists. | Throughout the institution, mechanisms for the evaluation of research budget performance are used. | Research budget performance is monitored in the institution and  iyileştirilmektedir  . | There are internalized, systematic, sustainable and exemplary practices . |
| ***Sample Evidence*** | | | | |

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|  | **SOCIETAL CONTRIBUTION** | | | | | | |
| **D.1. Social Contribution Strategy**  The institution should carry out its social contribution activities in line with its goals and strategy in accordance with its local, regional and national development goals. | | | | | | | |
|  | **1** | **2** | **3** | **4** | | **5** | |
|  | Institution | Institution, social | Institution | Institution | | İçselleştirilmiş, | |
| **D.1.1. Social contribution policy, objectives and strategy** | societal contribution | in contribution activities | Wide | societal contribution | | systematic, | |
| SOHMER's research and other academic activities | policy, | the principles to be followed , | societal contribution | policy, target and | | sustainable and | |
| a direct interaction between service to society | goals and | priorities and | policy, | Strategies | | example | |
| exists. Our center is engaged in research activities | Strategy | Resources | goals and | monitored and related | | can be shown | |
| the social service unit to which it is primarily affiliated | does not exist | yönetmedeki | Strategy | paydaşlarla | | Applications | |
| professional qualifications of undergraduate-graduate students and | . | express your preferences | in line with | by evaluating | | exists. | |
| serve the community as it focuses on increasing their skills |  | social contribution | Made | iyileştirilmektedir. | |  | |
| Educating students equipped to present |  | policy, objectives | Applications |  | |  | |
| the effectiveness in the delivery of services and therefore the quality |  | and strategy | exists. |  | |  | |
| is projected to increase. To this end , |  | exists. |  |  | |  | |
| which has been and will be carried out in our center |  |  |  |  | |  | |
| ***Sample Evidence***  *Social contribution policy,*  *target and* [*https://sohmer.gazi.edu.tr/view/page/287610/2021-faaliyet-raporu*](https://sohmer.gazi.edu.tr/view/page/287610/2021-faaliyet-raporu) | | | | *Strategies* | | *To:* |
| results of activities training qualified professional staff |
| It will provide added value to the society at the point. |

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|  | **SOCIETAL CONTRIBUTION** | | | | |
| **D.1. Social Contribution Strategy** | **1** | **2** | **3** | **4** | **5** |
| **D.1.2. Managementand organizational structure** of  **social contribution processes**  Within SOHMER's social contribution processes; social responsibility (contribution to social and cultural life) project was implemented, knowledge and technology transfer (consultancy, service, project; research, consultancy, service, project, expertise sharing) carried out together with public institutions, training, courses, certificate programs are planned within the framework of lifelong learning. The management and organizational structure of the unit is compatible with the social contribution policy of the institution, and the job descriptions aregiven. | Institution  There is no planning for the management and organizational structure of social contribution processes. | Institution  They have plans for the management and organizational structure of social contribution processes . | Throughout the organization  The management and organizational structure of social contribution processes are applied in the direction of institutional preferences. | Institution  The results related to the management of social contribution processes and the operability of the organizational structure are monitored and measures  is taken. | There are internalized, systematic, sustainable and exemplary practices . |
| ***Sample Evidence***   * Implementation and plans on the management and organizational structure of social contribution processes : [*https://sohmer.gazi.edu.tr/view/page/287610/2021-faaliyet-raporu*](https://sohmer.gazi.edu.tr/view/page/287610/2021-faaliyet-raporu) | | | | |

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|  | **SOCIETAL CONTRIBUTION** | | | | |
| **D.2. Social Contribution Sources**  In order to carry out social contribution activities, the Authority must have physical, technical and financial resources of appropriate quality and quantity and ensure the effective use of these resources. | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **D.2.1. Resources**  In our center, there are no physical, sufficient technical and financial resources of appropriate quality and quantity in order to continue social contribution activities. | Institution  sufficient resources to sustain social contribution activities  does not exist. | Institution  plans for the creation of physical, technical and financial resources of appropriate quality and quantity in order to carry out social contribution activities  exists. | Soot  sources of social contribution  It manages by considering the social contribution strategy and the balance between the units. | The adequacy of social contribution resources in the institution and  diversity is monitored and  iyileştirilmektedir. | There are internalized, systematic, sustainable and exemplary practices . |
| ***Sample Evidence*** | | | | |

