T.R.
GAZI UNIVERSITY

INTERNAL EVALUATION REPORT FOR 2021

QUALITY COMMISSION

Ankara 2022

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Table of Contents

ABBREVIATIONS

EU	: European Union
ABAYS	: Academic Unit Tree Management System
ADS	: Non-Departmental Elective
AFAD	: T.R. Ministry of Interior Disaster and Emergency Management Presidency
CGPA	: Cumulative Grade Point Average
AHCI	: Arts and Humanities Citation Index
AİF	: Research - Development Improvement Activity
ECTS	: European Credit Transfer System
ALES	: Academic Personnel and Graduate Education Entrance Exam
APD	: Academic Performance Evaluation
APMA	: Academic Staff Satisfaction Survey
APP	: Academic Performance Scores
APSİS	: Academic Performance Evaluation Process Management System
APYÖK	: Research Program Management Organization
R&D	: Research and Development
ASELSAN	: Military Electronics Industry
ATAUM	: Ataturk's Principles and Revolution History Research and Application Center
ATO	: Ankara Chamber of Commerce
ATÖSİS	: Academic Incentive Allowance Process Management System
AVESİS	: Academic Data Management System
EQF	: European Qualifications Framework
BAP	: Scientific Research Projects
BAP Unit	: GU Scientific Research Projects Coordination Unit
BAPSİS	: Scientific Research Projects Process Management System
BELTEK	: GU - Ankara Metropolitan Municipality Technical Training Course
BİDB	: GU IT Department
BİDEB	: The Department of Science Fellowships and Grant Programs
BİDR	: Unit Internal Evaluation Report
BİGG	: TÜBİTAK Individual Young Entrepreneur Program
BKMYS	: Integrated Public Financial Management System
BOREN	: National Boron Research Institute
BTYK	: The Supreme Council for Science and Technology
COVID-19	: Coronavirus Disease 2019
ÇAP	: Multidisciplinary Research Project
ÇOGAUM	: GU Pediadric Development Application Research and Training Center
DDA	: Course Evaluation Survey
DEMAR	: GU Earthquake Engineering Application and Research Center
DENAM	: GU Marine and Aquatic Sciences Application and Research Center
DEPAD	: Dentistry Education Programs Accreditation Association
DOSAP	: Postdoctoral Researcher Project
DUÇEP	: Dentistry National Core Education Program
EBYS	: Electronic Document Management System
ECHE	: Erasmus Charter for Higher Education
ECZAKDER	: Association for Evaluation and Accreditation of Pharmacy Education Programs

EDİKK	: GU Education and External Relations Coordination Office
EFP	: Co-Funded Scientific Research Project
EİF	: Education and Training Improvement Activity
EKTAM	: GU Additive Manufacturing Technologies Application and Research Center
EPDAD	: Association for Evaluation and Accreditation of Teacher Education Programs
ESC	: European Solidarity Corps
ESCI	: Emerging Sources Citation Index
EUSA	: European University Sports Association
EÜAŞ	: Electricity Production Inc.
EWP	: Erasmus Without Paper
FEDEK	: Association for Sciences, Letters, Science and Letters, Language and History-Geography Faculties Curriculum Evaluation and Accreditation
Gazi BEST	: GU Science, Education, Art, Technology, Entrepreneurship and Innovation Board
GDM	: Guided Project
SPP	: Solar Power Plant
GİRKUM	: GU Non-Ionizing Radiation Protection, Application and Research Center
GUZEM	: GU Distance Education Application and Research Center
GU	: Gazi University
GÜDAM	: GU Laboratory Animal Breeding and Experimental Research Center
GÜKK	: GU Quality Commission
GÜTMAM	: GU Basic and Engineering Sciences Central Laboratory Application and Research Center
HEPDAK	: Nursing Education Programs Evaluation and Accreditation Association
HZP	: Quick Support Project
ICI	: Internal Control Institute
ICT	: Information and Communication Technologies
ILL	: Interlibrary Loan
ISBN	: International Standard Book Number
ISO	: International Organization for Standardization
ISSN	: International Standard Serial Number
İDEAM	: GU Statistic Consulting, Training, Practice and Research Center
İDY Comittee	: GU Research University Monitoring, Evaluation and Executive Committee
İGA	: Employer Opinion Survey
İPMA	: Administrative Staff Satisfaction Survey
İŞKUR	: Turkish Employment Agency
İTÜ	: İstanbul Technical University
İYS	: Content Management System
İYTE	: İzmir Institute of Technology
KAP	: Participatory Research Project
KAPUM	: GU Career Planning Application and Research Center
Ka-Ya	: Public Investments Information System
KBP	: Career Startup Support Project
KBS	: Public Expenditure and Accounting Information System
KDDB	: GU Library and Documentation Department
KEYPS	: İnstitutional Training Management and Planning System
KİDR	: Institutional Internal Evaluation Report
KOSGEB	: Small and Medium Enterprises Development Organization

KUMER	: GU Road Transport Application and Research Center
KUTEM	: GU Urban Transportation Technologies Accessibility Application and Research Center
KVKK	: Personal Data Protection Law
KVYK	: GU Enterprise Data Management Coordination Office
KVYS	: GU Enterprise Data Management System
KYGM	: General Directorate of Libraries and Publications
KYİF	: Quality, Management and Leadership Improvement Activity
LKP	: Undergraduate Student Research Project
MBS	: GU Alumni Information System
MEB	: Ministry of Education
MOU	: Memorandum of Understanding
MÜDEK	: Association for Engineering Education Programs Evaluation and Accreditation
MYS	: Financial Management System
NFT	: Non-fungible Token
NPM Merkezi	: GU Neuropsychiatry Education Research and Application Center
NTAS	: Cash Request Transfer System
OCLC	: Online Computer Library Center
METU	: Middle East Technical University
OLA	: Online Learning Agreement
ORCID	: Open Researcher and Contributor ID
ORPHEUS	: Organisation of PhD in Biomedicine and Health Sciences European System
OSCE	: Objective Structured Clinical Exams
ÖBS	: GU Student Information System
ÖGEM	: GU Learning, Development, Training and Application Center
ÖİDB	: GU Student Affairs Department
ÖMA	: GU Student Satisfaction Survey
ÖNAP	: Priority Area Research Project
ÖYS	: GU Learning Management System
PDB	: GU Department of Personnel
PKUAM	: GU Project Coordination Application and Research Center
PDCA	: Plan, Do, Check, Action
Q	: Quarter
RUR	: Round University Rankings
SABAK	: Association for Health Sciences Education Programs Evaluation and Accreditation
SANTEZ	: Industrial Theses Project
SBB	: T.R. Presidency of Strategy and Budget
SCI	: Science Citation Index
SCI-Expanded	: Science Citation Index-Expanded
SKS	: GU Directorate of Health, Culture and Sports
SPORAK	: Sports Sciences Education Programs Evaluation and Accreditation Board
SSB	: T.R. Presidency Defence Industry Agency
SSCI	: Social Sciences Citation Index
STAR	: Intern Researcher Program
STK	: Non-Governmental Organizations
TAGEM	: General Directorate of Agricultural Research and Policies
TAI	: Turkish Aerospace Industries
TEI	: TUSAS Engine Industry Inc.

TEKNOFEST	: Istanbul Aviation, Space and Technology Festival
TEMENAR	: GU Clean Energy Research and Application Center
TEPDAD	: Association for Evaluation and Accreditation of Medical Education Programs
TEZ	: Graduate Thesis Project
THE	: Times Higher Education
TİF	: Social Contribution Improvement Activity
TİKA	: Turkish Cooperation and Coordination Agency Presidency
TKYS	: Movable Records Management System
TOBB-ETÜ	: TOBB University of Economics and Technology
TÖMER	: GU Turkish Learning, Research and Application Center
TPAO	: Turkish Petroleum Corporation
TRT	: Turkish Radio and Television Corporation
TSE	: Turkish Standards Institute
TTO A.Ş.	: GU Technology Transfer Office Inc.
TTO	: GU Technology Transfer Office
TUSAŞ	: Turkish Aerospace Industries
TÜBA	: Turkish Academy of Sciences
TÜBA-GEBİP	: TÜBA- Outstanding Young Scientist Awards
TÜBİTAK	: Scientific and Technological Research Council of Türkiye
TÜRKAK	: T.R. Ministry of Foreign Affairs Turkish Accreditation Agency
TÜRKDAM	: GU Turkish World Application and Research Center
TÜRKÜNİB	: Turkic Council Union of Turkish Universities
TÜSEB	: Presidency of Turkish Health Institutes
TÜSF	: Turkish University Sports Federation
TYÇ	: Türkiye Qualifications Framework
TYYÇ	: National Qualifications Framework For Higher Education in Türkiye
UAM	: Application and Research Center
UÇEP	: National Core Education Program
UİF	: Distance Education Improvement Activity
UİP	: International Research Cooperation Project
UNESCO/CEPES	:The European Centre for Higher Education/Centre Européen pour l'Enseignement Supérieur
UOLP	: International Joint Degree Program
URAP	: University Ranking by Academic Performance
UUAP	: National Transport Master Plan for the Republic of Türkiye
UVS	: National Data Dictionary
ÜRTEMM	: Production Technology Center of Excellence
WoS	: Web of Science
YİDB	: GU Directorate of Construction Works and Technical
YLSY	:Selection and Placement of Candidates Sent Abroad for Postgraduate Education
YÖK	: Council of Higher Education
YÖKAK	: Higher Education Quality Board
YÖKSİS	: Higher Education Information System
YÖKTEZ	: Council of Higher Education National Thesis Center
YTB	: Presidency For Turks Abroad And Related Communities
YUDAB	: International Doctoral Research Scholarship

ABSTRACT

The Institutional Internal Evaluation Report has been prepared in order to monitor the annual internal evaluation processes of the institution on the basis of the Institutional Internal Evaluation Report Preparation Guide of the Higher Education Quality Board, to be taken as a basis in the Institutional External Evaluation Program, Institutional Accreditation Program and Monitoring Program processes. The Institutional Internal Evaluation Report, which contributes to the recognition of our university's strengths and openness to development and improvement processes, has been prepared in cooperation with stakeholders in order to disseminate and internalize the self-evaluation studies and the culture of quality assurance. The 2021 Institutional Internal Evaluation Report, which mirrors the activities carried out by our university in 2021 and the processes related to its internal functioning, especially includes the studies carried out in line with the improvement plans, the progress achieved in this direction and the improvement studies that are continuously developed with the stakeholders.

Internal evaluation studies were initiated with the preparation of Quality Improvement Plans with the participation of all relevant units in line with the results of the 2017 Institutional Feedback Report, 2021 Monitoring Report and the satisfaction survey implemented in 2021, primarily in order to spread it throughout the University. The monitoring of the Quality Improvement Plans, which were prepared with the wide participation of our stakeholders during the process, was carried out with the semi-annual interim reports prepared by the units.

The preparatory work for the Institutional Internal Evaluation Report was initiated with the unit visits of the Quality Commission members, each of whom was designated as a Consultant for the academic unit, and a general evaluation of the Unit Internal Evaluation Reports prepared in the past, and briefing the unit managers and Quality Teams about the issues to be considered while preparing unit reports. Following the trainings, informative videos about quality assurance, internal evaluation, and the process of preparing the Unit Internal Evaluation Report were prepared for the members of the Unit Quality Teams by the Training Platform Working Team formed within the Quality Commission, in cooperation with the Distance Education Application and Research Center, and they were made available to those concerned via the Learning Management System. After the completion of the said trainings, all units were requested to prepare Unit Internal Evaluation Reports together with their evidence in an official letter, and an official letter was sent to all relevant administrative units simultaneously, and they were requested to convey their evaluations regarding the sub-criteria of the Institution Internal Evaluation Report to the Quality Commission.

The reports coming from the units of our university were examined by all our Commission Members, and the report writing activities at the level of sub-working groups continued through meetings. After the texts were matured in the working groups, they were presented to the opinions and evaluations of all members, and each topic was evaluated in a separate meeting and the sections were enriched. For all the headings in the report, the processes carried out at our University were explained in detail, and in the light of the explanations made and the evidence presented, the maturity level of our institution was determined for each sub-criterion within the framework of the Higher Education Quality Board Graded Evaluation Key.

Gazi University Institutional Internal Evaluation Report for 2021, which was prepared with the active participation of our academic and administrative units, was first discussed at the Internal Control Monitoring and Guidance Committee, of which our external stakeholders are also members, and then approved by the decision of our Senate no. 2022/113.

Our strengths and areas that are open to improvement, as determined by Gazi University Institutional Internal Evaluation Report for 2021, will guide our University and form the basis for action plans in the upcoming period.

INFORMATION ABOUT THE INSTITUTION

Universities are at the forefront of the institutions where the education process, which we believe continues from the cradle to the grave in our culture, is the most dynamic and effective. Universities are undoubtedly universal institutions where the virtues of being a good person are taught, as well as the knowledge necessary for an individual to specialize in a particular field of education. The foundations of our University, which is oriented towards education with the awareness of the need for the Republic of Türkiye to receive its light from young people on the way to enlightenment, were laid in 1926 on the instructions of Gazi Mustafa Kemal Ataturk. Since the first years of its establishment, our university has been contributing to the lifelong education and development process of people by educating individuals who can lead the society, respecting national, moral, cultural and human values, producing, sharing and transforming knowledge into social life and added value through pioneering research. At the same time, our university continues its activities as one of the 20 leading state universities engaged in education and training in accordance with the criteria of a "Research University" established by the Presidency of the Council of Higher Education.

The mission of our university is to educate individuals who can lead the society and respect national, moral, cultural and human values; to contribute to the lifelong education and development process of the society by producing, sharing and transforming knowledge into life through pioneering research. The vision of our university is to become a respected and leading university at the national and international levels with its interdisciplinary and qualified research, entrepreneurship, high-level education, and service to the community.

Gazi University, the foundations of which were laid in 1926 upon the instruction of Gazi Mustafa Kemal Atatürk, was opened in today's Rectorate building under the name of "Orta Muallim Mektebi ve Terbiye Enstitüsü" (The School for Middle School Teacher Training). Its name was changed to "Gazi Orta Muallim Mektebi ve Terbiye Enstitüsü" (Gazi School for Middle School Teacher Training) in 1929 and it served for many years under this name. Gazi School for Middle School Teacher Training was renamed as "Gazi Education Institute" in 1976. Gazi Education Institute gained the identity of "Gazi University" in 1982.

Currently, there are 11 faculties mainly in the fields of education, health and engineering; 5 institutes; 1 college, and 3 vocational colleges at our university. Scientists who have achieved success in Türkiye and in the world work in these institutions. There are more than 40 thousand students at associate, undergraduate and postgraduate levels at our University, where more than 3 thousand lecturers work. Nearly one thousand and five hundred foreign students from Turkic Republics, Caucasus, Europe, Middle East, Africa, America and Far East countries study at our university. With nearly ten thousand post-graduate students, our university is a higher education institution that not only meets the needs of its own teaching staff, but also meets the needs of other universities. At the same time, our faculty members successfully represent our country and our University both at home and abroad with their studies. Our university, on the other hand, continues its activities without compromising its quality, within the principle of "Being from Gazi is a privilege", which it attributes to its students, teaching staff, administrative staff and graduates.

Aiming to educate researchers and qualified students who will lead the society and respect national, moral, cultural and human values, Gazi University adopts a transparent, accountable, scientific and ethical management approach that uses its physical and economic resources effectively in accordance with Law No. 5018. Our greatest goal is to have an efficient, strong and quality structure.

A. LEADERSHIP, MANAGEMENT and QUALITY

A.1. Leadership and Quality

A.1.1. Management Model and Administrative Structure

In the organizational structuring of our university, a dynamic, horizontal organizational structure where communication takes place effectively and which emphasizes participation and specialization has been preferred. Changes made within the scope of the improvement studies carried out in 2021 are reflected in the organization charts of our University and units, and in parallel, work flow charts and job descriptions, which are an important part of the management information system, are re-evaluated and announced to our internal stakeholders in an official letter and to the public on the websites of the units of our University.

Our university has implemented the management model of accountability, transparency, inclusiveness, authorization, and of which all institution employees from the top to the bottom are a part, integrated into all processes, systematically, with the internal control system, the work of which was started in 2017. In this context, in line with the Public Internal Control Guide published by the Ministry of Treasury and Finance, new boards and commissions were formed to support the decision-making processes of our University Senate and the Executive Board for a better management, and the existing boards and commissions were renewed and defined to refer to the processes (A.1.1.1). In the formation of the boards and commissions, importance was given to the representation of our units, the institutional memory and the continuity of the institutional culture, and the aforementioned structures were designed to ensure broad-based participation by ensuring the representation of thematic areas. In order to include our stakeholders in decision-making mechanisms and to share two-way horizontal and vertical views, sub-working teams affiliated to the boards and commissions were established in all our units (A.1.1.2), our internal and external stakeholders participated in all processes, and the working principles and procedures of the teams were established (A.1.1.3), in addition to the academic and administrative staff, the representation of our students as internal stakeholders in the aforementioned structure was ensured with the guidelines to have a structure that offers continuity.

Gazi University Science, Education, Art, Technology Entrepreneurship and Innovation Board (Gazi BEST) was established in 2017 in order to determine the academic priorities for the future by effectively monitoring the global-scale science, education, art, social and technological developments, and to develop policies to determine the academic roadmap for these goals by closely following the development plans and technological targets of our country. Gazi BEST, chaired by the Rector, consists of 7 members, all of whom are university faculty members. In the absence of the Rector, a vice-chairman, who is a member of the board, is appointed by him. The four members of the board are selected from among the three candidates proposed by the relevant faculty deans, representing the faculties ranked in the top four in the Faculty Objective Ranking listed in Article 7 of the "Guideline on the Establishment and Operation of the Science, Education, Art, Technology, Entrepreneurship and Innovation Board and standing out with their academic performance, contribution to the country and the University, and their unifying characteristics. Two of its members are elected by secret ballot by the University Senate from among the four candidates proposed by the Rector. The one who receives the highest number of votes in the University Senate becomes the "Full Member", and the second highest voter is appointed as the "Associate Member". In the event that the full member leaves the University, the associate member serves to complete the remaining period. When the term of office of the rector expires, the duties of the members of the board come to an end. Science Group, Education Group, Art Group, Technology and Innovation Groups were formed within the body of the Board in order to monitor the University's science, education, art, research and development

policies in line with universal developments and country strategies, and to carry out related procedures (A.1.1.4).

The Strategy Development Board was established in 2017 in order to coordinate the preparations of the strategic plan in order to determine the mission, vision and core values in line with the policies of our university, to set the objectives of the Rectorate and the units affiliated to the Rectorate in line with the University's strategies, to determine and monitor the performance criteria for the improvement of education and service quality. The Board carries out its work under the presidency of the Rector, and in the absence of the Rector, a deputy who is a member of the board, to be determined by him, chairs the Board. In addition to two Vice-Rectors, four Deans, two Institute Managers, two Vocational School Managers, two Application and Research Center Managers, faculty members and staff representing various units, Deputy Secretary General and Student Representative served in the 21-member Board that carried out the preparatory work for the Strategic Plan for the 2019-2023 Term. While forming the sub-working groups of the Board, attention was paid to create a structure that would represent the academic and administrative staff in accordance with the responsibilities of the groups. Staff of our University, who are not members of the Board, were also assigned to sub-working groups. In this context, besides the Board Executive Committee (9 members) to coordinate the work carried out on behalf of the board, the Preparation and Analysis Working Group (14 members), the Future Outlook Working Group (10 members), the Strategy Working Group (15 members), Monitoring, Evaluation and Guidance Working Group (11 members) were formed. Strategic Plan studies are carried out by Strategic Planning Teams at the level of academic and administrative units, and by Strategic Plan Sub-Working Groups at the program level. The Strategic Planning Team consists of the heads of the Program Strategic Plan Sub-Working Group in academic units. The head of the team is the Deputy Dean/Deputy Director responsible for strategic planning studies. In the absence of the Deputy Dean/Assistant Director, a team member to be determined by him is the chairman. Support Services Directorates carry out strategic plan studies in administrative units. With this structure, the Strategic Plans of our University are prepared with our own resources. The structuring of the Board was reconsidered in the last days of 2021 and significant changes were made. In order to ensure that all units of our University are represented and the Plan can be owned at the highest level in the studies that will last for about two years starting in 2022 for the preparation of the Strategic Plan of our University for the Period 2024-2028, importance has been given to having unit managers on the Board. As a result of the changes made with the belief that the leadership of the members will be of great importance in determining the strategic goals and objectives contained in the plan, evaluating its performance and ensuring the achievement of the goals through action plans to be developed, the managers of the academic units of our University were appointed as Board members (A.1.1.5).

In line with our strategic goals and objectives and within the framework of the procedures and principles determined by the Higher Education Quality Board (YÖKAK), studies for the evaluation, monitoring and quality of education-training, research-development and social contribution activities and administrative and management services, and encouraging the programs to enter the accreditation processes are run by the Quality Commission. The commission consists of an odd number of members determined by the University Senate, and the head of the commission is the Rector. In the absence of the Rector, the Vice-Rector to be appointed by the Rector carries out the duty of presidency. The members of the commission are determined by the Senate to represent different scientific fields and academic units of our University. The general secretary, student representative and head of strategy development are natural members of the Commission. The powers, duties and responsibilities of the commission were defined by the "Higher Education Quality Assurance and Quality Board Regulation" and "Gazi University Quality Assurance and Quality Commission Directive", the working

procedures and principles were determined by the Senate and shared with the public on the Commission's website. The Commission forms working groups within its body to carry out its work in line with the working schedule. In accordance with the update made in the evaluation criteria of the Institutional Internal Evaluation Report Preparation Guide, the Commission carried out its work in 2021 with the Leadership, Management and Quality Working Group, Education and Training Working Group, Research and Development Working Group, Social Contribution Working Group and Education Platform Working Group. The tasks of the Groups and the Team are decided by the Commission. Quality assessment and assurance studies carried out at the institutional level at our university are carried out with an inclusive and participatory approach, with Quality Teams in academic and administrative units, and Quality Sub-Work Groups affiliated to these teams at the program level. In the formation of unit quality teams and sub-working groups, it is important to represent our students as internal stakeholders as well as academic and administrative staff. The academic unit quality team members, which continue their activities under the responsibility of the academic unit team head, include the unit quality team head, the deputy dean or deputy director, the secretary of the relevant academic unit, the quality sub-study group heads of all departments/programs/major sciences in the academic unit, and the unit student representative. The administrative unit quality team is determined among at least one branch manager and other personnel, one of whom is at the level of assistant manager. The commission structure was improved in 2021, the limitation on the number of members was lifted and the representation was increased. Career Planning and Application Center and Distance Education Application and Research Center Managers were also included in the Commission due to the importance given to alumni relations and the importance of digitalization in the education system along with distance education caused by the COVID-19 pandemic. In the Quality Improvement Plan, which was carried out throughout the institution in 2021 by the Commission and explained in detail in A.1.4 Internal Quality Assurance Mechanisms Sub-Criteria, in order to qualify the measurement and evaluation studies with the use of the feedback obtained from the measurement, monitoring and evaluation studies in the quality assurance systems for the improvement of the process, there is the decision of "*KYİF.19: appointing an expert member in the fields of measurement and evaluation to the Quality Commission*". Pursuant to this decision, the Director of GU Statistics Consultancy, Training, Application and Research Center (IDEAM) was been appointed as a member of the Commission (A.1.1.6).