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|  | **SOCIETAL CONTRIBUTION** | | | | |
| **D.3. Social Contribution Performance**  The institution should periodically monitor and continuously improve the activities carried out in line with its social contribution strategy and objectives. | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **D.3.1.Monitoring and improving** social **contribution performance**  Our center does not have a strategy to periodically monitor the activities carried out in line with its social contribution strategy and objectives. | Institution  there are no mechanisms for monitoring and evaluating social contribution performance. | There are principles, rules and indicators for monitoring and evaluating social contribution performance in the institution . | Throughout the organization  mechanisms created to monitor and evaluate social contribution performance are used  . | Institution  social contribution performance is monitored and  it is being improved by evaluating it with relevant stakeholders. | There are internalized, systematic, sustainable and exemplary practices . |
| ***Sample Evidence*** | | | | |

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|  | **MANAGEMENT SYSTEM** | | | | |
| **E.1. Structure of Management and Administrative Units**  The institution should have a managerial and administrative structure that guarantees the achievement of its strategic objectives in terms of quality and quantity. The management staff should be able to assume the necessary constructive leadership, and the administrative staff should have the necessary competence. | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **E.1.1. Management model and administrative structure**  Management model and administrative structure that ensures the achievement of the mission and strategic objectives of the unit; all processes are defined and powers, duties and responsibilities compatible with the processes are determined. | The institution does not have a management model and organizational structure that is compatible with its mission and will enable the realization of its strategic goals. | Management model and administrative structure that ensures the achievement of the mission and strategic objectives of the institution; all processes  definedauthorities, duties and responsibilities in accordance with the processes  has been determined. | The management model and organizational structure of the institution operate in a way that covers the whole of the units and areas. | The practices related to the management and organizational structure of the institution are monitored and  iyileştirilmekted and. | There are internalized, systematic, sustainable and exemplary practices . |

<https://sohmer.gazi.edu.tr/view/page/287296/danisma-kurulu>

***Sample Evidence***

[*https://sohmer.gazi.edu.tr/view/page/287291/yonetim-kurulu*](https://sohmer.gazi.edu.tr/view/page/287291/yonetim-kurulu)

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|  | **MANAGEMENT SYSTEM** | | | | |
| **E.1. Structure of Management and Administrative Units** | **1** | **2** | **3** | **4** | **5** |
| **E.1.2. Process management**  The processes and sub-processes (non-university activities) of all activities carried out in the unit are defined. Those responsible for the processes, workflow, management , are recorded in the documents and are being developed. There is evidence that process management is successful. | Education and training, research and development in the institution ,  processes related to social contribution and management system  tanımlanmamıştır. | Education and training, research and development in the institution ,  social contribution and management system processes and sub-processes  defined. | Institutionn  Processes defined throughout are managed. | Process management in the organization  mechanisms are monitored and evaluated with relevant stakeholders  iyileştirilmekted  and. | There are internalized, systematic, sustainable and exemplary practices . |
| ***Sample Evidence***   * *Document with information on* the *activities and process managements:* [*https://sohmer.gazi.edu.tr/view/page/287610/2021-faaliyet-raporu*](https://sohmer.gazi.edu.tr/view/page/287610/2021-faaliyet-raporu) | | | | |

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|  | **MANAGEMENT SYSTEM** | | | | |
| **E.2. Resources Management**  The institution should have a management system to ensure that it uses all of its human resources, financial resources and movable and immovable resources effectively and efficiently. | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **E.2.1. Human resource management**  There is no defined policy and processes related to human resources management in the unit . | Human resources in the organization  There are no defined processes for its management. | Human resources in line with the strategic objectives of the organization  There are defined processes related to management. | Applications in line with human resources management throughout the organization  executed in accordance with defined processes  . | Human resources management practices are monitored in the institution and evaluated with relevant internal stakeholders  iyileştirilmektedir. | There are internalized, systematic, sustainable and exemplary practices . |
| ***Sample Evidence*** | | | | |

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|  | **MANAGEMENT SYSTEM** | | | | |
| **E.2. Resources Management** | **1** | **2** | **3** | **4** | **5** |
| **E.2.2. Management of**  **financial** resources  There are no defined processes for the management of financial resources in the unit . | Management of financial resources in the institution  There are no defined processes for  . | Financial resources in the institution  There are defined processes related to its management that are compatible with strategic objectives. | Practices related to the management of financial resources throughout the organization  executed in accordance with defined processes  . | The management processes of financial resources are monitored in the institution and  iyileştirilmektedir. | There are internalized, systematic, sustainable and exemplary practices . |
| ***Sample Evidence*** | | | | |