Risk Monitoring and Guidance Commission was established in 2018 in order to develop a systematic approach that will identify, evaluate and control all risks that may prevent the achievement of our university's management processes and strategic goals and objectives, to minimize the effects of risks, and to ensure that this approach is implemented as an effective institutional management tool at the University. The chairman of the commission is also the 'Administration Risk Coordinator' of our University, and the Vice-Rector appointed by the Rector carries out this duty. The Commission carries out the risk monitoring and guidance activities of the units through the İnstitutional Risk Management System through the Unit Risk Teams formed in all units. Unit Risk Teams consist of at least 3 people, who are represented by the Unit Risk Coordinator and Sub-Unit Risk Coordinators and determined by the unit manager. The Commission was updated in 2021 and carried out its work with 9 members (A.1.1.7).

Ethics Commission was established in 2013 to examine and express opinions on scientific research and dissertation studies conducted by members of our university that are "not experimental on humans and animals" in accordance with ethical principles. The Commission consists of at least 9 and at most 15 faculty members appointed by the Rector from different departments. The chairman of the Commission is appointed by the Rector, and the vice-chairman is elected from among the members of the Commission. In addition to the Ethics Commission, under the umbrella of the Ethical Boards at our University, the Ethical Boards of

Scientific Research and Publication Ethics and Animal Experiments and Clinical Research determine the ethical standards related to the relevant processes (A.1.1.8).

Gazi University Advisory Board was established in 2017 to ensure the participation of our external stakeholders in decision-making, governance, and improvement processes. The Board carries out its work with a participatory approach with the participation of representatives of public institutions and organizations, the private sector, and non-governmental organizations. In order to carry out its activities effectively and sustainably, the Board was updated in 2021 and carried out its work with 8 members. In accordance with the Gazi University Advisory Board Directive, Unit/Program Advisory Boards, consisting of labor market representatives and other internal and external stakeholders, were established in all our units in 2019 in order to systematically receive the views and suggestions of our external stakeholders, primarily on education and research processes (A.1.1. .9, A.1.1.10).

The Department of Internal Audit Unit was established in 2007 to add value and improve the work of our university administration and to evaluate whether the resources are managed according to the principles of economy, effectiveness and efficiency and to provide guidance. The department assists the management in carrying out the responsibilities of planning, programming, budgeting, budget implementation, accounting, control, reporting and monitoring duties regarding resources and in reaching the objectives. The department carries out its activities independently and impartially in accordance with public internal audit standards with a systematic, continuous and disciplined approach within the scope of risk-based audit plans and programs, with 11 Internal Auditors (A.1.1.11).

Internal Control Monitoring and Guidance Board, established in 2017, is positioned as an umbrella board in the Board and Commission Organization chart of our University, with the mission of providing consultancy and guidance services in the processes of conducting, directing, monitoring and preparing the regulations regarding regular and consistent studies by ensuring division of labor and cooperation between the aforementioned boards and commissions. The Board has 14 members, each consisting of two representatives determined from among the members of all boards and commissions formed within our University under the chairmanship of the Vice-Rector appointed by the Rector. Studies carried out by the board/commission/coordination office/group for the effective establishment of internal control processes at our University are submitted to the Senate, Board of Directors or Office for Approval by obtaining the approval of the Board before they are put into effect (A.1.1.12).

In order to regulate the operational processes of the activities within the scope of the administrative structure carried out at our university, **Internal Control Coordination Group** was established in order to carry out the activities of Compliance with Public Internal Control Standards effectively within the scope of the Law No. 5018 and its secondary legislation. The group is tasked with ensuring coordination and communication between all boards, commissions and coordinators within our University. Another task of the group is to implement and direct the University internal control action plan, and to present the preliminary examination report to the Internal Control Monitoring and Guidance Committee by examining the opinions, suggestions and reports prepared by the board, commission, coordinators and units. In order to carry out the studies effectively, the Group was updated in 2021 and was formed of 17 members, including the deputy directors of the academic and administrative units, under the chairmanship of the Deputy Secretary General (A.1.1.13).

In order to carry out the thematic activities effectively within the internal control system, as well as the academic board and commission structures within our university, units affiliated to the Rectorate were gathered under the umbrella of the coordination office in line with the Public Internal Control Guide, and new coordination offices were created. In this context, in 2019, the Education Planning and Development Office and the Foreign Relations Office are under the

umbrella of the **Education-Training and Foreign Relations Coordination Office**; Application and Research Centers, Scientific Research Projects Unit, Technology Transfer Office and Central Research Laboratory were gathered under the roof of **Research and Development Coordination Office** (A.1.1.14). **Administrative Management System Coordination Office** was formed in order to systematize the administrative structure of our university and to ensure coordination between units by conducting administrative services effectively and efficiently, to fulfill the duties and responsibilities related to the administrative structure in the internal control system. **Social Affairs Coordination Office** was established in order to organize cultural, artistic and social activities, institutional events, all ceremonies at our university and to carry out the functioning and activities of student societies in a systematic way (A.1.1.15). **Institutioanl Data Management Coordination Office** was established in 2021 with the aim of developing the necessary information system application for defining, producing, integrating institutional data and information assets, ensuring their quality (accuracy, integrity, timeliness, validity, confidentiality, accessibility) throughout their lifecycle, and managing the processes related to institutional data owners, intitutional data users and institutional data controllers (A.1.1.16).

To determine the authorities and responsibilities of Gazi University unit managers regarding the correspondence they will make in accordance with the provisions of the current legislation, to bind the given authorities to certain principles, to develop the sense of responsibility by giving authority to the lower levels, to regulate the procedures and principles to be followed in the issues to be submitted to the upper authorities, to facilitate the top managers to take more effective decisions on important issues, there is "Gazi University Correspondence Procedures and Principles, Transfer of Authority and Signature Authorization Directive" in order to provide opportunities for them to deal with the problems and to increase speed, efficiency and effectiveness in service. Within the scope of the directive, a power of attorney system is applied for vice-Rectors and managers of administrative units, provided that they do not exceed the limits of legislation and continue their responsibilities (A.1.1.17, A.1.1.18).

Maturity Level: 4

Practices regarding the management and organizational structure of the institution are monitored and improved.

Evidences

A.1.1.1. Board / Commission Board Decision;_2021

A.1.1.2. Internal Control Coordination Group_Unit Teams Letter_16.01.2020

A.1.1.3. Board/Commission Working Procedures and Principles

A.1.1.4. Gazi BEST Directive/Member List_2021

A.1.1.5. Strategy Development Board Directive/Board and Working Groups Member List_2021

A.1.1.6. Quality Commission Directive/Commission Member List_2021

A.1.1.7. Risk Monitoring and Guidance Commission Working Procedures and Principles/Member List_2021

A.1.1.8. Ethics Committees Member Lists_2021

A.1.1.9. GU Advisory Board Directive

A.1.1.10. GU Advisory Board Member List_Senate Decision

A.1.1.11. Internal Audit Annual Report_2021

A.1.1.12. Working Procedures and Principles of Internal Control Monitoring and Guidance Committee/Member List_2021

A.1.1.13. Internal Control Coordination Group Working Procedures and Principles/Member List_2021

A.1.1.14. EDIKK-AGKK Organization Chart

A.1.1.15. Administrative Management System Coord.-Social Affairs Institution Coord. Establishment Decision_2019

A.1.1.16. İnstitutional Data Management Coordinator-Senate Decision

A.1.1.17. GU Correspondence Procedures and Principles and Directive on Transfer of Authority and Signature Authorization

A.1.1.18. Official Letter of Senior Management Proxy System

A.1.2. Leadership

In order to establish an effective institutional system (strategic management, performance management, internal control, institutional risk management, internal audit, quality management, etc.) in line with the strategic goals of our university and to take the necessary measures, our Rector visits the academic and administrative units and monitors the operation. In this context, the rector participates in academic board meetings and makes mutual evaluations with unit managers and employees (A.1.2.1). In addition, in order to closely follow all the activities carried out at our University and to increase interaction and communication with our academic units, the Efficiency Meetings attended by the Vice-Rectors, the deans of the relevant units, the heads of departments, the heads of divisions and the academic staff, and the Evaluation Meetings attended by the relevant unit managers and all personnel are organized. In 2021, our Rector, personally held 34 Efficiency Meetings where issues such as the support to be given to our research assistants in education, research, project and entrepreneurship activities on the way to becoming qualified faculty members, fair staff distribution based on merit in all units, sensitivity to personnel rights, and responding to students' reasonable demands as soon as possible, which are the items of the agenda. In addition, he also personally held 14 Evaluation Meetings where the administrative staff had the opportunity to convey their expectations and needs (A.1.2.2, A.1.2.3). In addition to being a pioneer in innovation and change throughout the Institution with his transformational leadership approach, the Rector, who makes his stable and determined approach felt at every level with the awareness that the process is a marathon, becomes a source of motivation for his colleagues, whom he describes as heart-friendly with his humanistic approach. In addition to the aforementioned meetings, the Research University Monitoring Meetings, which are planned to be held in 2022, will be held under the presidency of the Rector, in order to monitor the research performance of our University, based on the importance given to the continuity of our Research University qualification and to further our position in national and international rankings.

The Rector, Vice Rectors, Advisors to the Rector, Secretary General and Deputy Secretary Generals come together at Senior Management Meetings in order to evaluate the issues on the university agenda and take decisions for solutions. According to the agenda topic, administrative unit managers and the dean of a faculty are invited to these meetings, and information about the work done in the unit is obtained. In 2021, 11 Senior Management Meetings were held where issues such as increasing the interaction with our external stakeholders and, determining the future goals of our University, such as academic promotion and appointment criteria, which are among the agenda topics, were discussed (A.1.2.4).

Our Rector interacts with our students as well as the regular meetings he holds with academic and administrative process owners. Our Rector came together with the academic leaders of the student societies and the heads of the groups, took the opinions and suggestions of our students by encouraging their communities to carry out their activities effectively, in accordance with the activity decision of "**KYİF.6:** *University Senior Management meets with Student Societies*

at regular intervals and meeting activities are reported", developed within the scope of the Quality Improvement Plan in order to spread the quality culture among students as part of our stakeholders. In addition, in the "Students Ask, Dean/Manager Answers" activities, which our academic units have started to organize since 2020, our students come together with the academic unit administrators and their questions are answered (A.1.2.5).

The Rector also maintains his social relations with the academic and administrative staff, which play an important role in the strengthening of the institutional identity, within the framework of friendship and sincerity. In this context, physical activity gatherings are organized with the participation of our staff and students every Tuesday and Thursday during lunch breaks. Due to the 95th anniversary of our university's establishment, 661 events were held in 2021, closely supported by our Rector (A.1.2.6).

The senior management of our university creates management processes with a participatory approach and makes the institutional governance hierarchy dynamic. In this context, the areas of responsibility of the units of our University were shared among the Vice Rectors, and the necessary delegation of authority was established in the administrative structure (A.1.2.7). In the absence of the Rector, the decision mechanisms regarding administrative processes, including all the main missions of education, research, development and social contribution, carried out under the presidency of the Rector, are chaired by the responsible Vice Rectors, and the Rector is informed about the work carried out (A.1.2.8). Implementation principles regarding processes are constantly kept on the agenda in the boards and commissions, and improvement activities are planned and implemented quickly. In this context, 9 meetings were held by Gazi BEST in 2021, 17 by the Strategy Development Board and Sub-Working Groups, 24 by the Risk Monitoring and Guidance Committee, 69 by the Quality Commission and Sub-Working Groups, and 15 by the Research University Monitoring, Evaluation and Guidance Committee.

Institutional reports and satisfaction survey results are evaluated at the Quality Commission Stakeholder Meetings with the participation of our senior managers, under the presidency of the Rector, for the importance given to the quality culture and its dissemination, and the continuous improvement of processes, and improvement suggestions are decided and implemented with a participatory approach (A.1.2.9, A.1.2.10). In this context, the improvement activities developed for our areas open to improvement identified in the fields of quality assurance system, education and training, research and development, social contribution, management system and distance education in 2021 were documented as a **"Quality Improvement Plan"** in order to ensure their follow-up (A.1.2.11). The improvement works included in the plan are monitored by the Quality Commission, under the chairmanship of the Vice Rector responsible for the quality studies carried out at our University, with stakeholder participation meetings (A.1.2.12).

The delegations, consisting of the members of the Quality Commission, regularly visit the units under the chairmanship of the Vice Rector responsible for quality studies. In this context, 32 unit visits were organized by the Commission in 2021 (A.1.2.13). During the visits, the issues conveyed through the Unit Internal Evaluation Reports and the work carried out are monitored on site, while the units can convey their views on the processes to the senior management.

Guiding and supporting our units in the quality processes and internalizing the quality culture have also been the subject of improvement studies carried out throughout the Institution. Based on the activity decision "**KYİF.17/b:** *Assigning a member from the University Quality Commission to each of the academic and administrative units as a consultant (mentor)*" developed within the framework of the Quality Improvement Plan for this purpose, one Advisor from the Members of the Quality Commission was appointed to the Academic Units and Application and Research Centers of our University (A.1.2.14). Our Advisory Members

examine the unit activity reports and unit improvement works, specific to the activities carried out in the units they are consultants, in order to be addressed in the unit visits of the Commission delegations and document them with Unit Review Forms (A.1.2.15). In line with the activity decision "**KYİF.3/b**: *Participation of the Quality Commission members for the purpose of informing the first meeting of the Unit Advisory Boards*" which aims to disseminate the quality culture to include all internal and external stakeholders, including administrative and academic personnel, Advisory Members participate in both unit advisory boards, as well as visiting the units where they are advisors (A.1.2.16, A.1.2.17).

Based on the decision taken with the Quality Commission Improvement Plan to disseminate the quality culture to include students and to raise awareness, "**KYİF.1**: *Including student, academic and administrative staff-oriented quality processes information in the adaptation week activity program organized at the beginning of the term*", our Vice Rector informed about the quality processes of our University and our students were encouraged to be involved in this process at the Student Orientation and Meeting, which was organized for the newly admitted students within the scope of the 2020-2021 Academic Year Orientation Program, which started with the Opening Lecture of our Rector for all students (A.1.2.18). Again, based on the activity decision of the Quality Improvement Plan "**KYİF.5/a**: *Introducing and directing the YÖKAK Student Commission to the students of our University*" in order to inform our students about quality studies and to encourage their active participation in the processes, necessary guidance is given to our units in official letters in order for the student groups working on quality assurance at universities to share their experiences with each other, to exchange information and to establish a student quality network (A.1.2.19, A.1.2.20).

Based on the decision of "**KYİF.2**: *Preparing visual materials such as informative brochures, posters, billboards, short introductory videos about our university's quality processes and publishing them on our university's web pages*", developed within the framework of the Quality Improvement Plan in order to develop quality studies at our university and to spread the quality culture by reaching more stakeholders, training contents and informative videos were prepared by the Quality Commission Training Platform Working Team (A.1.2.21). With the support of the Distance Education Application and Research Center (GUZEM), the training content offered as a training package to the Training Platform, which was put into service through the Learning Management System (ÖYS) in January 2022, was primarily opened to the unit quality team members. By ensuring the continuity of the aforementioned Quality Trainings, it is aimed that all our stakeholders benefit from this training and that the preferred personnel will receive an e-Certificate, which can be accessed through the e-Government Gateway, if successful as a result of the evaluations.

In addition to the information and awareness activities carried out at our University in order to internalize the quality culture and to equip our personnel who carry out the processes, our academic and administrative personnel are encouraged to participate in training activities organized outside the institution. In this context, the 2021 International Quality Conference, where quality processes, accreditation, national and international qualifications in higher education were discussed; "Information Days on Accreditation for University Personnel" event organized by the T.R. Ministry of Foreign Affairs Turkish Accreditation Agency (TÜRKAK); TS EN ISO 9001:2015 Quality Management System Manager Information Meeting; TS EN ISO 9001:2015 Quality Management System Training Programs and the Basic and Advanced Level Internal Control Practices Training Program organized by the Internal Control Institute (ICI) Türkiye were attended by our academic and administrative personnel, including the senior management of our University. Again, within the scope of the activity of "**KYİF.5/b:** *Following YÖKAK trainings, announcing them to the stakeholders, encouraging their participation*", which is also included in the Quality Improvement Plan, information meetings organized by

YÖKAK are announced to our units, and the members of the Quality Commission of our University provide wide participation (A.1.2.22, A.1.2.23, A.1.2.24, A.1.2.25, A.1.2.26).

Maturity Level: 5

There are internalized, systematic, sustainable and exemplary practices.

Evidences

A.1.2.1. Rector's Unit Visits_2021
A.1.2.2. Efficiency Meetings
A.1.2.3. Meeting Events in 2021
A.1.2.4. Senior Management Meetings
A.1.2.5. Rector_Student Communities Meeting
A.1.2.6. 95th Anniversary Events
A.1.2.7. Official Letters on Top Management Areas of Responsibility
A.1.2.8. Information Note Template Image Text
A.1.2.9. GÜKK Senior Management Evaluation Meetings
A.1.2.10. GÜKK Stakeholder Cooperation Meetings
A.1.2.11. Quality Improvement Plan
A.1.2.12. GÜKK Improvement Studies Evaluation Meetings
A.1.2.13. GÜKK Unit Visits
A.1.2.14. GÜKK Advisor Member List
A.1.2.15 Unit Review Forms Decision_12.08.2021
A.1.2.16. BDK Participation Letter of GÜKK Advisory Members
A.1.2.17. GÜKK Consultant Visits
A.1.2.18. 2020-2021 Academic Year Spring Semester Orientation Program
A.1.2.19. Official Letter of GÜKK Student Societies Workshop-15.10.2021
A.1.2.20. GÜKK Official Letter on Student Participation in Quality Studies-03.12.2021
A.1.2.21. GÜKK-Training Platform Working Team Meeting Minutes
A.1.2.22. International Quality Conference Announcement
A.1.2.23. TÜRKAK Education Announcement
A.1.2.24. TSE Quality Management System Trainings
A.1.2.25. Institute of Internal Control (ICI) Trainings
A.1.2.26 Conference on Quality Assurance in Higher Education

A.1.3. Institutional Transformation Capacity

Within the scope of "Mission Differentiation and Specialization Project in Higher Education - Research-Oriented Mission Differentiation Program" carried out by YÖK in order to ensure a balanced implementation of the triad of national research, higher education and innovation systems in our country and to provide trained human resources and to bring diversity to higher education, our university was declared as a "Research University" on 26 September 2017. The mission, vision and values of our University, which are included in the Strategic Plan for the 2019-2023 Term, were revised in this direction and directed its mission and vision towards a research-oriented structure. In the next stage of the "Mission Differentiation and Specialization in Higher Education Project", research universities within the scope of the goal of "matching Research Universities with priority sectors taking into account their competencies, putting into practice business models based on projects created to achieve the determined objectives and supporting these collaborations" included in the 11th Development Plan have been paired with priority sectors. Priority Sectors Working Group was formed within the Research University Monitoring, Evaluation and Executive Board, following the sector matching made by YÖK within the scope of the 11th Development Plan in determining the cooperation processes of our university.

Although Gazi University's Strategic Plan for the Term of 2019-2023 entered into force in July 2019, in accordance with the decision taken at the meeting of the Strategy Development Board on October 21, 2020, in order to eliminate the deficiencies identified in the monitoring and evaluation process, the 2019-2023 Term Strategic Plan of Gazi University has been updated for the remaining years (2021-2022). -2023). While the mission, vision and objectives parts remain the same, the Plan has been updated by questioning the effects of the COVID-19 global epidemic, which has caused irreversible social changes in a short period of two years, on higher education institutions in the world and in Türkiye. The global epidemic, which changes and transforms working processes in almost every sector, has affected the way of doing business at all levels of universities, which include various activities such as education, research and development, social contribution and administration. Our university also felt the need to reflect this change in its Strategic Plan, and in this context, a comprehensive and well-attended update study was carried out in line with the vision of the Research University, reflecting the requirements of the age.

In order to ensure stakeholder participation in the process of determining our university's goals and academic priorities, the Plan, which was updated with the support of academic and administrative units, included new objectives and performance indicators on subjects such as distance education, research capacity and quality, entrepreneurship, environment, health and stakeholder participation. In the update study, a change management approach was adopted that mediates the realization of organizational innovation by emphasizing the objective statements, the use of new organizational methods in the business models of the Institution. Objectives and performance indicators have been determined in order to take the necessary steps for institutional change, to improve business processes in all fields of activity, and to ensure the participation of employees in the change process (A.1.3.1).

While our university carries out its activities in order to fulfill the duties assigned to it by the Turkish Constitution, Laws No. 2547, 2809, 5018 and 6769, the relevant Decree-Laws and Regulations, by analyzing the top policy documents such as the Eleventh Development Plan (2019-2023), New Economy Program (Medium-Term Program), Medium-Term Financial Plan (2021-2023), and the Presidential Annual Program for 2021, reflected the changes in the higher education ecosystem, global trends, national objectives and stakeholder expectations to the Plan as a result of the work of the Strategy Development Board Preparation and Analysis Working Group. The Future Outlook Working Group affiliated to the Board has updated the titles of "Location Preference", "Achievement Region Preference", "Value Presentation Preference" and "Basic Competence Preference" in the Differentiation Strategies section, in line with the priority areas of research at our University, within the framework of changing conditions. The Monitoring, Evaluation and Guidance Working Group has found it appropriate to organize the Strategic Plan Monitoring Activities, which are foreseen to be carried out every three months in the Strategic Plan Monitoring and Evaluation section, every six months in order to carry out data collection studies in a healthier way. At the same time, in accordance with the "Regulation on the Procedures and Principles Regarding Strategic Plans and Performance Programs to be Prepared by Public Administrations and Annual Reports" published by the Presidency of Strategy and Budget on April 22, 2021, it was decided to update the calendar so that the Strategic Plan Evaluation Report will be published in the Administration Activity Report until the end of February. The feasibility of the objectives whose realization level is low according to the Strategic Plan realization results is questioned, so that the right strategies for the Institution can be determined and prioritized in the next planning studies. The realization results of the 2021 Administration Activity Report will be discussed at the Strategy Development Board and Action Plans will be developed in order to increase the realization rates for the new period with the support of the spending authorities (A.1.3.2).

With the emergence of the global epidemic in 2019, the place and importance of distance education applications in the education and training processes of our University has increased more than ever before. In this context, since the 2019-2020 Spring Term, all programs in the academic units of our University and almost all registered students have been able to continue their education and training activities safely under the epidemic conditions by using the distance education infrastructure of the unit. Considering the epidemic conditions and the directions of the relevant public institutions in the 2021-2022 Academic Year, the issues to be considered in distance education were determined by the University's senior management (A.1.3.3). Accordingly, in the Fall Term of the 2021-2022 Academic Year, it has been stated that up to 40% of the courses can be taught via distance education in accordance with the Senate's decision dated 13.08.2021 and numbered 2021/195 in associate degree, undergraduate and graduate programs (A.1.3.4). In addition, it was decided to implement Gazi University 2020-2021 Academic Year Spring Semester Distance Education Implementation Principles, which was prepared in line with the Senate Decision dated 17.02.2021 and numbered 2021/37, both for the Fall Semester of the 2021-2022 Academic Year and the Spring Semester of the 2020-2021 Academic Year, in the courses to be held with distance education. Starting from the Fall Term of the 2020-2021 Academic Year, new applications have been planned and implemented in distance education processes (A.1.3.5). In this context, the definitions of distance education duties and authorities have been updated. As of the Fall Semester of the 2020-2021 Academic Year, academic units have been asked to appoint Unit and Program Coordinators within the scope of educational activities to be carried out through distance education (A.1.3.6). Considering the competencies and expertise of the academic staff working in the unit, it has been ensured that certain academic units take the responsibility as e-learning specialists. In addition to this, the duties and responsibilities of the instructors who work as E-Learning Specialist, Unit Coordinator and Program Coordinator in the distance education process have been evaluated by the University Education Commission and put into effect (A.1.3.7). With the implementation of the definitions of duty and authority, assignment changes in academic units and program coordinators were communicated to the units in 2021 (A.1.3.8). It was observed that different channels used, such as the Help Desk, GUZEM's institutional e-mail account and telephone, which have been put into use over the LMS system since the beginning of the COVID-19 global epidemic period, caused disruptions in the follow-up and resolution of the problems. For this reason, an easy and fast GUZEM Support System has been created in practice for both unit employees and users in order to ensure that all kinds of support requests are transmitted and followed through a single system by making improvements. A first in our country, GUZEM started to provide our students with the opportunity to define Web3 identity information in addition to information such as student number and TR Identity Number in LMS, and to integrate these Web3 IDs into other applications within our university with the web service infrastructure. In addition, efforts to create the first collection of digital artworks that will reflect our institutional identity continue in the world of NFT (Non-Fungible Token), which has entered our lives with Web 3.0 technologies.

In order to increase the academic performance of our university in the fields of research capacity and quality, interaction and cooperation, economic contribution and commercialization, and intellectual property, Gazi University Research University Monitoring, Evaluation and Executive Board was established in 2021 (A.1.3.9). The Board continues its efforts to improve the research performance of our University in line with global trends, with meetings held with the participation of our Vice-Rectors and Deans.

Due to the Research University task undertaken by our university within the scope of the specialization program, and in order to adapt our faculty members to today's conditions in their academic studies, there was a need for updating the Academic Promotion and Appointment Criteria Directive. The Academic Promotion and Appointment Criteria Working Group was

formed under the chairmanship of the Vice-Rector appointed by the Rector, in order to determine the necessary regulations and to carry out the relevant studies on the revision of the said criteria as a result of these determinations. The Group prepared the Academic Promotion and Appointment Criteria Directive Draft in accordance with the objectives of our University, taking into account the indicators defined by YÖK in the evaluation of the Research Universities, such as research capacity, research quality and international cooperation. Subsequently, it was presented to all academic units and faculty members of our University, and they were asked to express their opinions on the related draft Directive, the opinions received were evaluated by the Group, and necessary corrections were made in the Draft Directive and submitted to the Senate for approval (A.1.3.10).

A different faculty dean and administrative unit managers are invited to each of the Senior Management Meetings held by the Rector, Vice Rectors, Advisors to Rector, Secretary General and Deputy Secretary Generals, and mutual evaluations are made for the improvement of all processes in line with the current situation of our University, the needs of the era and the society. The guidelines and implementation principles of the decisions taken regarding the processes are implemented quickly (A.1.2.4).

Maturity Level: 3

The change management approach in the institution is spread throughout the institution and is carried out holistically.

Evidences

A.1.3.1. GU 2019-2023 Updated Strategic Plan
A.1.3.2. Top Policy Documents Analysis
A.1.3.3. Matters to be Considered in Face-to-Face Education in the Fall Semester 2021-2022
A.1.3.4. Senate Resolutions (2021_195)
A.1.3.5. 2020-2021 Spring Semester Online Application Principles
A.1.3.6. Official Letter of GUZEM Unit and Program Coordinators
A.1.3.7. Powers and Responsibilities of E-Learning Specialist, Unit and Program Coordinators
A.1.3.8. GUZEM Duties and Responsibilities Official Letter
A.1.3.9. Senate Decision_CAD
A.1.3.10. Academic Promotion and Appointment Criteria Working Group Studies
A.1.2.4. Senior Management Meetings

A.1.4. Internal Quality Assurance Mechanisms

In order to achieve its strategic goals, our university has implemented the internal control system for the purpose of structuring the internal quality assurance system, not only for works and transactions of a financial nature, but also for the management, administrative processes and all other operational and support processes. The efficiency and effectiveness of the activities in all units are within the scope of internal control. In order to support the internal control system established based on measurement and meeting standards, with an adopted and established quality culture, the existing boards and commissions have been transformed into a pluralistic and holistic structure with the participation of all employees from the highest level to the lowest level, and new boards, commissions and administrative units were created (A.1.1.1), and our University Board and Commission Process Cycle was determined by defining on the basis of processes (A.1.4.1/a). Plan, Do, Check, Action (PDCA) of the research and development, education, social contribution and management processes of our university are carried out with the applications of the aforementioned administrative decision mechanisms to cover the entire Institution, and the areas needed are improved in the process (A.1.4. 1/b). The connections of the boards and commissions with each other were defined, teams affiliated to these boards and commissions were formed in all our units (A.1.1.2), working procedures

and principles were prepared in order to standardize the activities of the boards, commissions and groups (A.1.1.3, A. .1.4.2).

Our university, in order to create its strategies in line with development plans, medium-term plans and programs, which are high-level policy documents, has determined its policies in the fields of quality assurance, education-training, research-development, social contribution, management system and internationalization with a participatory approach and announced to the public (A.1.4. 3, A.1.4.4, A.1.4.5). Within the scope of evaluating and updating our policies according to current conditions, current Gazi University Quality Assurance Policy was evaluated at the Quality Commission meeting held under the presidency of our Rector, and necessary updates were made in 2021, and it was decided to be submitted to the GU Advisory Board in order to reflect the expectations of our external stakeholders from our University to our Quality Policy before it was finalized (A .1.4.6).

In our University's Strategic Plan, which is a management tool in determining our future goals and objectives in line with our policies, by emphasizing policies in at least one objective within the scope of each objective developed for different fields of activity, it is aimed to monitor policies, improve decision-making processes and increase their performance by adding indicators to measure the objectives indicated by the policies (A.1.4.7). In order to systematically and impartially measure the objectives included in the Strategic Plan, the realizations of the performance indicators developed for each objective are evaluated by the end of the year. The feasibility of the objectives whose realization level is low is questioned, allowing the right strategies to be determined for the Institution and prioritizing them in subsequent planning studies. The connection between our strategic goals and objectives and their resource needs is established with the Performance Program prepared every year, and the financial dimension is determined through the Program Budget. The realizations of the objectives envisaged in the Performance Program are disclosed to the public through the Administration's Activity Reports (A.1.4.8, A.1.4.9).

Following the reflection of the policies approved by our University Senate to the institutional goals and objectives by the Strategy Development Board, job descriptions and work flow charts were prepared by the Internal Control Coordination Group in order to put forward our planned processes as a whole and put them into practice, to ensure effectiveness in cooperation and division of labor, to clarify the role areas in the processes, and to determine authorities and responsibilities (A.1.4.10). Job description forms created to determine the possible risks that may arise at the point of reflection of the studies carried out on the institutional efficiency and the factors affecting the activities, and to carry out the processes of responding to the risks, monitoring and reporting the risks in a systematic way and the work flow charts, prepared by taking these forms into account, were integrated into the Institutional Risk Management System of our University, which was updated in 2021 by the Risk Monitoring and Guidance Commission based on the article "**KYIF.39/a:** *Completion of risk analysis studies*", which was decided within the scope of the Quality Improvement Plan (A.1.4.11). In order to carry out an effective risk management process in the units of our University, a total of 25 trainings, 23 with face-to-face participation and 2 online, were organized by the commission (A.1.4.12). Again, in order to ensure the functioning of the System, unit and sub-unit risk coordinators and personnel who will use the System were determined and necessary system training was given by the Commission (A.1.4.13). As a result of the controls made on the system, the unit processes that were found to be deficient in data entries were determined and the system records were completed by returning to the units (A.1.4.14). Risk Strategy Document will be prepared by the Commission in line with the Administration Risk Register to be created by determining the unit risks, and the risk studies carried out in the units will be followed by the Commission in order to establish an effective risk management process.

The necessary controls within the framework of risk management principles and whether the defined processes are carried out in line with our mission in line with the objectives are carried out by the Internal Audit Unit and the spending authorities. In order to develop the necessary ethical values within the administration in the context of effective and efficient establishment and implementation of institutional governance/governance processes, to ensure an effective institutional performance management and accountability, and to transmit risk and control information to the relevant areas of the administration, our University's Board, Commission and Group studies are within the scope of internal auditing as a consulting activity. Strategic planning, internal control and institutional risk management studies were also included in the internal audit program in 2021 (A.1.4.15). Within the framework of the unit activity reports prepared by all units of our university and the assurance statements of the spending authorities, it is declared in the Administrative Activity Report, based on the evidence, that the internal control system provides reasonable assurance in achieving the goals and objectives of our University every year (A.1.4.16).

Our University's Action Plan for Compliance with Internal Control Standards 2021, which includes the work to be done to harmonize our university's internal control system with the Public Internal Control Standards, the start and completion dates of these studies, the responsible and collaborative units, boards, commissions, groups and persons, necessary procedures and other relevant regulations, has been accepted, put into effect, reported to the relevant public institutions, and shared with the public on the website of our University (A.1.4.17). The responsibility for monitoring and coordinating the implementation of the action plan is fulfilled by the Internal Control Coordination Group (A.1.4.18).

In line with our Quality Policy, our University constantly measures and analyzes itself in order to operate quality assurance processes in academic and administrative units in order to develop education, research, entrepreneurship, institutional capacity and achieve goals in the fields of social contribution. Evaluation of the execution of all activities carried out in the institution within the quality assurance system is made with the Institutional Internal Evaluation Report, which is the primary output of the internal evaluation studies carried out regularly every year. In accordance with the GU Quality Assurance and Quality Commission Directive, within the scope of internal evaluation studies, each academic and administrative unit prepares Unit Internal Evaluation Reports (BİDR) annually by their quality teams and submits them to the Quality Commission. The Commission prepares the Institutional Internal Evaluation Report (KİDR) in order to enable us to identify our strengths and areas open for improvement within the framework of BİDRs, Strategic Plan, Performance Program, and previous period internal and external evaluation institution reports, and to guide our continuous improvement efforts. The BİDRs, in which the units present their suggestions for problem areas in addition to their own situation assessments and improvement action plans, are determined by the Quality Commission Members. BİDRs, in which the units submit their own situation assessments and improvement action plans, as well as their suggestions regarding the problem areas, were examined by the Quality Commission Members, and the findings determined as a result of the BIDRs were conveyed to the units in an official letter through the BİDR Review Forms (A.1.4.19), in accordance with the decision of the activity "**KYİF.17/a**: *Providing feedback to the units in line with the 2020 Unit Internal Evaluation Reports*", stated in Quality Improvement Plan. The issues mentioned in the BİDRs are evaluated with unit managers and quality teams during regular unit visits by the delegations formed from the members of the Quality Commission in order to interact with our units one-to-one, to inform them about the quality processes and to examine the improvement activities carried out on site (A.1.2.13).

In addition to Administration Activity Report, which includes the implementation results of the Strategic Plan, in which the implementation results of the processes planned with mechanisms

such as Policy Documents, Strategic Plan, Action Plan for Compliance with Internal Control Standards are monitored, Internal Control Standards Compliance Action Plan implementation results and the Institutional Internal Evaluation Report, institutional surveys are also important monitoring tools in control activities. The current institution surveys of our university are updated in line with the needs and put into practice. In this context, Academic Staff, Administrative Staff, Student Satisfaction Surveys and Employer Opinion Surveys were updated by the Quality Commission in 2021, and the GU Satisfaction Surveys Analysis Report was prepared by analyzing the results (A.1.4.20). The results of the Satisfaction Surveys, Institutional Feedback, Monitoring and Institutional Internal Evaluation Reports were evaluated at the meetings of the Quality Commission with the senior management, in accordance with **"KYİF.11:** *Institutional Feedback Report/GU Institutional Monitoring Report/KİDR/Satisfaction Survey Reports results to be evaluated with internal stakeholders by meeting with unit managers and unit quality teams and sharing improvement suggestions"* (A.1.2.9). With a comprehensive study in the fields of quality assurance system, education and training, research and development, social contribution, management system and distance education, areas open to improvement were identified, covering all processes, and improvement suggestions were developed. The committee/commission/coordination office and administrative units to be responsible and to cooperate with the improvement proposals developed were determined by the Commission. These suggestions were linked to the working calendar as the "**Quality Commission Improvement Plan**" (A.1.2.11) through mutual discussions held at the Improvement Studies Cooperation Meetings (A.1.2.10) held with all units of our university. It has been ensured that the improvement works that have been decided are implemented immediately by our units and the results are followed up and reported to the Commission regularly with the evidence, in accordance with the activity "**KYİF.18:** *Units determine their own improvement activities in line with Unit Internal Evaluation Reports, GU Institutional Monitoring Report and Satisfaction Survey Reports, and reporting the studies carried out in this context to the Quality Commission every six months. On-site monitoring of the works with unit visits by the Quality Commission",* developed in order to use the feedback obtained from the measurement, monitoring and evaluation studies in the quality assurance system to improve the process and to close all the cycles (A.1.4.21). In order to internalize the self-evaluation culture in the units, academic units and application and research centers were asked to determine their own improvement plans together with their stakeholders based on the results of the internal evaluation reports and surveys, and then monitor these studies (A.1.4.22). Monitoring of the improvement works carried out at the institutional level is done with the Interim Reports of the Unit Improvement Studies and the Improvement Studies Meetings submitted to the Commission (A.1.2.12).

While the internal quality assurance processes of education-training, research and social contribution activities and administrative services are carried out with quality improvement studies covering all the principles of planning, implementation, control and taking precautions, for the provision of external quality assurance, in accordance with Article 5 of "Gazi University Quality Assurance and Quality Commission Directive", program accreditation studies are encouraged and followed by the Quality Commission throughout the institution in order to increase the number of accredited programs. In this context, the studies carried out for accreditation are presented in detail in the title of Education and Training, which includes the monitoring and updating of the programs.

In order to make all processes in the university written and implemented as written, preparatory studies are carried out for the application of TS EN ISO 9001:2015 Quality Management System Certificate in the areas determined to cover our academic and administrative units (science / engineering, education, health, administrative) (A.1.4.23).

In order to raise awareness about the continuous improvement activities carried out at our university and to share the tangible benefits obtained, regular information and evaluation meetings are held by the Quality Commission for the unit managers and quality teams based on the action decision "**KYİF.12:** *Conducting an online/face-to-face meeting every six months to inform the unit managers and unit quality teams about the activities of the Quality Commission*" included in the Quality Improvement Plan (A.1.4.24).

In addition to the surveys carried out throughout the institution, stakeholder opinions are received with the Quality Commission Feedback Forms about the stakeholder meetings and unit visits, and the quality studies carried out are impreved by the Quality Commission of our University. As a result of the analysis findings, it was planned to periodically repeat the visits to the units and to visit the centers by contacting the centers and the implementation was started (A.1.4.25). In this context, our University's Quality Commission made 32 unit visits and 24 advisor visits in 2021 (A.1.2.13, A.1.2.17).

In addition to the data-based control activities with the aforementioned reports and surveys, the senior management of our University also monitors the processes through focus group meetings held one-on-one with our stakeholders. In this context, 12 stakeholder meetings were held by the Quality Commission and 15 meetings were held by the Research University Monitoring and Evaluation Board in 2021. Also, 34 Efficiency Meetings with academic units and 14 Evaluation Meetings with administrative units were held by our Rector.

Before the studies carried out by our university's boards and commissions are put into effect, they are presented to the Internal Control Monitoring and Guidance Committee, which includes 2 members of the Advisory Board, which consists of our external stakeholders, for opinion. In this context, the Board evaluated our University's Action Plan for Compliance with Internal Control Standards, Institutional Internal Evaluation Report and Administration Activity Report in 2021, and actions were carried out in line with their opinions. In order to bring the work of the boards and commissions, which are decision mechanisms in the administrative processes, to a systematic structure, both in accordance with the Internal Control Standards Control Activities Environment and the Quality Improvement Plan and in line with the activity decision "**KYİF.33:** *Determining the working calendars of all boards and commissions, holding their meetings systematically and regularly, and announcing the results to the stakeholders*", the boards and commissions requested that they prepare their 2021 work schedule and submit them to the Internal Control Monitoring and Guidance Committee (A.1.4.26).

Maturity Level: 4

Internal quality assurance system mechanisms are monitored and improved together with relevant stakeholders.

Evidences

A.1.1.1. Board/Commission Board Decision_2021
A.1.4.1/a. Board and Commission Process Cycle
A.1.4.1/b. Leadership, Management and Quality PDCA Cycle
A.1.1.2. Internal Control Coordination Group_Unit Teams Letter_16.01.2020
A.1.1.3. Board/Commission Working Procedures and Principles
A.1.4.2. Board/Commission Work Schedules
A.1.4.3. GÜKK Policy Documents Studies
A.1.4.4. Coordination offices Policy Papers IKİYK Presentation Letter
A.1.4.5. Policy Documents-Senate Decisions/27.02.2020_25.12.2020
A.1.4.6. GUKK Meeting Minutes - Quality Policy
A.1.4.7. Policy, Goal, Objective Alignment
A.1.4.8. GU 2021 Performance Program

A.1.4.9. GU 2021 Administration Activity Report
A.1.4.10. Internal Control Coordination Group-Workflow Charts Article_17.03.2021
A.1.4.11. Risk Management System Data Entry
A.1.4.12. Risk Management Process Information Trainings
A.1.4.13. Risk Monitoring and Guidance Commission System Trainings
A.1.4.14. Risk Monitoring and Guidance Commission Unit Return Letters
A.1.4.15. İKİYK_Internal Audit Program Official Letter
A.1.4.16. Unit Activity Reports for 2021
A.1.4.17. GU 2021 Action Plan for Compliance with Internal Control Standards
A.1.4.18. Internal Control Coordination Group UEP Follow-up Letter
A.1.4.19. GUKK BIDR Feedback Articles
A.1.2.13. GUKK Unit Visits
A.1.4.20. GU Satisfaction Surveys Analysis Report
A.1.2.9. GUKK Senior Management Evaluation Meeting
A.1.2.10. GUKK Stakeholder Cooperation Meetings
A.1.2.11. Quality Improvement Plan
A.1.4.21. GUKK Improvement Reports_02.06.2021_06.07.2021_24.08.2021_31.08.2021
A.1.4.22. GUKK Academic Unit-UAM Improvement Plan Letter_22.11.2021
A.1.2.12. GUKK Improvement Studies Evaluation Meetings
A.1.4.23. TS EN ISO 9001:2015 Quality Management System Certificate Preparation Studies
A.1.4.24. GÜKK-Information Meetings
A.1.4.25. GÜKK Feedback Analysis Report
A.1.2.13. GÜKK Unit Visits
A.1.2.17. GÜKK Consultant Visits
A.1.4.26. Internal Control Monitoring and Guidance Committee Official Writing-Work Schedules

A.1.5. Public Disclosure and Accountability

Our official website works actively in order to inform the society about the events and developments at Gazi University, to promote the University at national and international level, to announce scientific activities, to present the point of view of Gazi University in the most accurate and timely manner in the events that occur in the press and in the public. All activities are published in a clear, accurate, up-to-date and easily accessible manner, press releases are prepared regarding the activities held in the Institution and the public is informed through the relevant press organizations (İhlas News Agency, Anadolu Agency, Interpress Media Monitoring Center, etc.). Two-way information transfers from our institutional social media accounts, where shares are made in coordination with our website, apart from official communication channels, have an important place in the development of our institutional identity. In order to prevent the creation of incomplete, incorrect and irreparable information to the public in news services, social media studies and website management, the service produced within the knowledge of the unit supervisor and senior management is followed up before and after the presentation and updates are made as deemed necessary. Precautions such as not making announcements about events, news and other issues, attacking official accounts, protecting passwords with precision in order to prevent unwanted/inappropriate content sharing, ensuring control by a single person or social media responsible from a single device, and changing passwords at regular intervals are taken (A.1.5.1). In order to establish an unhindered communication with all our stakeholders, the website of the Disabled Student Unit of our University is organized in an accessible form for the use of students with disabilities in terms of color, font size and sound recording according to the disability status of the students, and the improvement works are expanded to cover all units, in accordance with "*KYİF.59: Studies continue in the direction of "developing the university home page and the internet pages*

of the sub-units in a way that can also appeal to disabled individuals", included in the Quality Improvement Plan. In this context, a meeting was held by our external stakeholders who are visually impaired graduates of our University and Turkish Language Teachers of Göreneller Secondary School for the Visually Impaired, and our University Software Specialist and Computer Engineer personnel. Within the scope of the meeting, the subjects of examining the sample sites, examining the programs that facilitate access to the website, cooperation to test the features planned to be developed were discussed. The features planned to be developed on the website were determined. Our university's website can be used with the tab key (Tab), and it is possible to write detailed explanations for the screen-reading software. If it is filled, reading can be provided for the visually impaired (A.1.5.2).

In addition, the website of GUZEM, where all our processes regarding distance education (training, symposium, congress, course, certificate program, etc.) are carried out, is constantly kept up-to-date in line with the events held, and the English website of our Center is also updated timely for our international students and users to reach complete information.

In order to inform our stakeholders about the basic data of our University, the strategic plans of the units of our University, unit activity reports and unit internal evaluation reports are shared with the public on the website of the Quality Commission, in accordance with "**KYİF.56**: *Access to information that should be common to each unit, such as institutional reports, etc., can be done by following the same method",* included in the Quality Improvement Plan. Institutional data such as the number of programs and courses provided by the Learning Management System, live lessons, homework, forum, and exam activities are analyzed throughout the semester at the end of the semester and shared on social media accounts with the presentation of our Rector (A.1.5.3), in accordance with "**KYİF.2:** *Preparing informative brochures, posters, billboards, short introductory videos, etc. visual materials about our university's quality processes and publishing them on our university's web pages",* which was also decided for the same purposes.

In addition to the activities carried out at our university, within the framework of the principles of transparency and accountability in financial affairs and transactions, institutional reports such as Strategic Plan, Administration Activity Report, Performance Program and financial tables such as the monthly budget implementation results table and the budget expenditures table are shared with the public on the website of our university, in accordance with "**KYİF.43/b:** *Unit reports are placed together under the Institution Reports on the website of our University*", included in the Quality Improvement Plan. In addition, the Investment Monitoring and Evaluation Reports prepared every year regarding the realization status of the projects included in the Investment Program at our University are shared with the relevant institutions in accordance with the legislation (A.1.5.4). Our university's financial business and transaction data are subject to internal and external audits and are shared with the public on a monthly basis. The information and documents needed in the audits are conveyed to the auditors in a timely and accurate manner (A.1.5.5).

While the realization results of all the activities carried out at our university are carried out with the publication of the relevant evaluation and audit reports in the context of accountability, our survey reports that measure the satisfaction levels of our internal stakeholders during the execution of these activities in the context of transparency are also shared with the public. In this context, the results of the Academic Staff, Administrative Staff and Student Satisfaction Surveys and the evaluation results of the certificate programs and courses conducted by GUZEM are also shared.

The information shared with the public on the internet pages of our university is completely data-based, documented and provable. In this context, the information to be shared with the

public is filtered through hierarchical control and each unit acts with the awareness of its responsibility.

Electronic Document Management System (EBYS) has been used since 2013 to ensure internal communication of our university. EBYS unit was established in order to manage the functions required by the system (adding, scanning, writing and creating documents, updating and deleting existing documents, sending documents, signing documents, initialing, e-signing, e-initialing, distribution, form design, document search, using designed forms in flows, flow designing, generating documents, creating users, updating, deleting, deactivating existing users, specifying user horizontal and vertical privileges, creating and managing existing roles, managing security features, assigning tasks, managing file plan, managing organizational structure and qualified electronic certificate processes, etc.) from a center at our University.