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|  | **MANAGEMENT SYSTEM** | | | | |
| **E.3. Information Management System**  The institution has an integrated information management system that collects, stores , analyzes and uses the necessary information and data periodically to improve its processes in order to ensure the effective management of its managerial and operational activities . Must be. | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **E.3.1. Integrated information management system**  The unit has information management systems to support the acquisition, storage and use of corporate information. However, these systems are not integrated with each other or do not cover all areas.  In the unit, the Electronic Document Management System (EBYS) is used to provide internal and inter-institutional correspondence and communication. | There is no information management system in the institution . | Acquisition, storage and use of corporate information in the institution,  Information management systems have been established to support the processing and evaluation. | Institution-wide core processes (training and  teaching, research and development,  integrated information management system supporting social contribution, quality assurance)  operated. | Integrated information management system is monitored in the institution and  iyileştirilmekted and. | There are internalized, systematic, sustainable and exemplary practices . |

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| The unit has an enterprise data management system that includes data on performance indicators.  Quality processes in the unit through GUZEM  documentation, video, evaluation forms for improvement. | ***Sample Evidence***  *Gazi University Electronic Information Management System:* [*https://ebys.gazi.edu.tr/enVision/Login.aspx?ReturnUrl=%2fenvision*](https://ebys.gazi.edu.tr/enVision/Login.aspx?ReturnUrl=%2fenvision)  Gazi University Corporate Data Management System: <https://kvy.gazi.edu.tr/>  Gazi University Distance Education Application and Research Center:<https://lms.gazi.edu.tr/> |

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|  | **MANAGEMENT SYSTEM** | | | | |
| **E.3. Information Management System** | **1** | **2** | **3** | **4** | **5** |
| **E.3.2. Information security and reliability**  Information Management System security, confidentiality and reliability are ensured. Mechanisms are monitored and improved. Security and privacy regarding access to content such as student information, course records, exams and discussion platform recordings, considering that all instructional interaction is digitalized during the distance education process  measures have been taken. | Ensuring information security and reliability in the institution  There are no related applications . | There are defined processes to ensure information security and reliability in the institution . | There are integrated applications to ensure information security and reliability in the institution. | Practices to ensure information security and reliability in the institution are monitored and  iyileştirilmekted  and. | There are internalized, systematic, sustainable and exemplary practices . |
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|  | ***Sample Evidence*** | | | | |

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|  | **MANAGEMENT SYSTEM** | | | | |
| **E.4. Support Services**  The institution must ensure the appropriateness, quality and continuity of the support services it receives from the outside. | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **E.4.1. Suitability, quality and continuity of**  **services**  and  **goods**  The procurement process, conformity and quality criteria of the services supplied from outside the institution are defined and applied. Performance and satisfaction controls are carried out and dependent improvements are carried out. | Outsourcing in the institution  There are no defined processes to assess the appropriateness, quality and continuity of goods and support services. | Outsourced support in the organization  to ensure the suitability, quality and continuity of services and goods  defined processes . | Mechanisms to ensure the suitability, quality and continuity of outsourced support services and goods throughout the organization  operated. | Mechanisms that ensure the suitability, quality and continuity of services and goods are monitored in the institution and  by taking feedback from relevant stakeholders  iyileştirilmektedi r. | There are internalized, systematic, sustainable and exemplary practices . |
| ***Sample Evidence*** | | | | |

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|  | **MANAGEMENT SYSTEM** | | | | |
| **E.5. Public Disclosure and Accountability**  Information about all activities of the institution, including educational programs and research and development activities, is clear, accurate, up-to-date and easy  publish it in an accessible way and inform the public. The institution should have approaches that can measure and evaluate the efficiency of management and administrative staff and ensure their accountability. | | | | | |
|  |  | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **E.5.1. Public information and accountability**  Public information has been adopted in principle, which channels are designed and how to use them, declared accessible and all information steps are taken systematically. The website of the institution provides accurate, up-to-date, relevant and easily accessible information; the necessary mechanism is in place to ensure this. There is evidence that the concepts of institutional autonomy and accountability complement each other. Import and export accountability | To inform the public in the institution and to account  there are no mechanisms to achieve yield  . | Principles of transparency and accountability in the institution  Defined processes to inform the public in line with  exists. | Public opinion in line with the institution-defined processes  disclosure and accountability  mechanisms. | The Authority's public information and accountability mechanisms are monitored and in line with stakeholder opinions  iyileştirilmektedir. | There are internalized, systematic, sustainable and exemplary practices . |