Within the framework of the 95th anniversary celebrations of our university, the 95th Anniversary Events Organizing Committee, consisting of 2 working groups, was established, and a menu was created on the website including the work flow charts for how the events would be organized. Information about education, events, activities, posters, etc. are announced on the website of our University and are announced to the relevant target audience instantly by e-mail. Gazi Haber magazine, which is prepared in quarterly periods, is shared with our internal and external stakeholders on our website and electronically with our graduates.

Websites containing information such as historical developments, mission, vision, values and goals of our units, organizational structure, legislative information and unit reports have been updated to include work flow charts, within the scope of the suggestion of Quality Improvement Plan "**KYİF.38:** *Continuous updating of work flow processes at certain periods and publishing them on internet pages*" (A.1.5.6).

In line with the activity decision of "**KYİF.43/a:** *continuation of studies for standardization*" included in the Quality Improvement Plan, in order to speed up the work on improving the internet pages of the university and its units in terms of access, ease of use, up-to-dateness, content and common language, as well as to improve the information service offered to the stakeholders, Gazi University Content Management System (GAZİ İYS) renewal work has been completed (A.1.5.7).

At GAZİ İYS, which has tens of thousands of pages, announcements, definitions and content for 410 different websites, was first put into service in 2004, and after the comprehensive coding update in 2012, improvements were made in the front-end design in 2021. Following the elimination of some inconsistencies in the transmission of old content, our administrative and academic units and event websites were moved to the new IYS (A.1.5.8). The User's Guide on the use of the new management panel was published, and information trainings were organized for the IYS unit officers (A.1.5.9, A.1.5.10). As a result of all the improvement works carried out, a User Satisfaction Questionnaire was applied to our internal stakeholders regarding the accessibility of the internet pages of our University and our units, and as a result, 75% positive feedback was received (A.1.5.11). Considering the stakeholder opinions, improvement studies were planned, such as opening the English interface directly for departments providing 100% English education or international events, increasing the accessibility rate by making special coding for users with low or no vision, and adding more language interfaces.

Maturity Level: 4

The institution's public disclosure and accountability mechanisms are monitored and improved in line with stakeholder views.

Evidences

A.1.5.1. Press and Public Relations Directorate Annual Report_2021

A.1.5.2. Information Technologies Department Meeting Content

A.1.5.3. GUZEM Analysis Results

A.1.5.4. Investment Monitoring and Evaluation Report for 2021

A.1.5.5. TCA Audit Report_2020

A.1.5.6 Official Letter of İKKG Internal Control Studies Websites

A.1.5.7. IT Department Internet Pages Official Letter_30.11.2021

A.1.5.8. Department of Information Technologies New IYS Official Letter_30.09.2021

A.1.5.9. Gazi İYS User Manual

A.1.5.10. Gazi İYS Trainings

A.1.5.11. CC-2021 User Satisfaction Survey Analysis

A.2. Mission and Strategic Goals

A.2.1. Mission, Vision and Policies

Our University's mission, vision and values have been reviewed within the scope of updating the 2019-2023 Term Strategic Plan of our University. Within the scope of the "Regional Development-Oriented Mission Differentiation and Specialization Project", our University was selected as a Research University by the Council of Higher Education (YÖK) in 2017, and accordingly, the mission and vision of our university has been updated towards a research-oriented structure (A.2.1.1).

Mission of our University in the Strategic Plan for 2014-2018 Term was stated as, "*With the honor of bearing the name of Gazi and hosting the first educational institution of the Republic that trains pioneering teachers, our university aims to raise individuals who can lead the society in the changing world conditions and respect human values with an inquiring and analytical mindset, and is committed to contributing to the lifelong education and development process of the society by accessing information, producing, sharing and transforming information into life"*. In the Strategic Plan for the Term of 2019-2023, our Mission has been changed as "*To raise individuals who can lead the society and respect national, moral, cultural and human values, to contribute to the lifelong education and development process of the society by producing, sharing and transforming knowledge through pioneering research*". In the 2014-2018 Strategic Plan, it was stated that the Vision of our university is "*To be a respected and leading university at national and international level with its original research, high-level education, creative activities and service to the society in a wide range from science and technology to art and sports*"; however, in the 2019-2023 Strategic Plan, our Vision has been updated as "*To be a respected and leading university at national and international level with its interdisciplinary and qualified research, entrepreneurship, high-level education, and community service*", emphasizing research and entrepreneurship (A.2.1.2).

To be included in Gazi University 2019-2023 Strategic Plan, prepared in accordance with Article 9 of the Public Financial Management and Control Law No. 5018 titled "Strategic Planning and Performance Based Budgeting", the Regulation on the Procedures and Principles Regarding Strategic Planning in Public Administrations, and the Strategic Planning Guide for Universities prepared by the Presidency of the Republic of Türkiye Strategy and Budget Department, the mission, vision, and core values determined as a result of the studies carried out by the working groups were unanimously adopted with the decision numbered 2018/70 taken at the meeting of the University Senate dated 05.07.2018 and numbered 10. In line with our changed mission and vision, 5 goals were determined in the fields of education, research and development, entrepreneurship, social contribution, and institutional capacity improvement in the 2019-2023 Strategic Plan, taking into account the "İnstitutional Feedback Report" of the YÖKAK Evaluation Team dated 31.03.2018. Our academic and administrative units continue their activities by determining their own mission and vision in line with the mission and vision of our University (A.2.1.3).

With the decision numbered 2020-2 (01) taken at the meeting of the Strategy Development Board on October 21, 2020, it was decided to "Update" Gazi University's 2019-2023 Term Strategic Plan for the remaining years (2021-2022-2023). The mission and vision, which also guides the Strategic Goals and Objectives of our University, have been preserved as in the Strategic Plan for the 2019-2023 Term, which came into force in July 2019, and the relevant parts of the Updated Plan, which came into effect in August 2021, as per the relevant Legislation, were not changed. University Mission and Vision statements will be reviewed in line with the views of internal and external stakeholders within the scope of the 2024-2028 Strategic Plan preparations (A.2.1.4).

Our Policies played an important role in determining the objectives and performance indicators included in the Current Strategic Plan. Expressions and indicators have been updated by paying attention to the fact that the objectives in the policies are included in the Plan. Within the scope of each Objective developed for different fields of activity of the university, policies were emphasized in at least one objective and indicators were added to measure the objects indicated by the policies. There are more than 60 references to our University's policies in the 24 Objectives within the scope of 5 Objectives in our University's Strategic Plan and 111 Performance Indicators developed to monitor these objectives (A.2.1.5, A.2.1.6):

GU Education and Training Policy is referred to in Objective 1, Objective 4, and Objective 5 of Goal 1:

> **O1.1:** In order to create an education and training environment that supports personal and social development, the number of students per academic staff will be reduced by at least 15% by improving the learning environments and resources and the competence of the instructors.

> **O1.4**: The number of interdisciplinary programs that will be implemented through education and training programs that provide cultural depth and the opportunity to get to know different disciplines will be increased by at least 10%.

> **O1.5**: The number of activities aimed at disseminating teaching strategies, methods and techniques in the institution by developing a safe and user-friendly learning management system that can fully meet institutional needs in line with our University's Distance Education Policy will be increased by 5% in order to ensure that the targeted learning outcomes and competencies of the programs can be gained by the students through distance education processes as well as in formal education.

GU's Internationalization Policy is indicated in Goal 1, Objective 2.

> **O1.2**: In line with the Internationalization Policy of our university, student and academic staff mobility and scientific cooperation will be increased by 10% with universities, institutes, research centers and other institutions in the field.

GU's Research and Development Policy has shaped Objective 2, 3, 4 and 5 under Goal 2, and Objective 3 and 4 under Goal 3:

> **O2.2**: In line with the Research Policy that promotes cooperation with internal and external stakeholders and benefitting from external funds financial resources will be increased up to 10% in order to implement value generating and socially benefitting research and development activities that are compatible with the academic priorities and strategies of the Univresity.

> **O2.3**: The number of activities carried out in order to maintain and improve the research competence of the academic staff will be increased by 20% in order to support researchers who can do internationally qualified and interdisciplinary work at our university.

> **O2.4**: By developing processes for the periodic measurement and evaluation of research and development activities and the use of the results for the continuous improvement of the University's research and development performance, qualified publications from Gazi University (in the 50% range) and citation numbers in international and national indexed scientific publications will be increased by at least 25%.

> **O2.5**: In order to increase scientific wealth by making research the main component of education for both academicians and students in education programs, the concept of

"research student" will be developed and the participation of students in research projects will be increased by 15%.

O3.2: University Technology Development Zones activities will be increased by 20% in order to transform information and technology into social contribution through entrepreneurial activities.

O3.3: University-industry-public collaborations will be increased by 20% with an understanding that makes entrepreneurship and innovation sustainable by transforming the outputs of high-level scientific research directed in line with our policies into economic value.

O3.4: The number of patent, utility model and industrial design applications and registrations will be increased by 10%.

Within the scope of Goal 4 of GU's Social Contribution Policy, Objectives 1, 2, 4 and 5 were determined:

O4.1: In line with the Social Contribution Policy, the number of activities that will contribute to the society will be increased by 5% by carrying out the activities in line with the local, regional and national development goals.

O4.2: The number of inclusive practices for disadvantaged individuals will be increased by 10%.

O4.4: Physical activities will be increased by 10% within the framework of the principle of encouraging the dissemination of sports activities for a healthy life and providing opportunities for sports to reach all segments of the society.

O4.5: Activities related to raising healthy environmental awareness will be increased by 10% in order to take measures to improve solutions to environmental problems, to offer suggestions and to raise awareness.

GU Management System Policy guides in Goal 5 Objective 2:

O5.2: Within the framework of the principle of effective and efficient use of resources, the budget for developing information technologies and physical infrastructure that will strengthen institutionalization will be increased by 10%.

In line with the GU Quality Assurance Policy, Goal 5 Objective 4 has been determined:

O5.4: The participation of internal and external stakeholders will be increased by 20% by ensuring the continuous monitoring, measurement and improvement of the quality assurance system processes in order to achieve the goals of our university in the fields of education, research, entrepreneurship, institutional capacity development and social contribution.

Performance indicators developed in order to monitor the determined objectives are also shaped in line with the policies of our University. Thanks to this comprehensive study, our Policies are monitored and evaluated with the relevant indicators in the Institution's current Strategic Plan.

An important study has been initiated in our University in order to develop the planning culture in our University Units and to ensure the conformity of the strategic plans prepared in terms of content and structure. Following the preparation of the Institutional Strategic Plan, all units were asked to prepare their own Unit Strategic Plans in line with the aims and objectives of our University's strategic plan and submit them to the Rectorate (A.2.1.7), and it was decided that these plans would be reviewed by the members of the Strategy Development Board (A.2.1.8). With the task distribution determined for this purpose, the strategic plans coming from all units were evaluated by the assigned Strategy Development Board Members in terms of their

compatibility with the strategic plan of our University through the Unit Strategic Plans Evaluation Form (A.2.1.9). Thus, an application that was included as a recommendation in our University's 2017 Institutional Feedback Report and 2020 Institutional Monitoring Report was implemented.

The improvement plan "**KYİF.16:** *Completion of the evaluation studies of the Unit Strategic Plans*", which was developed within the scope of the proposal to use the feedback obtained from the measurement, monitoring and evaluation studies in the quality assurance system for the improvement of the process and to close all the cycles, and in which the Strategy Development Board was determined as the Responsible Unit, was put on the agenda again by the Strategy Development Board, whose members were renewed. Following the update of the Institution's Strategic Plan, some units updated their strategic plans and submitted them to the Board, based on the letter of interest to all units that it is possible to revise the Unit Strategic Plans for 2022 and 2023 in line with the University's plan (A.2.1.10). As an indicator of the development of the Planning culture in our University, the Strategic Plans of all of our Academic Units and 32 of 39 Application and Research Centers have been prepared and published on the websites of the units. Planning studies of the Application and Research Centers established in 2021 continue. In this context, it was decided by the Strategy Development Board to review the strategic plan of 66 units submitted to the Rectorate in terms of format and content, to identify the units that need correction or update as a result of the examinations, and to inform them of this situation by the Board decision (A.2.1.12). With this study, it will be ensured that the goals and objectives of the Institution and the Unit are harmonized, that the resources are used effectively and efficiently, that the planning culture becomes widespread, that a certain standard is achieved in the unit plans, and that the strategic planning teams reach a certain competence. The improvement cycle of the strategic planning process carried out in the units will be closed by being examined through the "Unit Strategic Plans Evaluation Form" within the framework of the task distribution to be determined in accordance with the work areas of the Board Members (A.2.1.13).

Maturity Level: 4

Practices carried out in line with the mission, vision and policies are monitored and measures are taken by evaluating them together with the stakeholders.

Evidences

A.2.1.1. G.U.2019-2023 Term Strategic Plan
A.2.1.2. G.U.2014-2018 Strategic Plan
A.2.1.3. Senate Decision_2018-70_Mission, Vision and Core Values
A.2.1.4. SGK_Report_2020.10.21
A.2.1.5. Our Policies
A.2.1.6. Policy, Purpose, Goal Alignment
A.2.1.7. 2019.10.08-E.125094_Dgtm_Unit Strategic Plan
A.2.1.8. SGK_Report_2019.12.18
A.2.1.9. 2020.01.20-E.9976-ACG-SP Review
A.2.1.10. 2021.10.11-E.189540-Units_Updated SP
A.2.1.11. Unit Strategic Plans Preparation and Update Status
A.2.1.12. SGK_Report_2021.12.28
A.2.1.13. BSP Evaluation Form

A.2.2. Stragetic Goals and Objectives

Pursuant to Article 9 of the Public Financial Management and Control Law No. 5018, public administrations prepare a strategic plan with participatory methods in order to create their mission and vision for the future within the framework of development plans, programs,

relevant legislation and the basic principles they have adopted, determine strategic goals and measurable objectives, measure their performance in line with predetermined indicators, and monitor and evaluate this process.

In line with the Public Financial Management and Control Law No. 5018, the Regulation on the Procedures and Principles Regarding Strategic Planning in Public Administrations and the Strategic Planning Guide for Universities prepared by the Ministry of Development at the time, the third strategic plan studies of our University covering the years 2019-2023 was initiated under the coordination of the Strategy Development Department Strategic Planning Directorate, with the formation of Gazi University Strategy Development Board and with the publication of the Circular dated 10 August 2017 and numbered 2017/1. A "Board Executive Committee", consisting of an odd number of members elected from among the members of the Strategy Development Board, was formed to direct and evaluate the work of the Strategy Development Board sub-working groups and to manage the preparation process of the strategic plan draft on behalf of the Board. In the same meeting, strategic plan sub-working groups were formed within the Strategy Development Board in order to carry out the works more efficiently.

"*Preparation and Analysis Working Group*" was formed to determine the situation through detailed studies and analyzes such as institutional history, evaluation of the strategic plan being implemented, legislation analysis, analysis of upper policy documents, determination of activity areas and products and services, stakeholder analysis, internal analysis, academic activities analysis, higher education sector analysis and strengths, weaknesses, opportunities and threats analysis. "*Future Outlook Working Group*" was formed to update the mission, vision and core values of our university and to study differentiation strategies including location preference, success region preference, value presentation preference and core competency preference. Within the scope of the plan's strategy development studies, "*Strategy Working Group*" was formed to determine the goals and objectives, the methods of reaching the determined goals and objectives, the performance objectives and performance indicators, activities and projects and to carry out costing/budgeting studies. "*Monitoring, Evaluation and Guidance Working Group*" was formed to evaluate the previous plans, determine the issues that should be included in the new plan, carry out the monitoring, evaluation and orientation studies of the current plan, and prepare the monitoring, evaluation and realization reports.

Our University's Strategic Plan for the Term of 2019-2023 was prepared by ensuring the participation of employees, service beneficiaries, non-governmental organizations, public administrations and other stakeholders of our University, under the presidency of the Senior Manager, under the coordination of the Strategy Development Department with the active participation and contribution of all units, in accordance with the relevant Laws, Regulations, Guidelines and Communiqués. In order to ensure the highest level of participation in the strategic plan studies, adequate representation of academic and administrative units and thematic areas operating in different fields was ensured in the Strategy Development Board and sub-working groups. Institutional Culture Analysis, Academic Activities Analysis and Higher Education Sector Analysis of the plan were studied by the Quality Commission of our University, Stakeholder Opinion Survey was applied and reported in order to ensure the participation of internal and external stakeholders in the strategic plan studies A.2.2.1, A.2.2.2).

As a result of the labors of the sub-working groups and the Executive Committee of the Strategy Development Board, the Draft Strategic Plan for the 2019-2023 Term of our University was completed in April 2018, but additional time was taken from the Ministry of Development in order to align the draft plan with the newly published Strategic Planning Guide for Universities.

Pursuant to the Law on the Amendment of the Higher Education Law No. 7141 and Some Laws and Statutory Decrees published in the Official Gazette dated 18.05.2018 and numbered 30425, with the connection of some units of our University to the newly established Ankara Hacı

Bayram Veli University, the process of division took place in our University, and the necessity arose for the revision of the Strategic Plan Draft. The relevant sections of the draft plan were examined by the working groups, and necessary arrangements were made and the Strategic Plan Draft was accepted with the approval of the Rector and submitted to the Senate and to the Presidency of the Republic of Türkiye Strategy and Budget Presidency (SBB) for evaluation (A.2.2.3). With the letter of SBB dated 20.06.2019 and numbered 25272, the evaluation of the Strategic Plan Draft was notified to our University, and the Strategic Plan Draft was finalized in line with the opinions conveyed. At the Board Executive Committee Meeting dated 22.07.2019, "Gazi University Strategic Plan for the Term 2019-2023" was accepted and it was decided to submit it to the Rectorate to be shared with the public institutions and organizations and to the Senate for information (A.2.2.4). The Strategic Plan (A.2.2.5) was accepted with the Rectorate's consent dated 22.07.2019 and numbered 91011, and it was announced to the Senate, the units of our University, relevant institutions and to the public via the website. In addition, 200 copies of the Gazi University Strategic Plan for the Term 2019-2023 were distributed to the relevant public institutions and to the academic and administrative units of our University.

After our University's Strategic Plan for the Term of 2019-2023 (A.2.2.6) was accepted and entered into force with the approval of the Rector's Office dated July 22, 2019 and numbered 91011, it was stated that all our units should prepare their own strategic plans in accordance with the goals, objectives, and performance indicators determined in the Institution's Strategic Plan, taking into account the criteria determined in the Strategic Planning Guide for Universities, and publish them on the unit web pages (A.2.2.7). It was also emphasized that all units should show maximum care in order to reach the goals, objectives, and performance indicators in our University's Strategic Plan. In this way, all units were asked to carry out their activities in line with the determined targets.

In accordance with the Working Procedures and Principles of the Strategy Development Board, the Unit Strategic Plans prepared by the Strategic Planning Teams, who are responsible for the preparation and implementation of the unit's strategic plan in accordance with the University's strategic plan, were submitted to our Rectorate. The 2019-2023 Strategic Plans of our university's academic and administrative units were partially examined in terms of both content and format through the evaluation form developed by the Strategy Development Board Members appointed in accordance with the Strategy Development Board decision (A.2.2.8).

Studies for the preparation of Action Plans, which increase the level of implementation of the goals by embodying the things that need to be done to achieve the goals in the 2019-2023 Strategic Plan of our University, and which form the basis for the realization results, monitoring and evaluation, to cover the same period with the Plan, were initiated in 2020. It is aimed to prepare the Action Plans, which include the activities for the implementation of the Strategic Plan of our University, and the start and end dates of these activities, which should be carried out by the relevant units responsible for these activities, taking into account the environmental factors and costs of the Performance Programs of the University, and to be implemented with the approval of the Rector after being decided by the Strategy Development Board. In the process of preparing the Action Plans, in order to get stakeholder opinions from the relevant units of our University, our University's 2019-2023 Strategic Plan Institutional Action Plan Tables were prepared according to the Goals and Objectives in the Objectives Cards and presented to the units. They were asked to submit it to the Strategy Development Board (A.2.2.9). Pursuant to the decision taken at the meeting of the Strategy Development Board Executive Committee on February 11, 2020, it was deemed appropriate to examine the 2019-2023 Strategic Plan Action Plan Proposals of the academic and administrative units of our University by the appointed Board Members (A.2.2.10).

The systematic monitoring of the implementation of the Strategic Plan and the continuous improvement of institutional activities are carried out through an effective and objective monitoring and evaluation process. By associating the goals and objectives of the strategic plan with the monitoring and evaluation activities with objective and measurable indicators, it is ensured that the managers are supported with information in order to achieve the goals and objectives of the strategic plan and that they take decisions for remedial measures when necessary. For this purpose, our University's Strategic Plan is followed and evaluated considering the performance level reached at the end of the year. "Gazi University 2019-2023 Term Strategic Plan 2019 Evaluation Report" (A.2.2.11) regarding Gazi University's Strategic Plan for the Term of 2019-2023 was discussed and accepted at the Strategy Development Board Executive Committee meeting and presented to the Internal Control Monitoring and Guidance Committee (A. 2.2.12). Compilation of performance indicator data for evaluation in Gazi University's 2019-2023 Term Strategic Plan 2020 Monitoring Report was requested from the Internal Control Coordination Group (A.2.2.13).

Our University's Strategic Plan for the Term of 2019-2023 was prepared with a two-year study by "Gazi University Strategy Development Board", the Directive of which was created in 2017 and entered into force on July 22, 2019. However, during the preparation of the 2019 Evaluation and 2020 Monitoring Reports, the need for a change arose within the framework of the deficiencies identified in the Plan. Within the framework of this need, an improvement activity lasting approximately ten months was carried out towards our strategic goals and objectives. Within this improvement activity process, it was ensured that the PDCA cycle was closed several times. In particular, each stage of the update was planned systematically, carried out with a participatory approach, the outputs of each sub-process were checked and improved with stakeholder views, thus enabling the preparation of an exemplary Strategic Plan. In order to evaluate the plan work as a whole, the update work that started in October 2020 is given below.

In accordance with the decision numbered 2020/411 (A.2.2.14) published in the Official Gazette dated August 14, 2020, following the change of the senior management of our University, the renewed Strategy Development Board Executive Committee and Sub-Working Group members were determined (A.2.2.15). Working Groups were selected from the academic and administrative staff of our University in order to carry out the strategic planning studies with a participatory approach and to ensure the representation of the units of our University in the process (A.2.2.16).

At the first meeting of the Board, whose members were renewed, it was discussed that the 2019 Evaluation and 2020 Monitoring Report studies for the 2019-2023 Term Strategic Plan of our University could not be completed due to the problems identified in the Plan. The Strategy Development Board was informed that there are "renewal" and "update" options in the legislation in order to overcome these problems experienced in the monitoring and evaluation process. In the light of the information documents presented to them regarding the issues that need change, the Members made examinations regarding the updating or renewal of the Plan, pursuant to Articles 17 and 18 of the Regulation on the Procedures and Principles Regarding Strategic Planning in Public Administrations.

With the decision no. 2020-2 (01) (A.2.2.17) taken at the meeting of the Strategy Development Board on October 21, 2020, it was decided by a majority of votes to update the Strategic Plan of our University and this decision was reported to the Presidency of Strategy and Budget (A.2.2.18).

In line with the Board's decision, the working groups affiliated to the Board determined the necessary updates in their area of responsibility and created their working calendars. The Strategy Working Group, which is responsible for determining the goals and objectives, methods of reaching the determined goals and objectives, performance objectives and

performance indicators, activities and projects within the scope of the strategy development studies of the plan, and carrying out costing/budgeting studies, carried out the work on the Objective Cards, which is the main subject of the update. Within the scope of the update, the Future Outlook Working Group's support for the Strategy Working Group activities was approved by the Board's decision numbered 2020-2 (04).

With the decision no. 2020-1 (03) taken at the meeting of the Strategy Working Group on November 2, 2020, it was decided that the Members should start their studies to determine the strategic goals of our University (A.2.2.19). It has been decided that the members of the Working Group will update/develop at least one, at most, five objectives for the goals of our University in accordance with the conditions in the legislation, and identify the responsible and collaborative units of these objectives and deliver their work to the Group. At the same meeting, it was decided to request Strategic Objectives proposals from the Future Outlook Working Group, which will support the work of the Strategy Working Group, and this request was conveyed to the Group.

The objectives proposals of the Strategy Working Group, the Future Outlook Working Group and the Monitoring, Evaluation and Guidance Working Groups regarding the updates to be made in the objective cards, provided that they do not change the 5 Objectives in the Strategic Plan of our University for the 2019-2023 Term, were evaluated by the Strategy Working Group (A.2.2.20). At the meeting, where an informative presentation was made on the determination of strategic objectives and the development of performance indicators, 5 different teams of 3 people were formed within the Working Group in order to carry out the works for the development and maturation of the objective proposals prepared by the Members within the framework of the provisions of the legislation, and a task sharing that will ensure that each team concentrates on a single goal was made (A.2.2.21). The objective determined by these teams, the responsible units of the objectives and the units to be cooperated with, the performance indicators and the effects of the performance indicators on the objective were presented by the team spokespersons, the Strategic Goals and Performance Indicators of our University were determined with the views of the Working Group Members (A.2.2.22, A.2.2.23).

The draft Objective Cards prepared by the Strategy Working Group members were shared with the other working groups of the Strategy Development Board, and opinions were sought from the groups (A.2.2.24). The opinions received were shared with the members of the Strategy Working Group, and it was ensured that the Teams examined the suggestions for the Strategic Purpose they worked on and shared them with the Group by making the necessary updates in their objective cards. Working Group teams were requested to prepare the "Justification for Update" sections in the Objective Card Update tables, and also to prepare definitions that explain each indicator in detail and specify the units from which data will be obtained in order to make the performance indicators determined for the objectives as clear as possible and to ensure that the data can be collected correctly (A.2.2.25).

Draft Objective Cards, the first parts of which were completed to be included in the Updated Strategic Plan for the 2019-2023 Term, were submitted for the views of the Strategy Development Board Executive Committee (A.2.2.26, A.2.2.27). At the meeting, where the Strategy Development Board Working Groups' work on updating our University's Strategic Plan for the Term of 2019-2023 were evaluated, important arrangements were made to ensure the coordination of quality and strategic planning studies (A.2.2.28). YÖKAK Criteria guided the planning studies, considering the questioning of the update studies made in the Strategic Plan within the scope of the online Monitoring Visit made by the YÖKAK Monitoring Team on 28 December 2020, and the intention of our university to apply to the YÖKAK Institutional Accreditation Program in 2022. Based on the need to integrate YÖKAK criteria with the Strategic Plan, the reflection of YÖKAK Internal Evaluation Criteria and Performance

Indicators, Research University Criteria and University Monitoring and Evaluation Criteria in the plan was approved by the Executive Committee and necessary changes were made in the Plan by the Strategy Working Group.

At the meeting of the Working Group on January 13, 2021, after the Strategy Working Group completed the sections (a) objectives and performance indicators, (b) the responsible and collaborative units of the objectives (c) the effects of the indicators on the objective (d) the reasons for the change (e) performance indicators explanations, at the meeting of the Working Group on January 13, 2021, the Members finalized their work and each team conveyed the changes they made in the objectives and performance indicators to the Group (A.2.2.29).

The Unit Strategic Planning Teams, which were formed in order to carry out the Strategic Plan preparation, monitoring and evaluation studies effectively at the institution and unit level, took an active role in the plan update studies (A.2.2.30). Draft objective cards, which were prepared based on the importance given to stakeholder participation by the Institution, were presented to the academic and administrative units in order to make improvements by taking the opinions of the stakeholders in the process of both disseminating the strategic plan culture and tradition and determining the objectives and academic priorities of our University (A.2.2.31). Thanks to the evaluation of the opinions delivered by the Unit Strategic Planning teams and their reflection on the plan by the Working Group Members, participation of all units in the Institution to the Strategic Plan update studies was ensured.

The teams formed for each goal within the Working Group carried out studies on the (a) objectives, (b) responsible units (c) units to be cooperated with (d) performance indicators (e) impact of performance indicators on the objective titles within the scope of the relevant goal, and on (a) risks, (b) strategies, (c) determinations and (d) needs titles for each objective (A.2.2.32).

It was requested from the Strategy Development Department to update the "Total Cost" sections in the Draft Objective Cards of the Updated Strategic Plan for the Period 2019-2023, taking into account the condition that "the changes to be made will not change the total resource requirement of the current plan" (A.2.2.33). Similarly, the request to provide the starting values for the "Performance Indicator Value" sections in the Objective Cards by using the data of the year 2020 was also conveyed to the Strategy Development Board Monitoring, Evaluation and Guidance Working Group (A.2.2.34). In the same process, objectives which are (a) risks, (b) strategies, (c) determinations and (d) needs were determined by the Strategy Working Group (A.2.2.35).

The "Estimated Source Table" and "Estimated Cost Table" prepared by the Strategy Development Department were submitted to the Strategy Development Board and the Total Cost was determined for each objective (A.2.2.36). Due to the fact that the appropriations allocated to our university by the Central Government Law of 2021 and the appropriation plans for 2022 and 2023 have been finalized, changes occurred in the total amount of resources included in the Strategic Plan for the 2019-2023 Term, and this was taken into account in the costing studies.

After the 2020 initial values of the Strategic Plan Performance Indicators were compiled from the relevant units and submitted to the Board, the targeted values for the end of the plan period (year 2023) were calculated in accordance with the rates determined in the objectives, and the difference between the three years was divided equally and the targeted values for 2021 and 2022 were determined, and all the updating works on the Scorecards were completed. (A.2.2.37). Although the pandemic, closures affecting the whole country, and rotating and flexible working processes caused the updating work to be completed in a longer time than the targeted time, the Objective Cards were finalized to be presented to the Strategy Development

Board Executive Committee with the decision taken at the Strategy Working Group meeting dated May 26, 2021 (A.2.2.38).

Following the completion of the parts under the responsibility of the Working Groups within the scope of the Strategic Plan update studies, the Final Reports containing the current version of the relevant parts of the 2019-2023 Term Strategic Plan of our University, together with the reasons for the update, were submitted to the Executive Committee of the Strategy Development Board (A.2.2.39). The activities of the Strategy Development Board Working Groups for updating the 2019-2023 Term Strategic Plan of our University were evaluated by the Executive Committee of the Board, the Final Reports of the Working Groups were accepted, and Gazi University 2019-2023 Term Updated Strategic Plan Draft was evaluated and submitted to the Strategy Development Board to be submitted to the Senate (A.2.2.40, A.2.2.41).

The Draft of the Updated Strategic Plan for the Period of 2019-2023 was comprehensively reviewed by the Members of the Strategy Development Board. In this process, within the framework of the integration of strategic planning and quality studies at our University, it was found appropriate for a team of Strategy Development Board and Quality Commission members to review the updated Objective Cards in line with the findings in the GU 2020 Institutional Monitoring Report (A.2.2.42). Within the scope of YÖKAK 2020 Institutional Monitoring Program, the intersection points of the changes made in the Strategic Plan with the YÖKAK Criteria and Institutional Monitoring Report, in line with the determinations regarding the Strategic Plan and update studies in Gazi University Institutional Monitoring Report presented after the Monitoring Visit to our University on December 28, 2020, were determined by the assigned team. By examining which Objective and Strategy in the Plan are related to the recommendations in the Monitoring Report, update suggestions were developed for the points that were thought to be missing. Even if it does not directly refer to the Strategic Plan, it was decided to recommend to the Strategy Development Board that the subjects presented as open to development can be evaluated within the scope of which objective can be evaluated and added to the relevant places in the Objective Cards (A.2.2.43).

In terms of accelerating the improvement works carried out in our university, the suggestions presented by this study, which is a good example of the work of the board, commission and units within the Institution for common purposes, were adopted by the Board and reflected on the Objective Cards (A.2.2.44). In this way, the Improvement Plan for Leadership, Management and Quality, developed in cooperation with the Strategy Development Board and the Quality Commission, "**KYİF.14**: *Establishing strong relations between the plan and quality assurance processes" was put into practice*". Additions and adjustments were developed in the Updated Strategic Plan for all of the following recommendations in Gazi University Institutional Feedback and Institutional Monitoring Report:

- Dissemination of quality culture to include all internal and external stakeholders
- Increasing awareness of continuous improvement activities and sharing the tangible benefits obtained with internal and external stakeholders
- Establishing strong relations between the strategic plan and the quality assurance processes, emphasizing the "research university"
- Conducting survey studies systematically and institutionally
- Determining the goals, objectives and indicators for the Internationalization Policy
  o -Continuing the incentive and support processes for the accreditation of all faculties/departments/units within the institution
- Not exceeding the target number of students per instructor
- Increasing the number and variety of elective courses by establishing a Coordination office for elective courses

- Supporting accreditation studies to cover all departments and units of the University
- Providing more resources to student communities
- The institution's emphasis on indicators in the "Research Universities Performance Monitoring Index", especially in the field of "Research Quality"
- Increasing the projects produced for the priority areas of the university to the desired level
- Employment of academic staff with master's and doctorate degrees abroad,
- Continuation of work on integrating information management systems with each other
- Making quantitative and qualitative improvements in the social areas available to students
- Making arrangements for increasing, diversifying and sustaining in-service trainings for administrative personnel
- Obtaining the opinions of internal and external stakeholders in all units in the processes of designing the programs, creating, developing / changing the curricula, evaluating whether the program competencies have been achieved or not
- Centers to carry out their activities effectively with the cooperation of internal and external stakeholders and to announce these activities to a wider audience
- Completion of the revision process of the Academic Promotion and Appointment Criteria, taking into account the research vision
- Developing incentive mechanisms that will enable the academic staff to participate in projects with international cooperation and to take an active role as researchers abroad. Measuring the business world's satisfaction with graduates' qualifications
- Improving the internet pages of the university and its units in terms of access, ease of use, up-to-dateness, content and common language
- Making the arrangements needed by the disabled in all campuses of the university
- With the transition to distance education, the development of the studies carried out in the course and exam periods for the disability groups of the disabled students
- Evaluation of application results related to monitoring remote/mixed program outputs, use in decision making and updates

In addition to the Institutional Feedback and Monitoring Reports, Institutional Satisfaction Survey analyses were also reflected in the Strategic Plan as objectives:

- Increasing the activity that will develop the sense of institutional belonging in order to make the staff and students feel valued at the University
- Increasing the number and scope of projects and activities developed with social responsibility awareness
- Developing incentive mechanisms to ensure that the University is a pioneer in interdisciplinary and qualified research
- Development of information technologies and infrastructure that will strengthen institutionalization

As a result of the joint work of the Strategy Development Board and the Quality Commission, arrangements were made in accordance with the 17 Objectives, 46 Performance Indicators and Institutional Evaluation Reports in 36 Strategies and YÖKAK Institutional Accreditation Criteria in the Current Plan (A.2.2.45).

This comprehensive update study, which was carried out by evaluating the opinions of internal and external stakeholders with a holistic perspective, continued with the study of determining the Basic Performance Indicators that will guide the Institution in quality studies. The Strategy Development Board, which determines the Basic Performance Indicators (A.2.2.46) of our

University, which is result and policy-oriented among the performance indicators in the Strategic Plan Objective Cards, and which attaches importance to the field of activity of our University, decided on the Updated Version of the 2019-2023 Term Strategic Plan of Gazi University and the reason for the update at its meeting dated June 23, 2021 (A.2.2.47, A.2.2.48). Gazi University's Updated Strategic Plan for the Period of 2019-2023, adopted with the decision no. 2021/169 (A.2.2.49) taken by the Senate of our University on July 02, 2021 and numbered 13, was finalized within the framework of the Evaluation Report of the Presidency of the Presidency of Strategy and Budget. (A.2.2.50, A.2.2.51, A.2.2.52).

"Gazi University Updated Strategic Plan for the Period 2019-2023", which came into force with the approval of our Rectorate dated 04.08.2021 and numbered E.138044 (A.2.2.53), was submitted to higher education institutions and stakeholder public institutions (A.2.2.54, A.2.2. .55, A.2.2.56, A.2.2.57), published both as an announcement and as news on the website of our University, and announced to the public (A.2.2.58, A.2.2.59, A.2.2.60).

While determining the Strategic Goals of our University, to be included in the Strategic Plan for the 2019-2023 Term, upper policy documents, Gazi University Quality Assurance, Education and Training, Research, Social Contribution, Management System and Internationalization Policies, YÖKAK Criteria, Institutional Internal Evaluation Report, Institutional Feedback Report and Institutional Monitoring Report were taken into account. By evaluating the strategic plans prepared by the academic and administrative units of our university and the proposals for the action plans made regarding the Strategic Plan of our University, a holistic and participatory approach is aimed in determining the goals of our University, as well as contributing to the working groups in terms of reflecting different ideas on the plan.

In the Strategic Plan, 24 objectives and 111 Performance Indicators for these objectives were determined. Performance indicators are tools that express the measurability of the objectives in the strategic plan in terms of quantity and time. While determining the indicators, "Mission Differentiation and Specialization Program - Research Universities" indicators, University Monitoring and Evaluation Criteria and YÖKAK Performance Indicators were used. Units responsible for the objectives and to be cooperated were reviewed in the light of previous experiences.

In the Strategic Plan, objective cards were created that include goals and objectives, performance indicators, indicator values, the effect of indicators on the objective, units to be responsible and to cooperate, risks, strategies, costs, determinations and needs. The draft Objective Cards prepared were presented to the academic and administrative units in an official letter in order to ensure stakeholder participation in the process of both disseminating the Strategic Plan culture and tradition and determining the objectives and academic priorities of our University. The opinions of the Unit Strategic Planning Teams were analyzed and combined and shared with the Working Group Members, thus ensuring the participation of all units in the Institution in the Strategic Plan update studies.

The issues to be updated regarding the objectives, performance indicators and indicator values for the years 2021, 2022 and 2023 included in the 2019-2023 Strategic Plan of our university were submitted to the opinion of the Presidency of the Republic of Türkiye Strategy and Budget for consideration. It was evaluated that the changes made within the scope of the update were made in accordance with the Strategic Planning Guide for Universities, and it was stated in the Evaluation Report submitted to our Institution that "*In the Updated Draft Strategic Plan, it is observed that there is a devoted work and a lot of effort and the necessary importance is attached to this process*" (A.2.2.61).

The work on the Strategic Plan for the 2024-2028 Period will start in 2022, and the experiences in the updating process will be beneficial to the Institution in the preparation of the new plan. Our new Strategic Plan, which will guide the activities to be carried out for the position our University wants to be in in the Higher Education System, will be prepared with the same meticulousness.

<u>Maturity Level: 4</u>

The institution monitors the strategic plan it implements and evaluates it together with the relevant stakeholders and is reflected in its future plans.

<u>Evidences</u>

A.2.2.1. İnstitutional Culture Survey Analysis
A.2.2.2. Stakeholder Opinion Survey Report
A.2.2.3. 2019.05.02-E.55547-Rectorate-Draft Approval
A.2.2.4. PES Record_2019.07.22
A.2.2.5. 2019.07.22-E.91011-Rectorate-Approval
A.2.2.6. GÜSP_2019-2023
A.2.2.7. 2019.10.08-E.125094_Dgtm_Unit Strategic Plan
A.2.2.8. 2020.01.20-E.9976-ACG-SP Review
A.2.2.9. 2020.01.06-E.1458_Dgtm_SP Action Plans
A.2.2.10. 2020.02.13-E.23531-ACG-EP Review
A.2.2.11. 2019 Strategic Plan Evaluation Report
A.2.2.12. 2020.07.17-E.75877- Internal Control İYK-SP 2019 Evaluation Report
A.2.2.13. 2020.07.10-E.73269- Internal KG-SP 2020 Monitoring Report
A.2.2.14. RG.20200814-8
A.2.2.15. SGK_ Report__2020.10.08
A.2.2.16. 2020.10.12-E.108516-PDB-ACG Assignment
A.2.2.17. SGK_ Report__2020.10.21
A.2.2.18. 2020.10.26-E.25792-SBB-Update
A.2.2.19. SÇG_Report_2020.11.02
A.2.2.20. SÇG_Report_2020.11.10
A.2.2.21. Strategy Development Board Strategy Working Group Task Distribution
A.2.2.22. SÇG_Report_2020.11.16
A.2.2.23. SÇG_Report_2020.11.17
A.2.2.24. 2020.11.19-E.124210-SGK_ÇG-HKUpdate
A.2.2.25. SÇG_Report_2020.12.02
A.2.2.26. 2020.12.14-E.133822-Members_Executive Committee,
A.2.2.27. KİH_ Report__2020.12.17
A.2.2.28. 2021.01.14-E.7370-WG_Interim Report
A.2.2.29. SÇG_Record_2021.01.13
A.2.2.30. 2020.11.26-E.127565-SGK_SPE Teams
A.2.2.31. 2021.01.15-E.8183-Dctm_SP Update Opinion
A.2.2.32. SÇG_Report_2021.02.25
A.2.2.33. 2021.03.02-E.41107-SGDB_Cost
A.2.2.34. 2021.03.02-E.41130-IDYÇG_StartV
A.2.2.35. SÇG_Report_2021.03.04
A.2.2.36. 2021.03.17-E.54502-SGDB-Costing
A.2.2.37. 2021.05.24-E.92535-IDYÇG-InitialV.
A.2.2.38. SÇG_Report_2021.05.26
A.2.2.39. 2021.06.02_Final Reports
A.2.2.40. 2021.06.16-E.106367-ÇG_Final Report

A.2.2.41. KİH_Record_2021.06.02
A.2.2.42. SGK_Report_2021.06.04 GUKK-SGK Meeting Minutes
A.2.2.43. 2021.06.07_ Report__SGK&KK
A.2.2.44. SGK_ Report__2021.06.11
A.2.2.45. SP&Quality Integration
A.2.2.46. GU Key Performance Indicators
A.2.2.47. SGK_Report_2021.06.23
A.2.2.48. 2021.07.01-E.118050-GenSek_SP Current
A.2.2.49. Senate_SP_2021-169
A.2.2.50. 2021.07.07-E.123754-SBB_SP Current
A.2.2.51. 2021.07.16-E.131310-SBB_SP Current
A.2.2.52. SGK_ Report__2021.08.02
A.2.2.53. 2021.08.04-E.138044-SGK_Rector's Consent
A.2.2.54. 2021.08.05-E.139122-SBB_SP Current_Final,
A.2.2.55. 2021.09.15-E.166049-Public1_Updated SP
A.2.2.56. 2021.09.15-E.166082-Public2_Updated SP
A.2.2.57. 2021.09.16-E.166097-Uni_Updated SP
A.2.2.58. 2021.09.13-E.164793-CC&BHİM_SP
A.2.2.59. GU Main Page To the Public _2021.09.15
A.2.2.60. GU Main Page Plan_2021.09.16
A.2.2.61. 2021.07.16-E.131310-SBB Evaluation Report

A.2.3. Performance Management

Our university has defined its strategic objectives and performance indicators of the processes for the provision of internal and external quality assurance system. In order to systematically monitor the indicators defined to cover all the main activities of our University for institutional development and performance management, to make comparisons over the years and to be the subject of improvement studies, the organizational structure, which was established as a unit within the Research and Development İnstitutional coordinator in 2020, was improved in 2021 and continued to work as the Institutional Data Management Coordination office with the decision taken at the Senate meeting dated 25.03.2021 and numbered 06 (A.2.3.1, A.1.1.16). The Coordination office carries out the activities of developing, executing and evaluating the applications by coordinating with the relevant units by making plans for the creation of institutional data and information that will constitute inputs to internal and external reports, certifications, rankings and indicators.

The Institutional Data Management System (KVYS), developed by the Coordination office using in-house resources, has been put into practice since 01.09.2021 in order to define, produce and integrate institutional data and information assets in the units within the university, to ensure their quality (accuracy, integrity, currency, validity, confidentiality, accessibility) throughout their life cycle and to manage the processes related to institutional data owners, institutional data users and institutional data controllers. With the data compiled with KVYS, the situation of the institution is analyzed, strengths and weaknesses are determined and decisions are taken for improvement activities (A.2.3.2). In 2021, the research quality of the university was evaluated over 12 indicators between the years 2017-2020 and improvement suggestions were created. One hundred and eleven Performance Indicators, developed to determine the level of reaching the 24 objectives determined by our Current Strategic Plan, were first divided into data components, and the indicators determined as quantity were defined one by one and the two data components forming the indicators expressed as ratios were defined one by one and transferred to KVYS. With this study, 1.646 data to be used in the calculation of the Strategic Plan Performance Indicator realizations from 86 units of our University were

compiled. With the data entered into the system, first the performance indicators and then the objective realizations were calculated and transferred to the Strategic Plan Evaluation Tables and presented to the Strategy Development Board, whose structuring was updated in 2021 as an important improvement activity.

Data and information collection processes at our university are carried out through KVYS, Academic Data Management System (AVESİS), Project Processes Management System (BAPSİS), Academic Incentive Allowance Process Management System (ATÖSİS), Academic Performance Evaluation Process Management System (APSİS) software. It is aimed to establish a sustainable quality assurance system in the monitoring of the Institutional Internal Evaluation Reports, Strategic Plan Monitoring and Evaluation Reports, Annual Activity Reports performance indicators.

In accordance with the relevant Regulation and Guide, the Strategic Plans should be monitored and evaluated periodically. The systematic monitoring of the implementation of the Strategic Plan and the continuous improvement of institutional activities will be carried out through an effective and objective monitoring and evaluation process. Monitoring and evaluation is based on systematically collecting data and information on objectives and indicators, analyzing them, reporting the results and taking measures for improvement. Monitoring activities include monitoring the achievement of the objectives within the scope of the strategic plan at pre-determined intervals through defined performance indicators, reporting as of specified periods and submitting them to the evaluation of the managers. Evaluation is the activities of objectively analyzing the relevance, sustainability and effectiveness of performance indicators in achieving the goals and objectives in the strategic plan. Prepared evaluation reports not only provide information to management and stakeholders, but also contribute to the improvement of service delivery. By associating the goals and objectives of the strategic plan with the monitoring and evaluation activities with objective and measurable indicators, it is ensured that the managers are supported with information in order to achieve the goals and objectives of the strategic plan and that they take decisions for remedial measures when necessary.

Nineteen objectives for 5 goals in Gazi University's Strategic Plan for the Term of 2019-2023 and a total of 75 performance indicators for these objectives were systematically monitored and evaluated (A.2.3.3). The Strategic Plan Evaluation Objective Cards for 2020 were prepared to be included in the 2020 Administration Activity Report, and they were discussed and resolved at the Strategy Development Board Monitoring, Evaluation and Guidance Working Group meeting on 18.03.2021. For this purpose, the Strategic Plan Evaluation Tables were prepared by compiling the data from all units, the realizations were evaluated by the members of the Monitoring, Evaluation and Guidance Working Group and transferred to the 2020 Administration Activity Report with the decision taken (A.2.3.4).