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| methods are constructed and implemented. It is systematic, it is carried out within the framework of the announced calendar, the responsibilities are clear. Its effectiveness is evaluated with the feedback received. The external stakeholders of the institution in the region, the local administrations with which it is associated, other universities, public institution organizations, non-governmental organizations, industry and its relations with the local people are evaluated. | ***Sample Evidence***   * The principles, rules and methods adopted in relation to public information and accountability can be found at [https://sohmer.gazi.edu.tr](https://sohmer.gazi.edu.tr/). |

# CONCLUSION AND EVALUATION

**Quality Assurance System**

The previously determined mission, vision and basic values of our center have been updated and the current version of our website has been reflected. The academic and administrative staff of our center take care to act in accordance with this mission, vision and basic values in all its applications. Our activities are carried out based on the recommendations, reports and principles and principles to be followed by the Council of Higher Education to the universities, taking into account the policy documents of our university.

In our unit, there has been no work on the Planning, Implementation, Control and Prevention (PDCA) cycle management system, education, research and social contribution processes, if any, and administrative and administrative processes. It is recommended to continue the cyclical studies by planning the PDCA cycles andto continue the periodic monitoring-evaluation studies in order to improve the quality assurance system.

The research performance of our center is evaluated periodically (without being subject to any scoring) based on the data with the "Internal Evaluation Report" and "Activity Reports" prepared annually .

The internationalization strategy of our center is not defined. However, with the support programs provided by TÜBİTAK and similar institutions, our center employees conduct research abroad, participate in international cooperative projects, and make international scientific publications within the framework of the legislation in which our center regulation is included. periods plare understood.

# Education and Training

Since direct education and training activities are not carried out in our center, the evaluations under the title of "Education and Training" have been limited. In addition, graduate students related to our field of study are allowed to carry out their thesis studies. This process is carried out together with the management of the Center

# Research and Development

The fields of activity and academic study areas of our center were clearly stated with the publication of our regulation in the Official Gazette No. 31606 on September 22, 2021 . The activities and researches of the Center are carried out within the framework determined in this official regulation.

# Social Contribution

Our center is defined by its institutional contributions mission, vision and goals that will improve national and international development. Our center does not have physical, technical and financial resources of appropriate quality and quantity in order to continue its individual and social contribution activities. Our center applies to research projects such as TÜBİTAK, etc. for resources that will make a social contribution. With the social responsibility project carried out in December 2021, 100 parents were reached and served in line with the relevant targets. In addition, within the scope of SOHMER's fields of activity, applications were made to the Ministry of Culture and Tourism's project named "Support Program for Future Youth/Cultural Industries" and applications were made to TÜBİTAK 3005-Innovative Solutions in Social and Humanities Research Program Support Program.

# Management system

In line with the strategic objectives of Gazi University, which is a research university, our center aims to improve the professional qualifications of high undergraduate / undergraduate students in order to increase the quality and prevalence of services to be provided in the field of Social Work and to save the gains obtained from this to complete the deficiencies in the field of individual, family and community services. aims to.

Itis aimed to take part as a center in various projects that will contribute to the field of Social Work. In our center, the findings obtained from the management model covering all areas and the practices related to the administrative structure are systematically monitored, the opinions of the stakeholders are taken and the results of the follow-up are evaluated together with the stakeholders and the measures are taken. and updates are carried out in line with the needs / demands. The findings obtained as a result of the Center's accountability activities are monitored and stakeholder opinions are obtained. The findings of the center's activities are presented to the senior management with activity and audit reports, and the same reports are published on the website and shared with the public.

# SOHMER's strengths are;

* Being the first center established in its field,
* To have a young academic staff with disciplined and advanced communication skills, experts in their fields,
* To have access to academic staff who are experts in their fields,
* Our headquarters is located in Ankara ,
* To have a leading role in social responsibility projects,
* Our center has long-term and fruitful relations with public institutions through the members of the advisory board,
* Management and personnel adopt teamwork,
* To have publications of the faculty members/staff serving at SOHMER scanned in various national/international indexes,
* Participation of faculty members/staff serving at SOHMER in academic activities such as national/international conferences, congresses, symposiums,

# SOHMER's aspects open to improvement

\* Failure to have sufficient physical infrastructure to achieve the objectives specified in the regulation and strategic plan

\* Increasing the number of academic and professional personnel to work in the institution in order to achieve the objectives specified in the regulation and strategic plan

\* Taking time for the necessary internal and external cooperation processes to achieve the objectives specified in the regulation and strategic plan