In the development of performance indicators for the Strategic Plan, which has been updated for nearly ten months, besides the Strategic Plan Preparation Guide Performance Indicator Set for Universities, "Mission Differentiation and Specialization Program - Research Universities Indicators", "Higher Education Quality Board Indicators", "University Monitoring and Evaluation". Criteria" and "Quality Assurance Criteria in Distance Education" were evaluated together. Strategic Plan Performance Indicators, developed with a comprehensive and holistic study, will play a critical role in the monitoring and improvement processes of the Planning process (A.2.3.5, A.2.3.6, A.2.3.7, A.2.3.8, A.2.3.9, A.2.3.10).

The request to to carry out the necessary work and transactions for the transfer of the indicators in the Updated Strategic Plan for the 2019-2023 Term of our University to the Institutional Data Management System Software, the compilation of the performance indicator data twice a year (as of the end of June and the end of December) to be used in the six-month monitoring and

annual evaluation studies of the Plan by means of this software, and its reporting in July and December was conveyed to the relevant coordination office (A.2.3.11).

In order to evaluate the 2021 realization results of the objectives and performance indicators in our University's Updated Strategic Plan for the 2019-2023 Term, in accordance with the Regulation on the Procedures and Principles Regarding the Strategic Plans and Performance Programs and Activity Reports to be Prepared by Public Administrations, Strategic Plan Evaluation Tables for each objective card should be prepared and presented in the 2021 Administration Activity Report. For this purpose, the preparatory work for the evaluation tables, which will reveal the realization of the Objectives in the Updated Strategic Plan for the 2019-2023 Term, was started at the end of the year by the Strategy Development Board Secretariat under the coordination of the Strategy Development Directorate. One hundred and eleven Performance Indicators developed in order to determine the level of reaching the 24 Goals determined by our Strategic Plan were first separated into data components, and the indicators determined as quantity were defined as one and the two data components forming the indicators expressed as ratios were defined one by one and transferred to the Institutional Data Management System. With this study, 1646 Data to be used in the calculation of the Strategic Plan Performance Indicator realizations from 86 Units of our University were compiled.

With the data entered into the system, first the performance indicators and then the objective realizations were calculated and transferred to the Strategic Plan Evaluation Tables and presented to the Strategy Development Board for interpretation. Strategic Plan Evaluation Tables, analyzed in terms of Relevance, Effectiveness, Efficiency, and Sustainability in accordance with the task distribution determined by the Board Working Groups, have been published within the scope of the 2021 Administration Activity Report in accordance with the relevant Regulation.

In our University's Updated Strategic Plan for the 2019-2023 Term:

- Percentage of Realizing the Objectives of Education and Training Activities is 77.60.
- Percentage of Realizing the Objectives Related to Research Activities is 66.11.
- Percentage of Realizing the Objectives of Community Service Activities is 72.80.
- Percentage of Realizing the Objectives of Administrative Activities is 65.40.

It is pleasing that the average realization of the plan has been achieved as 70.48%.

The annual evaluation results of the Strategic Plan will be discussed at the meetings to be held under the presidency of the Rector, with the participation of the responsible and cooperating units, and measures will be taken on how to improve the results for the remaining years of the plan. As a result of the monitoring and evaluation meetings to be held following the preparation of the strategic plan monitoring and evaluation results by the Strategy Development Board, necessary measures will be put forward to achieve the objectives and relevant units will be assigned. This assignment will be carried out through the Strategic Action Plans. Action Plans, which embody what needs to be done to achieve the objectives determined in the strategic plan and form the basis for monitoring and evaluating the realization results, will be prepared in a way that covers the same period as the Plan, in line with the objectives in the Current Strategic Plan. Activities for the implementation of the Strategic Plan of our University will be proposed by the units in charge and to be cooperated with in the objective cards, and the plans to be decided by the Board will be put into practice with the approval of the Rector. While these plans are being prepared, harmonization of the activities of boards and commissions such as Internal Control Monitoring and Guidance Committee, Quality Commission, Risk Monitoring and Guidance Committee, Research University Monitoring, Evaluation and Executive Board will be ensured. For this purpose, documents such as 2022 Presidential Annual Program, 2022

Performance Program of our University, Action Plan for Compliance with Internal Control Standards, Quality Commission Improvement Plans, Unit Risk Analysis and Monitoring, Evaluation and Execution Action Plans will be considered. Thanks to the periodic implementation of this process, the Institutional Strategic Plan will play a key role in closing the PDCA cycle in education and training, research and development, social contribution and administrative processes. With these studies, the proposal "**KYİF.21:** *Goals, objectives and indicators for the policy will be determined and the monitoring and evaluation processes will continue with the relevant indicators in the current Strategic Plan of the Institution*" under the title of Leadership, Management and Quality, will be implemented.

Gazi University Research University Monitoring, Evaluation and Executive Board was established in 2021 in order to increase the academic performance of our university in the fields of research capacity and quality, interaction and cooperation, economic contribution and commercialization, and intellectual property in education, research-development and social contribution activities (A.1.3.9). The Board carries out its work under the presidency of the Rector and is chaired by the Vice-Rector to be appointed by the Rector in his absence. The Board consists of 9 members determined by the Senate according to their academic performance scores. Research and Development İnstitutional coordinator and Education-Training İnstitutional coordinator are natural members of the Board. Teams were formed in the academic units of our university, depending on the Board, and trainings were organized for the teams related to the process. In order to improve the research performance of our University, the Board follows up with meetings attended by our Vice-Rectors and Deans, and in this context, 15 meetings were held in 2021. In addition to the work of the Board, Research University Monitoring Meetings are planned with the participation of our Vice-Rectors and Deans, under the chairmanship of our Rector, in order to monitor the research performance of our University.

Maturity Level: 3

There are performance management practices spread throughout the organization.

Evidences

A.2.3.1. AGKK Data Monitoring Unit Meeting Minutes

A.1.1.16. İnstitutional Data Management Coordinator-Senate Decision

A.2.3.2. KVYK Research University Status Report Presentation

A.2.3.3. İDYÇG_Report_2021.03.18

A.2.3.4. GU 2020 Administration Activity Report

A.2.3.5. Strategic Planning Guide for Universities

A.2.3.6. Mission Differentiation and Specialization Research Universities

A.2.3.7. YÖKAK Indicators

A.2.3.8. University Monitoring and Evaluation Criteria and Disclosures

A.2.3.9. Quality Assurance Criteria in Distance Education

A.2.3.10. 2019-2023 SP Goal, Objective & Performance Indicators

A.2.3.11. 2021.09.08-E.161708-KVYK_CurrentPI

A.1.3.9. Senate Decision_İDY

A.3. Management Systems

A.3.1. Information Managament System

Our university has carried out extensive improvement studies in 2021 to create an information management system based on the acquisition of qualified information, analysis and reporting of results, in order for the decision mechanisms to monitor the processes carried out while achieving its strategic goals and objectives, and to make objective evaluations based on data while taking measures for improvement.

In this context, the Institutional Data Management Coordination office was established in order to carry out the activities of planning, developing, executing and evaluating applications for the creation of institutional data and information that will constitute inputs to internal and external plans, reports, certifications, rankings and indicators, in coordination with the relevant units. Subsequently, within the scope of the quality improvement works carried out throughout the Institution, the studies for the improvement activity of "**KYİF.42/b:** *Developing the Institutional Data Management System by making all the information systems used in the Institution an integrated structure that talk to each other as much as possible*" were started. In this direction, the Coordination office is responsible for defining, producing, integrating institutional data and information assets in the units within the University, ensuring their quality (accuracy, integrity, up-to-dateness, validity, confidentiality, accessibility) throughout their life cycles and providing institutional data owners, institutional data users and institutional data controllers. It has implemented the İnstitutional Data Management System as of 01.09.2021 by using in-house resources to manage related processes (A.3.1.1).

With KVYS software, different types and flexible indicators can be defined (table, number, text, file, etc.), data requests related to these indicators can be assigned to different units and integrated with the collected data results, evidence related to indicators can be collected, communication in data collection processes can be carried out on the KVYS system (instant messaging and mass e-mailing features), instant tracking of data collection processes (including automatic reminder e-mails to units that do not enter data), automatic creation of forms for periodically and cumulatively collected data, following the definition of the first indicator, and dynamism of data collection processes, and it can be possible for data collecting units to monitor the past performance of data providing units. Revisions are made according to user requests on KVYS. As a result of these revisions, the 4th version of the system has been put into use.

KVYS software development process is defined as two phases. Within the scope of the first phase, the processes of requesting, collecting and analyzing data from academic and administrative units are carried out digitally. The active users of the system are 6 Coordination offices, 11 Administrative Units, 11 Faculties, 4 Institutes, 4 Schools, 30 Research and Application Centers, 3 External Units (Gazi Teknoloji AŞ, Technology Transfer Office, Technopark) defined within the software. In addition, 215 units have been defined in the system for data collection at the level of the department, but authorization has not yet been made for all of them. The system has about 200 registered users. The second phase is the integration with different software/systems within the University and the automatic transfer of data to KVYS. In order to realize this goal, the İnstitutional Data Management Coordination office first participated in the National Data Dictionary (UVS) Trainers' Training program organized by the Presidency of the Republic of Türkiye-Digital Transformation Office on 05.04.2021. In this context, our University is the first higher education institution that started using the UVS System. Following the completion of the training of trainers program, user training on the use of UVS was given to the unit responsible and registration authorities determined at the administrative unit level on 25.05.2021. After this training, administrative units were requested to create their data dictionaries in UVS. Nine administrative units within the university have completed data entry into the UVS System. A similar training will be organized for academic

units as well. In case of a legal obligation to define data dictionaries in UVS in the future, although data dictionaries will be defined in UVS, KVYS has the ability to pull data dictionaries defined in UVS with its UVS compatible infrastructure (A.3.1.2).

In addition to the KVYS developed by the Institutional Data Management Coordination office, many software developed by our University's own resources and Information Technologies Department are actively used. In addition to the software developed by our university, many information systems obtained from external sources are used, and support and updates are constantly made in all information systems in line with the requests and needs of the units. A User Satisfaction Questionnaire was applied in order to correctly plan the purchases and to provide input for improvement studies by questioning the level of meeting the needs of our internal stakeholders with the licensed software offered for use (A.1.5.11). In line with the activity decision "**KYİF.42/a:** *Developing and updating the necessary modules by adding the necessary modules to software such as AVESİS and BAPSİS by receiving feedback from our instructors, ensuring the effective use of the information to be filtered from these software in studies such as project support and academic promotion.",* included in the Quality Improvement Plan in order to reorganize the information management system in such a way as to provide rational, error-free, secure and fast information/data flow, in order to integrate the automation systems related to information management in the context of institutional performance management and decision-making processes, the improvement and integration studies carried out in 2021 in actively used information systems are presented below.

Electronic Document Management System (EBYS) has been used since 2013 in order to ensure the internal communication of our university, and studies for its integration with information systems are carried out. In this context, transcript requests of graduate students were submitted to the signers via EBYS in 2021 (A.3.1.3), and a permit document module was added by providing integration with Gazi Hospital PAGO-Human Resources Information System program (A.3.1.4).

As of 2020-2021 academic year, the new Student Information System (Proliz), in which approximately 43,000 students' transactions are carried out and followed, was provided in January 2020, and the Mobile Application software integrated into the Student Information System was brought to our University. In this way, students, academic staff and administrative staff can log in to the system and track their transactions from portable devices. Again, as of 2021, Pre-Registration and Special Talent Exam Modules have been added to the system, and our university graduates can request transcripts through the alumni portal added to the system (A.3.1.5).

The Learning Management System (LMS) has been used since 2020 in order to carry out distance education processes during the global epidemic. In accordance with the Senate's decision dated 13.08.2021 and numbered 2021/195, e-learning-based courses and programs in associate, undergraduate and graduate education, determined in accordance with the decision to give a maximum of 40% of the courses through distance education, are carried out through the LMS under the management of GUZEM. The system also has simultaneous and asynchronous learning, enriched content development, measurement and evaluation opportunities that can fully meet the educational needs of our students. In line with the difficulties experienced in payment transactions in all kinds of activities planned or supported by GUZEM, such as symposiums, congresses, courses, certificate programs, etc., a Digital Secure Payment System has been developed, which allows the payment transactions to be carried out quickly and easily. Another improvement made on the system is the establishment of the GUZEM Support System. It has been observed that the transmission of the problems experienced by the users during the distance education process, which started due to the COVID-19 global epidemic, through different channels such as the Help Desk in the LMS

system, the institutional e-mail account of the Center and the telephone, caused disruptions in the follow-up and resolution of the problems. For this reason, a support system has been developed in order to ensure that all kinds of support requests are transmitted and followed through a single system, and it has been put into use as of the 2020-2021 Spring Term. In addition, the registration and payment processes for the Pedagogical Formation Education Certificate Program process were carried out through the GUZEM Course Registration and Payment System, and the Pedagogical Formation Information System was created and put into use in order to follow the process in an effective way (A.3.1.6). Within the scope of continuous improvement of LMS in line with developing technology, GUZEM provides our students with the opportunity to define Web3 identity information in addition to information such as student number and TR Identity Number in LMS to be used in education and training activities, and these Web3 IDs are provided by our university with the internet service infrastructure. Work on integrating it with other applications has been initiated. In addition, in the world of NFT, which has entered our lives with Web 3.0 technologies, the efforts to create the first collection of digital artworks that will reflect our institutional identity continue.

Quality Trainings, in which training contents and informative videos are prepared by the Quality Commission Education Platform Working Team, have been added to the LMS as a training package in order to develop quality studies at our university and to reach more stakeholders (A.3.1.7).

Many studies were carried out in 2021 for the integration of the Personnel Information System (**Personnel Automation**) used by the Personnel Department with other Systems used. These are:

YÖK CV: Now, all academic data of our academic staff, which are kept by YÖK and opened to stakeholders via web services, can be accessed through the Personal System. With this study, the Basic Field data of the Academic Staff will be compiled and in the light of this information, data that will shed light on the Expertise and Priority Areas of our University will be obtained. In addition, the distribution of the academic personnel entered in the Personnel Information System on the institutions where they received their doctorate degrees was examined, and it was determined that the institution information was not singular due to manual data entries. In this context, it was planned to make an evaluation of the Specialization Area based on the individual data here by performing the YÖK CV field access study (A.3.1.8, A.3.1.9).

Priority Area and Priority Sector Identification Screen: All academic personnel have been defined as end users to the Personnel Information System, and access will be opened at the beginning of 2022 and they will be requested to enter data related to the priority sectors determined by our Senate based on the academic personnel's declaration. The data to be obtained from here will also be used to determine the strategic goals of our University.

Formation Document Loading Screen: Along with the end user definition in the Personnel Information System, the documents of the academic staff who have the Education Formation Certificate can be requested and reported (U-Multirank index will be used to meet the data request).

Risk Management System Integration: In line with the activity of "**KYİF.39/b:** *Integrating the Risk System and Personnel System*" determined within the scope of the Quality Improvement Plan, the Personnel Information System was integrated with the Risk Management System of our University and the relevant system was provided with access to personnel information. In this way, the processes of adding and removing personnel and defining the personnel to the units will be done automatically.

Candidate Application and Announcement Automation 2021 Update License, Personnel Affairs Web Automation End User License and In-Service Training Module Licenses have been integrated into Personnel Automation (A.3.1.10).

Gazi University Academic Data Management System (AVESİS), based on the academic management model, is an application project in which all the data of all academics in our University can be automatically taken and controlled, statistical data can be created and other additional information is included. In the system, studies were carried out to determine performance measurement criteria in 2021. In this context, unit managers are authorized to the Institutional Reports department and they are able to access and compare detailed research reports such as activity lists, number of activities of researchers, number of activities of units, academic performance analysis, unit activity and performance report, researcher information update records.

Scientific Research Projects Process Management System (BAPSİS), the new automation system was put into use in 2021 due to the inadequacy of the current BAP System in carrying out all stages of the projects from application to conclusion through a single system. The system, which is also used by external stakeholders, is being updated in line with the needs. All information about the project coordinators is uploaded to AVESİS via BAPSİS and BAPSİS users can directly switch to AVESİS. From here, it can be determined whether there is a publication about the project and in which journals it is published, and the project budget can be increased accordingly. With the implementation of the new BAPSIS system, a performance-based project application system was put into practice.

The Academic Incentive Grant Process Management System (ATÖSİS) constitutes an important element of digital transformation in increasing, facilitating and making visible the research and development performance throughout our University and in obtaining performance-based data. In 2021, academic staff made their academic incentive applications electronically to the Unit Academic Incentive Application and Review Commission, which was established within the department of their staff, via ATÖSİS software in accordance with the Academic Incentive Allowance Procedures and Principles. Studies continue to increase the quantity and quality of outputs as well as research and development inputs.

In order to use the performance-based management system effectively in our academic units, the Academic Performance Evaluation Directive was prepared and entered into force with the decision of the Senate dated 02.09.2021. **The Academic Performance Evaluation Process Management System (APSİS)** module has been put into use in order to carry out the procedures within the scope of the directive, and the APSIS scoring has been arranged in accordance with the research university indicators. Data entries to the system will be made as of 2022. The application process calendar will be published in 2022 for the activities of our university faculty members in 2021, and performance evaluation slices will be taken into account in the distribution of incentives and awards, academic upgrades, and academic and administrative assignments.

The Alumni Information System, which was established in 2019 to keep the relations between Gazi University Alumni closer, to deliver the activities and projects within the University to our graduates and to provide recycling, has been integrated into the ÖBS provided in 2020. An electronic system has been created in which our graduates can log in with a user name and password unique to them, and it is ensured that graduates are in contact with their departments after graduation. After our graduates register to this system, they can update their information depending on the changes in their careers. System improvement studies are carried out in line with user demands. In this context, job and internship opportunities from the private sector have been continuously announced to our graduates and students via the Alumni Information System,

with a certain evaluation, by the Human Resources Office of the Presidency of the Republic of Türkiye.

Gazi University Survey Management System software was prepared by the IT Department in order to carry out the surveys applied to the stakeholders by all units of our university through a system. Announcement and training activities planned for active and widespread use will be carried out in 2022 (A.3.1.11).

Within the scope of "**KYİF.44:** *Developing interactive pages where external stakeholders can also request and enter data*" determined within the scope of the Quality Improvement Plan in order to systematically make data entries of our external stakeholders according to the relevant process and to meet their demands; Ethics Committees and Tender Information Systems were developed by the IT Department in 2021. Ethics Committees Information System is an information system in which research applications to be carried out at our University or by our University's members as per Article 2 of the Gazi University Ethics Commission Directive and research applications with at most one University staff member in the project team can be received online. The Tender Information System is a system where the units of our University announce the procurements subject to the tender and the proposals for the Estimation of the Approximate Cost of the procurements, on the basis of financial transparency, within the scope of Articles 21 and 22 of the Public Procurement Law No. 4734.

The information management systems operating within our university and the outputs of which the academic and administrative staff benefit as well as the students are gathered under a single roof in the Information Systems module on the website of our university. The security of all the aforementioned systems is ensured through purchases, maintenance and support contracts (A.3.1.12), the data obtained through the systems are stored on the servers in the system rooms located in different campuses of Gazi University, the security of which is also provided by our University. The Data Center Project for the Data Processing Department, which has the capacity to meet the Data Center needs of our university for the next 30 years, has been started and the tender processes have been completed in 2021. If the Data Center project is completed, a virtualization structure consisting of a storage unit with a capacity of at least 1 petabyte and at least 6 physical servers with 512GB ram and 52 cores each will be located in this new data center. With the commissioning of the project, most of the equipment in the existing system room will be left in working condition as they have completed their economic life. Following the commissioning of the new system room with new devices, the existing system room will be turned into a Disaster Recovery Center and maximum data security will be achieved.

Maturity Level: 4

The integrated information management system is monitored and improved in the institution.

Evidences

A.3.1.1. KVYS Main Menu

A.3.1.2. KVYK Unit Activity Report_2021

A.1.5.11. CC-2021 User Satisfaction Survey Analysis

A.3.1.3. Approval dated 18.02.2021 and numbered E.29278

A.3.1.4. Approval dated 02.06.2021 and numbered E.96543

A.3.1.5. Approval dated 24.05.2021 and numbered E.91506

A.3.1.6. Formation Information System

A.3.1.7. OYS Quality Trainings

A.3.1.8. YÖK Resume Screen

A.3.1.9. Distribution of Academic Staff Doctoral Degree Institutions

A.3.1.10. Approval dated 03.08.2021 and numbered E.137443

A.3.1.11. CC Gazi University Survey Management System

A.3.1.12. CC Maintenance Support Purchase Permissions

A.3.2. Human Resources Management

In recruitment, requests for academic and administrative staff are received from the units, and the process is carried out within the framework of applicable laws and regulations. The criteria that show that the applicants for the announced positions have the required qualifications are announced transparently under the heading of announcements on the website of the Personnel Department during the recruitment process.

In the recruitment of academic personnel, importance is given to the need for education, merit and service, as well as the demand opinions from the units. In promotions and appointments, both the quality of the scientific publications and academic studies of the candidates and the fulfillment of our University's Academic Promotion and Appointment Criteria are taken into consideration. Announcements are objective and auditable. Academic personnel recruitment announcements are published openly and transparently to the public. In addition, the announcement processes are followed through the announcement automation, applications are received through the system and the results of the jury evaluation are sent through the same system (A.3.2.1).

Foreign contracted academic personnel are recruited upon the request of the academic units and the approval of the University Administrative Board and YÖK Presidency. The process in question is carried out within the framework of Article 34 of the Law No. 2547 and "Procedures and Principles Regarding the Employment of Foreign Academic Staff". In 2021, 3 foreign personnel were employed at our University.

Administrative personnel, contracted personnel and permanent workers are recruited within the framework of the open and live assignment quota given each year by the Presidency of the Republic of Türkiye Strategy and Budget Department. "Assignment Quota Demand Planning" is carried out by the Personnel Department, taking into account the number of requests determined in line with the needs of the units, as well as the vacancies and service expansions in the unit and title, such as retirement, resignation, transfers etc. The needs resulting from the planning are conveyed to SBB. The said quotas allocated to our University by SBB are used by the units by evaluating the required titles or qualifications (A.3.2.2).

Recruitment of permanent workers is made through the Turkish Employment Agency (İŞKUR) within the scope of the Labor Law No. 4857 and the Regulation on the Procedures and Principles to be Applied in the Recruitment of Workers in Public Institutions and Organizations. Applications are made through İŞKUR for the announced positions. The lists of all applications made by İŞKUR to the relevant positions are sent to our Rectorate. Candidates who will enter the oral interview are determined by drawing lots in the presence of a notary public among all candidates in the lists sent to our Rectorate. Among the candidates who enter the interview, the candidates who are entitled to be appointed as a result of the oral exam conducted by the commission formed by our Rectorate are determined. All stages of advertisements are open to the public.

In order to determine the objectives, principles, planning principles, evaluation procedures and other methods of in-service training to be given in order to increase the competencies of our academic and administrative staff, the In-Service Training Regulation was accepted and put into practice with the decisions taken by the Senate of our University on 08.11.2018 (A. 3.2.3).

In-service training plans for ensuring the qualifications of the administrative personnel, their adaptation to the duties and their development are prepared by the Personnel Department Training Branch within the framework of the "In-Service Training Regulation" and approved by the Training Board (A.3.2.4). Information on the in-service training programs organized can be found on the [website of the Personnel Department In-Service Training Branch](). While making the said planning, relevant in-service trainings are divided into two main headings as "Mandatory In-Service Trainings" and "Optional Motivational In-Service Trainings". In 2021, 52 in-service training programs were organized (A.3.2.5).

Compulsory In-Service Training plans, which are arranged for the adaptation and development of the current qualifications of the administrative personnel to the expected duties, both the training demands of the relevant unit supervisors for their own personnel, as well as the current job qualifications and job descriptions of the personnel (student affairs unit personnel, personnel affairs unit personnel, salary and accrual unit personnel etc.) are taken ,nto consideration. Mandatory in-service trainings are also planned within the framework of regulations, directives, procedures and principles, etc., which are updated or newly published during the calendar year. Optional motivation in-service training plans are determined by the questionnaire method applied to all administrative personnel (A.3.2.6). As a result of the survey, starting from the most requested training title, the implementation of the relevant trainings is started. Following the preparation of the participant lists, the trainers who will provide the relevant trainings are determined. The time, duration and place of the relevant training are determined after the lists of trainers determined according to their specialization or work areas. Trainings are given face-to-face or online. After the trainings, a satisfaction survey is held for the participants, and a questionnaire for the trainers to evaluate the participants and the related training (A.3.2.7). Necessary arrangements are made for the next trainings as a result of the feedback and suggestions received from the relevant people.

With the extraordinary efforts and works of the administrative staff working at our university, they can achieve significant savings in public resources, prevent the occurrence of public damage and reduce unavoidable public losses, increase public benefits and revenues above the expected, or increase the effectiveness and quality of the services provided. "Gazi University Administrative Personnel Success, Excellence and Award Directive" has been put into practice in order to reward those who are determined to have contributed to the promotion of education based on concrete events and data (A.3.2.8). With the aim of increasing the number of applications within the framework of the criteria specified in the Directive, an information meeting was held for the administrative unit managers on the application principles of the Directive, and the supporting documents were requested along with the points of the personnel deemed worthy of success in the Evaluation Criteria Table and the relevant score table (A.3.2.9, A.3.2.10). Award proposals will be examined by the Commission established within the scope of the said Directive and a Certificate of Achievement will be given to the personnel deemed appropriate by the Commission. The personnel who have received a certificate of achievement three times will be given a Certificate of Outstanding Achievement upon the proposal of the Rector's Office and the approval of the Ministry of National Education. Personnel who receive a certificate of outstanding achievement can also be paid up to 200% of the highest civil servant salary (including an additional indicator).

In line with the Academic Incentive Allowance Regulation (A.3.2.11) published in the Official Gazette dated 27.06.2018 and numbered 30461 regarding the Academic Incentive Allowance applied in higher education institutions, our University's 2021 Academic Incentive Allowance Procedures and Principles were determined (A.3.2.12). The aforementioned Procedures and Principles were announced to our stakeholders via the website of our University (A.3.2.13). The academicians of our university make their academic incentive applications electronically

to the Unit of Academic Incentive Application and Review Commission, which is established within the body of the department where their staff is located, through ATÖSİS. In addition, International Publications Encouragement Award System is applied for academic staff at our University. "International Publications Incentive Awards" are given by our Rector's Office every year in order to encourage the publication, citation, book, book chapter, editorship, patent, industrial design and project that make our university's name known by taking place in the international literature. For this purpose, first of all, "Gazi University Award Directive" was prepared (A.3.2.14). The procedures and principles regarding incentive awards applications are determined by the commission established within the framework of the said Directive and announced on the website of our University in January of each year (A.3.2.15). The applications for the incentive award are reviewed by the evaluation commission, and awards are given to the winners in ceremonies organized by our Rectorate (A.3.2.16, A.3.2.17).

In order to determine the satisfaction levels of our academic and administrative staff and to ensure their participation in the improvement processes, the Academic Staff Satisfaction Survey (APMA) and the Administrative Staff Satisfaction Survey (İPMA), the application principles and processes of which are explained in detail in A.4 Stakeholder Engagement Criterion, were applied. The fieldwork of the surveys was conducted online between 17 February and 17 March 2021 on a voluntary basis. The questionnaire was announced to all staff of the University via e-mail and this announcement was repeated several times during the research. Within the scope of APMA, the average satisfaction score of the academic staff was determined as 6.02 out of 10, and the average satisfaction score of the administrative staff within the scope of İPMA was determined as 6.22 (A.1.4.20). The results of the Satisfaction Surveys were evaluated by the Quality Commission and taken into account in the preparation of the Quality Improvement Plan.

Maturity Level: 4

Human resources management practices are monitored in the institution and improved by being evaluated with the relevant internal stakeholders.

Evidences

A.3.2.1. Number of announcements and academic staff appointments on a unit-by-unit basis in 2021
A.3.2.2. Number of contracted personnel and permanent worker recruitment in 2021 and request letters
A.3.2.3. In-Service Training Regulation
A.3.2.4. Education Board Decision
A.3.2.5. 2021 In-Service Training Activities
A.3.2.6. In-Service Training Planning Survey Results
A.3.2.7. Analysis of In-Service Training Participant and Trainer Surveys
A.3.2.8. Administrative Staff Success and Award Directive
A.3.2.9. Administrative Staff Success and Award Directive Training Program
A.3.2.10. Administrative Staff Success and Award Directive Implementation Meeting
A.3.2.11. Academic Incentive Allowance Regulation
A.3.2.12. GU Academic Incentive Grant Procedures and Principles
A.3.2.13. Academic Incentive Allowance Announcement
A.3.2.14. Gazi University Award Directive
A.3.2.15. 2020 International Publications Incentive Awards Application Conditions
A.3.2.16. Academic Incentive Allowance Statistics
A.3.2.17. International Publications Incentive Award Ceremony
A.1.4.20. GU Satisfaction Surveys Analysis Report

A.3.3. Financial Management

The appropriation allocated to our University with the 2021 Central Government Budget Law increased by 22.77% compared to the previous year and reached 1,090,331,000 TL. The budget appropriation of our university increased to 1,633,278,045.89 TL with the additions made in 2021. The expenses incurred at our university in 2021, on the other hand, increased by 59% compared to the previous year and reached 1,530,508,336.93 TL. In 2021, a budget was realized at the rate of 140.37% according to the initial appropriation and 93.70% according to the total appropriation (A.3.3.1).

Our university's budget revenues for 2021 increased by approximately 66.71% compared to the previous year and reached 1,544,860,963.23 TL. With this amount, the revenue exceeded the revenue planned with the 2021 Central Government Budget Law (A.3.3.2).

Since 2019, "Gazi University Circular on Expenditures" has been published every year in order to ensure effectiveness, economy and efficiency in the procurement of goods and services to be made in line with the provisions of the Public Financial Management and Control Law No. 5018, the use of the allocated appropriations for the realization of institutional goals and objectives, the unity of implementation in expenditure transactions and compliance with the legislation. In this way, the application integrity of the units of our University is ensured in the processes related to the use of financial resources and expenditure transactions (A.3.3.3). According to the circular, appropriation requests of the spending units are submitted in writing to the Strategy Development Department. These requests are reported to the senior management by the Department and the result of the appropriation request is notified in writing to the relevant spending unit. In order for the Expenditure Transactions Circular to be fully implemented, information meetings are held for the spending authorities, realization officers and personnel responsible for financial affairs and transactions (A.3.3.4, A.3.3.5). The problems that arise in the process of using financial resources are evaluated within the scope of the Expenditure Procedures Circular to be published the following year, and the necessary arrangements are made. Provisions for the refund process of the fees collected from foreign students were added to the Circular on Expenditure Transactions for the year 2022 as an improvement activity in order to eliminate the problems identified during the process regarding the circular (A.3.3.6).

The financial resources of our university are used effectively, economically and efficiently in line with the transparency and accountability principles of the Public Financial Management and Control Law No. 5018. Data on the use of financial resources can be accessed through Integrated Public Financial Management System (BKMYS), Public Expenditure and Accounting Information System (KBS), TR Presidency Strategy and Budget Department (e-Budget, Ka-Ya), Cash Demand Transfer (NTAS) systems. Based on the aforementioned data by the Strategy Development Department, reports such as annual activity, institutional financial situation and expectations, final account and annual investment monitoring report are prepared and shared with the public via the website of our University.

Our university's own revenues (summer school, non-thesis master's degree, formal education, Health, Culture and Sports Department revenues, etc.) are allocated to the relevant spending units in line with the revenue realizations in accordance with the budget legislation. The revenues to be used by the Health, Culture and Sports Department are reported to the Department following their collection and are used in activities such as nutrition, health, social, cultural and sports services for students from the budget arrangements of the Department according to their income realization status.

In our university in 2021, the budget proposal and the budget implementation processes were carried out through the SBB e-Budget system in accordance with the program budget principles.

An online briefing meeting was held on 23 November 2021 for the personnel involved in the budget preparation and implementation processes in the spending units in order to introduce the Program Budget System and ensure efficiency and implementation unity in the budget implementation processes. In addition, the Performance Program for the Year 2021, in line with the provisions of the Public Financial Management and Control Law No. 5018, within the framework of the principles of effective, economic and efficient use of resources, financial transparency and accountability, is associated with the Strategic Plan of our University for the 2019-2023 Term, and the Regulation on Performance Programs to be Prepared by Public Administrations. The program has been prepared in accordance with the Budget Guide. Administrative Performance Programs prepared by our university are sent to the relevant public institutions and shared with the public through our university's website (A.3.3.7, A.1.4.8)

Our University was included in the e-invoice application in 2021 with the letter of the Ministry of Treasury and Finance, General Directorate of Accounts, dated 04.06.2021 and numbered 101086. The subject matter was conveyed to the expenditure units of our University by the Strategy Development Department with the official letter dated 08.06.2021 and numbered 101986 (A.3.3.8). The spending units were informed about the disruptions encountered in the purchase of goods and services with an official letter dated 28.06.2021, and an information meeting was held to ensure the correct and complete execution of the application for the realization officers of the spending units and the personnel in charge of the procurement process (A.3.3.9, A. 3.3.10).

The revolving fund budget of our university was determined as 1,347,887,807,00 TL in 2021, and the total budget increased to 1,348,787,804,00 TL by adding 900,000,00 TL during the year. Within the scope of the revolving fund budget, 1,082,865,953,87 TL income was obtained and 820,756,882.54 TL revolving fund expenditure was made (A.3.3.11).

The preparation, implementation, finalization, accounting, control and audit of the business and transactions and budgets of revolving fund enterprises and the regulation of the procedures and principles regarding the qualifications of accounting officials are carried out in accordance with the Budget and Accounting Regulation for Revolving Fund Enterprises (A.3.3.12).

Within the framework of the revolving fund activities of higher education institutions, taking into account the service delivery conditions and criteria, the title, duty, working conditions and duration of the personnel, the performance of education and research activities and professional practices, and the contribution to the service such as working in risky departments, the additional payment rates to be made and the procedures and principles of these payments are determined by the Regulation on the Procedures and Principles to be Applied in the Distribution of the Additional Payment to be Made from the Revolving Fund in Higher Education Institutions (A.3.3.13).

A Draft Working Principles and Procedures of the Revolving Fund is being prepared in order to utilize the revenues of our business units effectively, economically and efficiently and to ensure institutional integrity in expenditures. However, Circular on Revolving Fund Expenditure Transactions (2022/01) has been prepared and notified to the units of our University with an official letter (A.3.3.14).

The management of financial resources is carried out within the framework of laws, regulations and other relevant legislation. In this context, our University has switched to the Single Treasury Institutions Account application in 2020. In this way, public resources are collected in a single center, income and expenses of the institution are tracked through accounting records, and cash is sent to the institutions in the amount of the payment they will make. Thus, the public resources are brought together in the cash pool and thus a cash financing resource has been created for the public debt management.

Movable property registration processes are carried out through the Movable Registration Management System (TKYS). Our university's movable consolidated operations are carried out and coordinated by the personnel assigned by the Strategy Development Department. With the Expenditure Transactions Circular on the effective management of movable goods, measures have been taken to ensure the integrity of implementation. In the transfer of movables between spending units and institutions, the issues and limits specified in the General Notification of the Ministry of Treasury and Finance General Directorate of Accounts are taken into account. Necessary measures are taken to ensure that movable property records are made on time and accurately.

The immovable property schedules that are required to be prepared by the Immovable Property Regulation and the documents attached to the Regulation are prepared by the Construction Affairs and Technical Department in the time and manner specified in the regulation and sent to the relevant institutions/units after ensuring their compliance with the accounting records.

Another type of financial resource used in our university is the resources used in financing the projects carried out at our University, which are considered as extra-budgetary. The resources of the projects carried out at our university are followed in the project special accounts, and these resources are used in accordance with the provisions of the relevant legislation and project contracts. In projects, the expenditure authorities are the project coordinators, and the realization officers are authorized by the expenditure authorities. The work and operations related to the projects are carried out by the Scientific Research Projects Unit, the Project Coordination Application and Research Center Directorate, the Education-Training and Foreign Relations İnstitutional coordinator, and coordination is ensured with the Strategy Development Department. Information about the start of the projects is given to the Strategy Development Department by the relevant units. TÜBİTAK supported projects are followed by the Strategy Development Department through the Transfer Tracking System affiliated to TÜBİTAK. Project special accounts are opened at banks by the Department regarding the resources to be used in the projects, by obtaining permission from the Ministry of Treasury and Finance or by informing the Ministry. Expenditures to be made from the project are made with the Payment Order Documents and its annexes, which are issued over the Financial Management System (MYS) by the relevant units. In case errors and deficiencies are detected during the examinations carried out by the Strategy Development Department on the Payment Order Documents, the units are contacted in order to make the necessary corrections and payment transactions are carried out.

In the protocols to be signed with banks in order to effectively carry out the collection and payment transactions to be made by the units operating within the body of our university in accordance with the General Communiqué on the Public Treasurer and other legislation, to regulate the transactions regarding the bank accounts to be opened and closed on behalf of our units, to evaluate the individual and institutional sponsorship requests made by the units from the banks, and to ensure institutional application integrity, The Banking Protocols Executive Committee was established in 2017. The Commission, which includes the Secretary General, Deputy Secretary General, Head of Administrative and Financial Affairs Department, Head of Strategy Development Department, Heads of Health, Culture and Sports Departments, carries out its work under the presidency of the Vice Rector (A.3.3.15).

Maturity Level: 4

The management processes of financial resources are monitored and improved in the institution.

Evidences

A.3.3.1. Budget Expense Realization Report

A.3.3.2. Budget Revenue Realization Report

A.3.3.3. GU 2021 Expenditure Transactions Circular

A.3.3.4. Circular of Expenditures Information_1

A.3.3.5. Circular of Expenditures Information_2

A.3.3.6. GU 2022 Circular on Expenditures

A.3.3.7. Program Budget Information Meeting

A.1.4.8. GU 2021 Performance Program

A.3.3.8. SGDB Article 101986

A.3.3.9. E-Invoice Application_SGDB 115511

A.3.3.10. E-Invoice Information Meeting Letter_SGDB_151423

A.3.3.11. Revolving Funds Provisional Trial Balance

A.3.3.12. Budget and Accounting Regulation for Revolving Fund Enterprises

A.3.3.13. Regulation on the Procedures and Principles to be Applied in the Distribution of Additional Payments to be Made from Revolving Fund Revenues in Higher Education Institutions

A.3.3.14. Circular on Circulating Capital Expenditure Transactions for the Year 2022

A.3.3.15. Banking Protocols Executive Commission Update Approval

A.3.4. Process Management

In 2017, our university started to work on integrating the internal control system, which is a management tool as well as a tool for the effective and efficient use of resources, into all its processes in achieving its strategic goals. In order to manage the processes systematically, the administrative process decision mechanisms (board/commission/coordination office) were renewed and new structures were made in line with the needs (A.1.1.1). The activities being carried out were defined on the basis of processes, and the "Process Cycle" of our university's board and commission was determined (A.1.4.1). A holistic and participatory approach has been adopted by forming teams affiliated to these boards and commissions in all our units, and sub-working groups at the department/program level (A.1.1.2). With this restructuring, the cross relations of the boards and commissions in different positions in the organizational hierarchy, the horizontal relations of the process owners in the implementation process, and the vertical communication between the management and the personnel were designed. In the process of determining strategic goals and objectives, opinions are taken by the top management up to the lowest hierarchical unit, and information and guidance is provided to the lowest level in order to adopt and implement the ideas that mature at the senior management level with gradual structuring. Working procedures and principles have been prepared in order to standardize the work of boards, commissions, teams and groups (A.1.1.3), their work is scheduled and updated annually in order to systematize the processes (A.3.4.1).

The Management System Policy, prepared in cooperation with the Quality Commission Management System Sub-Working Group and the Administrative Management System Coordination office, to determine the strategies to maintain the management system of our University, was accepted at the meeting of the Senate on 25.12.2020 and shared with the public (A.3.4.2).

In line with the mission and vision of Gazi University, which aims to raise individuals who can lead the society and respect national, moral, cultural and human values, seek originality in

science, questioning, critical in the developments in research, education and technology, and which will serve the needs of society and humanity, to the understanding of the management system and in line with its core values, in order to achieve its strategic goals and objectives, Gazi University Management System Policy principles are,

- Using resources effectively and efficiently,
- Employing competent and sufficient personnel,
- Generating timely, accurate and reliable information,
- Ensuring quality and continuity in the goods and services it supplies,
- In this way, creating a qualified and participatory education and research and development process,
- Making transparency and accountability the main principles in the tasks carried out,
- Continuing its activities with personnel who has a sense of responsibility,
- Creating a system that ensures compliance with the legislation in the services it provides and providing equal service to all its stakeholders.

Within the scope of updating the 2019-2023 Term Strategic Plan of our University, reference is made to our Policy in determining the objectives and performance indicators, and it is indicated in the GU Management System Policy Goal 5 Objective 2. The performance indicators developed in order to monitor the objective "O5.2: Within the framework of the principle of effective and efficient use of resources, the budget for developing information technologies and physical infrastructure that will strengthen institutionalization will be increased by 10%." were also revised and renewed in this direction (A.1.3.1).

All activities carried out by our university were defined on the basis of processes, and work flow charts were prepared in order to ensure effectiveness in cooperation and division of labor and to identify process owners (A.1.4.10). In order to determine the authorities and responsibilities, job descriptions of our university's senior management, administrative unit managers and personnel were created (A.3.4.3). It has been ensured by the Directive that the given authorities are tied to certain principles, that the lower levels are empowered to develop a sense of responsibility, and that the top managers take care of basic problems by facilitating more effective decisions (A.1.2.7, A.1.1.17).

Within the scope of the GU Internal Control Compliance Action Plan, the issues to be taken into account when determining sensitive tasks by the units and the minimum precautions to be taken regarding the identified sensitive tasks were determined with reference to the Public Internal Control Guide and Sensitive Tasks Brochure published by the Ministry of Finance (A.3.4.4, A.3.4.5). Job description forms and work flow charts prepared in line with these forms have been integrated into the Institutional Risk Management System of our University in order to systematically carry out the processes of responding to the identified risks, monitoring and reporting the risks (A.3.4.7).

In terms of reflecting and improving the activities carried out on institutional efficiency, priority is given to increasing individual performances. In this context, in addition to the in-service trainings for professional and personal development organized centrally for all personnel, the relevant personnel are supported with in-house and external trainings specific to the processes (A.3.4.8, A.3.4.9, A.3.1.7, A.1.4.12, A.1.4.13, A.1.5.10, A.1.2.23, A.1.2.24, A.1.2.25, A.1.2.26).

In order to achieve strategic goals, processes were defined with work flow charts, and process owners and executives were determined with job description forms. The processes are carried out with the approach of identifying and minimizing or eliminating possible risks. The efficiency of the processes carried out is monitored with performance indicators developed to measure the objectives set to cover all the main activities of our University, including distance

education, and institutional evaluation and status reports, which include the realization results, are shared with the public (A.1.3.1, A.1.4.8, A.1.4.9). Institutional Data Management System software was developed by the Institutional Data Management Coordination office, which was established in 2021 in order to provide a systematic structure for information management in numerical data-based measurements (A.3.1.1).

In addition to measuring the efficiency of the processes, the satisfaction levels of our personnel carrying out the processes from the strategic management of our University and the satisfaction levels of our internal and external stakeholders regarding the services, which are the outputs of the processes, are measured with tools such as surveys, focus group meetings, wish boxes, etc. (A.1.4.20, A.1.2.2, A.1.2.3).

The findings obtained through institutional evaluation and status reports, satisfaction surveys, etc. were evaluated at the senior management meeting held by the relevant and responsible committees/commissions under the presidency of the Rector of our University (A.1.2.9). All monitoring results were combined in a single study in 2021, covering all areas of quality assurance system, education and training, research and development, social contribution, management system and distance education, and documented as a Quality Improvement Plan. Improvement activity suggestions and expectations planned by the management of our university were conveyed to the unit managers and personnel of the processes at the stakeholder meetings with broad participation, and they were decided by taking their opinions (A.1.2.10, A.1.2.11). Decided improvement activities were notified to the process owners in an official letter. The follow-up of the improvement activities given to the responsibility of the units was made through stakeholder meetings held regularly by the Quality Commission in 2021, and it was requested to be reported on the unit internal evaluation reports made annually regarding all processes of the units. In accordance with the work schedule of the Quality Commission, the Commission will give feedback to the units on their internal evaluation reports in 2022, and the actual results will be monitored on site with regular unit visits (A.1.4.21, A.1.4.22, A.1.2.12, A. 3.4.10).

In addition to measuring the stakeholder feedback on the activities carried out at the institutional level, the methodology of the improvement works carried out was also measured. Feedback was received on unit visits and stakeholder meetings organized for this purpose, and it was aimed to continuously improve our quality improvement process as well as the processes of our University (A.1.4.25).

In order to increase the quality of our university in terms of service and performance management and to ensure its continuity, standardization studies were started in all our processes in 2020. For this purpose, first of all, it was requested from our units to start studies within the scope of TS EN ISO 9001:2015 Quality Management System, to update existing studies, if any, and to submit the final reports of the finished studies to our Rectorate in order to determine the situation (A.3.4.11). The process management studies carried out were also discussed within the scope of quality improvement studies, and the proposal "**KYIF.7:** *Organizing the necessary trainings by accelerating the ISO 9001-2015 Quality Management System studies and establishing a quality management system in each unit* " was decided. In order to implement the said activity decision, preparatory work has been started for the TS EN ISO 9001:2015 Quality Management System Certificate application in order to base the internal control system carried out at our University on written documents within the scope of the protocol signed for the development of cooperation between our University and the Turkish Standards Institute (TSE) (A.3.4.12). In this context, first of all, GU TS EN ISO 9001:2015 Quality Management System Document Studies Guide Document was prepared and presented to the information of our units (A.3.4.13). Subsequently, 4 documents (administrative, engineering, education-sports and health) and training groups were created regarding the

processes that were planned to obtain a quality management system certificate. Two-stage trainings were planned by the experts of the Turkish Standards Institute for the personnel who will carry out the studies in the relevant units for the document groups determined. In addition to the trainings to be given to the personnel who will carry out the processes, an awareness raising presentation was made on 04.11.2021 by the Head of the Education Department of the Turkish Standards Institute for the senior management of our University, academic and administrative unit managers and the members of the Quality Commission (A.3.4.14). The first phase of the training, Quality Management System Basic Training, Risk-Based Process Management Training and Documentation Training, was completed as of 2021, and it was decided to hold the second phase, the workshop program in March 2022, after the preliminary studies were carried out in the units. Preparations for the Quality Management System Document are carried out under the coordination of the Occupational Health and Safety Coordinator. "TS EN ISO 9001: 2015 Quality Management System Working Teams" have been formed to represent the units of our University within the body of the Coordination office (A.3.4.15). Within the scope of the preparatory work carried out, first of all, strategic objectives, job descriptions, business processes, stakeholder analysis, risks, monitoring criteria, work flow charts were requested from all our units to be prepared in accordance with the principles specified in the trainings given by TSE or to update the existing ones and send them to the Coordinator's Office. The preparatory work for the Quality Manual has been started and it is still in the draft stage (A.1.4.23).

Maturity Level: 4

Process management mechanisms are monitored in the institution and improved after being evaluated with relevant stakeholders.

Evidences

A.1.1.1. Board/Commission Board Decision
A.1.4.1. Board and Commission Process Cycle
A.1.1.2. Internal Control Coordination Group_Unit Teams Letter_16.01.2020
A.1.1.3. Board/Commission Working Procedures and Principles
A.3.4.1. Internal Control Monitoring and Guidance Committee Working Schedules Official letter
A.3.4.2. Gazi University Management System Policy Senate Approval
A.1.3.1. GU 2019-2023 Updated Strategic Plan
A.1.4.10. Internal Control Coordination Group - Work Flow Charts Official Letter_17.03.2021
A.3.4.3. GENSEK Job Description Forms_18.11.2020
A.1.2.7. Top Management Areas of Responsibility Cover Letter
A.1.1.17. GU Correspondence Procedures and Principles Provincial Authorization and Signature Authorization Directive
A.3.4.4. GU Sensitive Missions Guide
A.3.4.5. Precise Task Definition-Unit Examples
A.3.4.6. GU Enterprise Risk Management Guide
A.3.4.7. RİYK Work Flow Charts RYS Integrated Official Writing
A.3.4.8. 2021 In-Service Training Programs
A.3.4.9. KVYS Trainings
A.3.1.7. OYS Quality Trainings
A.1.4.12. Risk Management Process Information Trainings
A.1.4.13. Risk Monitoring and Guidance Commission System Trainings
A.1.5.10. Gazi İYS Trainings
A.1.2.23. TÜRKAK Education Announcement
A.1.2.24. TSE Quality Management System Trainings

A.1.2.25. Institute of Internal Control (ICI) Trainings
A.1.2.26 Conference on Quality Assurance in Higher Education
A.1.3.1. GU 2019-2023 Updated Strategic Plan
A.1.4.8. GU 2021 Performance Program
A.1.4.9. GU 2021 Administration Activity Report
A.3.1.1. KVYS Main Menu
A.1.4.20. GU Satisfaction Surveys Analysis Report
A.1.2.2. Efficiency Meetings
A.1.2.3. Meeting Events in 2021
A.1.2.9. GUKK Senior Management Evaluation Meetings
A.1.2.10. GUKK Stakeholder Cooperation Meetings
A.1.2.11. Quality Improvement Plan
A.1.4.21. GUKK Improvement Reports_02.06.2021_06.07.2021_24.08.2021_31.08.2021
A.1.4.22. GUKK Academic Unit-UAM Improvement Plan Letter_22.11.2021
A.1.2.12. GUKK Improvement Studies Evaluation Meetings
A.3.4.10. GUKK Working Calendar
A.1.4.25. GUKK Feedback Analysis Report
A.3.4.11. GENSEK Quality Management System Official Letter
A.3.4.12. GU-TSE Protocol
A.3.4.13. GU TS EN ISO 9001:2015 Quality Management System Document Studies Guide
A.3.4.14. TSE Senior Management Awareness Raising Presentation
A.3.4.15. TS EN ISO 9001: 2015 Quality Management System Working Teams
A.1.4.23. TS EN ISO 9001: 2015 Quality Management System Certificate Preparation Studies

A.4. Stakeholder Engagement

A.4.1. Internal and External Stakeholder Engagement

In order to include our stakeholders in decision-making and governance mechanisms, the boards and commissions, which are the administrative process decision mechanisms of our University, are designed to provide broad-based participation to represent our units and thematic areas. In order to include our stakeholders in decision-making mechanisms and to share two-way horizontal and vertical views, teams were formed in all our units to include our students as internal stakeholders as well as the academic and administrative staff affiliated to these boards and commissions (A.1.1.1, A.1.1.2).

The mission, vision and core values of our university were prepared with a participatory approach. In the structuring of the Strategy Development Board under the presidency of the Rector, who is responsible for the preparation and implementation of the GU Strategic Plan for 2019-2023 Term, the principle of ensuring the representation of the entire Institution was observed. During the Strategic Plan Update period, in the Board of 21 people representing different education levels and fields, in addition to two Vice-Rectors, four Deans, two Institute Managers, two Vocational School Managers, two Application and Research Center Managers, academic members and staff representing various units, Deputy Secretary General and Student Representative took charge. While forming the sub-working groups of the Board, a structure was established to represent the academic and administrative staff in accordance with the responsibilities of the groups. The Executive Committee of the Board consists of 9 members, the Preparation and Analysis Working Group consists of 14 members, the Future Outlook Working Group consists of 10 members, the Strategy Working Group consists of 15 members, and the Monitoring, Evaluation and Guidance Working Group consists of 11 members. In this way, the Strategic Planning activities of the Institution were carried out by a team of 60 people (A.1.1.5).

It is aimed to ensure the highest level of stakeholder engagement in various ways and methods at different stages of Strategic Planning. The Objective Card elements determined by the Strategy Working Group affiliated to the Board were submitted to the opinion of other working groups. The draft Objectvie Cards prepared by the Strategy Development Board Working Groups, following the evaluations of the Executive Committee of the Board, were presented to the unit's views in order to ensure stakeholder engagement in the process of determining the objectives and academic priorities of our University. The Objective Cards were reviewed by the Unit Strategic Plan Teams, and their suggestions regarding (a) objectives, (b) the units responsible for the objectives and (c) the units to be cooperated with, (d) performance indicators and (e) the effect of performance indicators on the objective were compiled, without changing the goal statements, and the opinions received were examined in detail and reflected in the Objective Cards of the Updated Strategic Plan of our University for the 2019-2023 Term.

In line with our strategic plans, in order to reduce the risks and increase the success of the implementation processes, our University analyzed its internal and external stakeholders in detail in four stages in the preparation of the 2019-2023 Term Strategic Plan in order to understand how we will influence different stakeholder groups and who can influence the process. First of all, the stakeholders of our University were determined. In the second stage the stakeholders identified were grouped as internal and external stakeholders. In the next stage, the stakeholders were associated with the products and services produced by our University. In the final stage of the stakeholder analysis, stakeholder groups were prioritized by the Preparation and Analysis Sub-Working Group, using the "Stakeholder Impact/Importance Matrix" in the Strategic Planning Guide (A.1.3.1).

After the completion of the stakeholder analysis studies, the Stakeholder Opinion Questionnaire was applied to the identified stakeholders in the electronically (A.2.2.2). The strengths and weaknesses of our university, as well as the opportunities and threats to our university, were determined by using the Stakeholder Opinion Questionnaire. After the plan preparation process, our stakeholders were classified according to importance, impact and priority and shared with the public. Stakeholder analysis was made not only in a way to cover the whole University, but also by academic units regarding their own units (A.4.1.1).

The expectations and needs of our identified stakeholders are considered as an opportunity to determine the roadmap for the development of our University. Evaluation, monitoring and quality improvement of education-training, research-development, social contribution and administrative and management services carried out in order to achieve the strategic goals determined in accordance with Institutional Evaluation Reports and YÖKAK Institutional Accreditation Criteria are carried out by the Quality Commission. The Commission carries out this task in a participatory manner, under the presidency of the Rector, with the General Secretary, the Student Council President and the Head of the Strategy Development Department as natural members, and with its structure formed to represent different scientific fields from our university's faculties, institutes, colleges, vocational schools, and application and research centers (A.1.1.6). The Commission carries out the monitoring and subsequent improvement processes with an inclusive approach with Quality Teams in academic and administrative units and Quality Sub-Working Groups affiliated to these teams at the program level. In the formation of unit quality teams and sub-working groups, importance is given to the representation of our students as internal stakeholders as well as academic and administrative staff. The academic unit quality team members, which continue their activities under the responsibility of the academic unit team head, include the unit quality team head, the deputy dean or deputy director, the secretary of the relevant academic unit, the quality sub-study group heads of all departments/programs/major sciences in the academic unit, and the unit student representative. The administrative unit quality team is determined among at least one branch manager and other personnel, one of whom is at the level of assistant manager (A.4.1.2).

Survey studies are one of the tools that measure the opinions and satisfaction of our university stakeholders regarding the services/products and infrastructure opportunities offered by the university, and use the outputs obtained from these in the quality improvement processes. This type of research is carried out in cooperation with IDEAM to ensure that opinions are obtained accurately and reliably. Survey studies are carried out in two dimensions: the research carried out by the Quality Commission throughout the institution, as well as the research carried out to obtain detailed information about the services offered specifically to the academic and administrative units. In the first dimension, while the survey studies conducted throughout the University are directly carried out by IDEAM, technical support is provided by IDEAM for the studies carried out by the units (A.4.1.3, A.4.1.4). In this context, survey drafts regarding the Academic Staff Satisfaction Survey (APMA), Administrative Staff Satisfaction Survey (IPMA), Student Satisfaction Survey (ÖMA) and Course Evaluation Survey (DDA) developed for our internal stakeholders, and Employer Opinion Survey (IGA) developed for our external stakeholders was developed in 2020 and made ready for implementation in 2021 (A.4.1.5). With the decision taken by the Quality Commission at its meeting dated January 30, 2020, the issue was conveyed to the General Secretariat in order to ensure coordination necessary to print the questionnaires in optical form and to carry out them with the support of the relevant departments and academic unit managers (A.4.1.6). However, due to the COVID-19 global epidemic conditions, the questionnaires, which were planned to be applied in optical form, were transferred to the electronic environment and put into practice in February 2021 (A.4.1.7). Although the Institutional satisfaction surveys throughout the University could not be put into practice in 2020, our units continued their studies to evaluate their own activities (A.4.1.8).

Among the aforementioned questionnaires, APMA, ÖMA and DDA were updated by taking into consideration the results of the pilot application implemented by Quality Commission members to the administrative staff working in their faculties and İPMA in the Rectorate (A.4.1.9). In 2021, these survey forms were given their final form by further work, and the fieldwork of the APMA, İPMA and ÖMA surveys was done online between 17 February and 17 March 2021 on a voluntary basis. The research results were analyzed by IDEAM and presented to the Quality Commission (A.1.4.20, A.4.1.10). The results of the research were evaluated at the meetings of the Commission with our University's Senior Management, Senate Members and Academic Unit Managers, and the <u>Survey Reports</u> were shared with the public (A.1.2.9).

In order for internal and external stakeholder opinions to be a source for the improvement of our processes, the evaluations made to us with the 2017 Institutional Feedback Report and the 2020 Institution Monitoring Report and the satisfaction survey results reflecting the views of our internal stakeholders were evaluated together by the Quality Commission and areas open to improvement were determined. In line with the determinations made, a Quality Improvement Plan was prepared, which includes improvement suggestions throughout the institution in the fields of leadership, management and quality, education and training, research and development, social contribution and distance education. The improvement suggestions included in the plan were resolved through mutual discussions at the Stakeholder Collaboration Meetings held with the responsible and cooperating board/commission/coordination office and administrative units (A.1.2.10, A.1.2.11). It has been requested that all the studies that have been decided should be implemented immediately by our relevant units and that the results should be followed up and reported regularly with their evidence (A.1.4.21, A.1.4.22). Subsequently, our academic units and research and application centers were informed about the survey results and the areas they are responsible for in the improvement plan, and they were asked to plan improvement activities with their internal and external stakeholders, taking into account their own unit reports (A.1.4.22). Implementation results of improvement works carried out throughout the institution are monitored through regular stakeholder meetings (A.1.2.12), unit visits (A.1.2.13) and Interim Reports of Improvement Studies submitted by the units to the Quality Commission. The participation of our internal and external stakeholders in decision-making, governance and improvement activities for our managerial processes is ensured by the aforementioned mechanisms, and the stakeholder participation mechanisms used for the development of education, research and development and social contribution activities and the improvement works carried out in this direction are given in detail in the relevant headings.

The participation of our external stakeholders in the governance and improvement processes at the institutional level is ensured by the Advisory Board, which consists of representatives of public institutions and organizations, the private sector and non-governmental organizations (A.1.1.10). In accordance with the activity decision of "**KYİF.41**: *Presentation of the recommendations of the University Advisory Board and the evidence that these decisions are taken into account in the University's management to internal and external stakeholders*" developed in this context, our University cooperated with the Advisory Board on 19.01.2021 to determine the steps to be taken in 2021 university-industry cooperation (A.4.1.11). Studies carried out within the scope of the Advisory Board's proposal for the development of university-industry cooperation opportunities by contacting the application and research centers with the relevant sectors are given in detail in the Research and Development Title C.2.2 National and International Joint Programs and Joint Research Units Sub-Criteria.

Before the studies carried out by our university's boards and commissions are put into effect, they are presented to the Internal Control Monitoring and Guidance Committee, which includes two members of our Advisory Board, for opinion. In this context, the Board held 2 meetings in

2021, including the evaluation of our University's Internal Control Standards Compliance Action Plan, Institutional Internal Evaluation Report and Administration Activity Report. Subjecting the opinions of external stakeholders to improvement studies in our units is ensured by the Unit/Program Advisory Boards formed by labor market representatives and other internal and external stakeholders in their own activities (A.4.1.12).

The issues of realizing the interaction with our external stakeholders in a defined, regular and clearer manner were comprehensively included in the Quality Improvement Plan, and improvement studies were initiated in this direction. First of all, the activity of "**KYİF.28/c:** *Application of a survey to external stakeholders, such as graduates, NGOs, employers, etc."* was decided in order to get the opinions of our employer stakeholders about the skills of our graduates, which will constitute an input in determining the teaching strategies of our University. The Employer Opinion Questionnaire, which was updated in 2020 and could not be implemented due to the COVID-19 pandemic, was reviewed in 2021 and presented to our units for their opinions as part of the pre-test study (A.4.1.13, A.4.1.14). In line with the opinions of the units, the survey was finalized and the fieldwork of the employer's opinion survey, which is the first in our university, was carried out between November 15, 2021 - January 15, 2022.

In order to ensure the representativeness and heterogeneity of the sample, the Employer Opinion Questionnaire Implementation Directive was prepared by determining the minimum number of participants planned to be reached for each academic unit by weighting over the current student numbers of the academic units (A.4.1.15). A meeting was held with the unit managers and unit quality team leaders in order to inform the units about the implementation and to increase the participation by adopting the Questionnaire by the units (A.4.1.16). İGA's fieldwork was carried out through electronic and optical forms, over a sample that employs Gazi University Graduates as external stakeholders (including public and private sector, NGOs and other sectors) and represents all academic unit graduates (A.4.1.17). Optical forms were used when the employer was not able to complete the questionnaire electronically. İGA research results were analyzed by IDEAM and presented to the Quality Commission (A.4.1.18). The results of the research, which can be generalized for the whole university, will also constitute data for the measurement of the achievement of the performance objective for employer satisfaction in the updated Strategic Plan of our University, and will be used as input for determining the teaching strategies.

Subsequently, in accordance with the decision of "**KYİF.29/c:** *Establishing an external stakeholder database*", which was determined within the scope of improvement studies, each unit was asked to determine their employer lists. In order to implement the University Employer Information System, all employer information to which the questionnaire form (electronic and optical form) was delivered was recorded with the "Employer Information System Form" (A.4.1.19). In order to disseminate these activities throughout the Institution, studies were initiated in line with the decision of the sub-units to adopt the directive "**KYİF.27:** *Preparation of "Gazi University External Stakeholder Directive", which is necessary for the infrastructure where all kinds of studies related to external stakeholders will be recorded, and starting the activities. Internalization of the directive by the sub-units in order to spread these activities throughout the Institution*", which was developed to regulate the activities of participation of all external stakeholder opinions in improvement studies carried out at our university and initiation of activities. In this context, a draft Directive has been prepared and it will be put into effect by giving its final form after receiving stakeholder opinions.

Based on the decision of "**KYİF.28/a**: *Organizing the Institutional Surveys to Schedule*", which was determined for the purpose of measuring stakeholder views and providing a systematic structure for their inclusion in quality processes, some principles were determined by the Quality Commission and Stakeholder Opinion Surveys were scheduled (A.4.1.20). Repeating

the APMA, İPMA and ÖMA surveys every year and the IGA survey every 3 years, using the same survey forms to see the periodic changes, conducting the surveys in electronic or optical form, publishing the research reports on the website and sharing them with the stakeholders, and including the result analyzes in the quality improvement plans has been decided. In addition to the defined studies on stakeholder engagement for the whole University, academic units measure the characteristics of their own units in more detail by conducting surveys, etc., about the satisfaction of their stakeholders and their perceptions and evaluations about the practices. Based on the results obtained here, the unit included the necessary measures in the improvement plans and defined the implementation instruments. Based on the operating decision, "**KYİF.28/b**: *Bringing the unit questionnaires into a common format with the institution questionnaires, except for the scales that question their own activities*" which was developed for the purpose of combining these questionnaires for the units simultaneously and together, instead of making these questionnaires separately by each academic unit and/or department/program, under the coordination of IDEAM, the Quality Commission made statements to the Unit Quality Teams about the necessity of a common research design, application methodology and analysis method for the survey studies in order to make the survey results comparable (A.4.1.21). With the consultation meeting (A.4.1.22) held by the Director of IDEAM with our Institute Managers, the parts of the survey related to institutes were developed and a draft of the "Academic Staff Satisfaction Survey" was prepared at the first stage and presented to the opinion of our academic units (A.4.1.23). In line with the opinions and suggestions made by the unit quality teams, the questionnaire will be finalized and made available to the units, and studies will be carried out for other satisfaction surveys in the same way.

In line with the activity decision "**KYİF.29/a**: *Organizing workshops other than survey tools to get stakeholder opinions*", which was developed in order to reach as many stakeholders as possible by diversifying the means of obtaining stakeholder opinions of all our academic and administrative units within the framework of the Quality Improvement Plan, all our academic and administrative units were asked to periodically monitor stakeholder views through methods such as surveys, meetings, workshops, focus groups, and wish boxes, and to transfer the feedback received to the governance processes and include the results in the Unit Internal Evaluation Reports (A.4.1.24). Implementation results (A.4.1.25) carried out by the units are evaluated by the Quality Commission over the BİDRs and monitored through unit visits and stakeholder meetings. In line with another action decision determined within the framework of improvement studies, "**KYİF.29/b:** *Periodic monitoring of opinions by placing wish boxes on academic units or online,*" Gazi University Department of Information Technologies conducts surveys for all stakeholders of the units through a system. Survey Management System Software was prepared. One personnel from each unit has been authorized to enter the Survey Management System and will be used actively in 2022 (A.3.1.11).

Our university's strategic goals and decisions to be made in this direction are shaped in line with the expectations and needs of our stakeholders, and stakeholder opinions are also important in the development of regulatory processes (regulations, directives, etc.) within the framework of relevant legislation in order to minimize risks and increase efficiency during the implementation of the planned processes. In this context, the opinions of our internal and external stakeholders were also taken in the updating of the Academic Promotion and Appointment Criteria Directive carried out by the Academic Promotion and Appointment Criteria Working Group of our University. The draft Directive prepared by the Group was presented to all academic units and faculty members of our University, and the reasoned opinions conveyed to the Group through the deans/directorates after being discussed in the department boards were reflected in the studies of the Directive (A.1.3.10). Again, as an exemplary practice, our university has determined its own priority research areas with the participation of stakeholders, as well as the

sector matching carried out by YÖK. Determined by the Gazi University Quality Commission, "**KYIF.15:** *With the participation of internal and external stakeholders, determining the areas where the Institution is strong and which can produce effective results in the short term (in line with the vision of the Research University) by creating research titles (focus areas in research) specific to Gazi University, giving priority to project proposals such as BAP to be proposed in these areas",* Our priority areas were determined as a result of the questionnaire applied to our faculty members, taking into account the field-based competencies determined for our University by the Science and Technology Supreme Council (BTYK) and YÖK. In this context, 20 priority areas have been determined as Gazi University's Priority Research Areas, with the approval of Gazi BEST Board and the decision of our Senate, according to the results of the survey in which 2.028 faculty members participated (A.4.1.26).

Following the sector matching made by YÖK within the scope of the 11th Development Plan in determining the cooperation processes of our university, the change in the directive for the establishment of a "**Priority Sectors Working Group**" within the scope of the Research University Monitoring, Evaluation and Executive Board was approved by the Senate on 23 June 2021. In the process of determining the personnel to be included in these groups, great importance was given to stakeholder participation and information was requested from all academic units in Gazi University who wanted to take part in the Priority Sectors Working Groups. The members to be included in the Priority Sector Working Groups to be formed within the Research University Monitoring, Evaluation and Executive Board were selected according to the highest academic performance scores, and the appointment of members to the working groups in accordance with the Research University Monitoring, Evaluation and Executive Board Directive was carried out with the proposal of the Vice-Rector and the approval of the Rector. .4.1.27).

Maturity Level 4

The functioning of stakeholder engagement mechanisms is monitored and related improvements are made.

Evidences

A.1.1.1. Board/Commission Board Decision
A.1.1.2. Internal Control Coordination Group_Unit Teams Letter_16.01.2020
A.1.1.5. SGK Directive/Board and Working Groups Member List
A.1.3.1. GU2019-2023 Updated Strategic Plan
A.2.2.2. Stakeholder Opinion Survey Report
A.4.1.1. Unit Strategic Plans
A.1.1.6. GUKK Directive/Commission and Working Groups Member List
A.4.1.2. GUKK Working Procedures and Principles
A.4.1.3. IDEAM-Guidance, Counseling Service- TBMYO
A.4.1.4. IDEAM-Guidance, Counseling Service- UBF
A.4.1.5. GUKK-Meeting Minutes/Survey Studies
A.4.1.6. GUKK-Meeting Minutes/30.01.2020 - GENSEK Survey Article
A.4.1.7. GUKK Satisfaction Surveys Application Letter-21.02.2021
A.4.1.8. Survey Application Unit Examples_2020
A.4.1.9. GUKK-Pilot Survey Implementation Studies
A.1.4.20. GU Satisfaction Surveys Analysis Report
A.4.1.10. IDEAM Survey Analysis Presentation Meeting_13.04.2021
A.1.2.9. GUKK Senior Management Evaluation Meeting
A.1.2.10. GUKK Stakeholder Cooperation Meetings
A.1.2.11. Quality Improvement Plan
A.1.4.21. GUKK Improvement Reports_02.06.2021_06.07.2021_24.08.2021_31.08.2021

A.1.4.22. GUKK Academic Unit-UAM Improvement Plan Letter_22.11.2021
A.1.2.12. GUKK Improvement Studies Evaluation Meetings
A.1.2.13. GUKK Unit Visits
A.1.1.10. GU Advisory Board Member List_Senate Decision
A.4.1.11. Advisory Board Meeting Minutes_2021
A.4.1.12. Unit Advisory Board Meetings
A.4.1.13. GUKK-IGA Update Meeting Minutes
A.4.1.14. GUKK İGA Unit Opinion Letter
A.4.1.15. IGA Implementation Directive
A.4.1.16. GUKK IGA Information Meeting
A.4.1.17. GUKK IGA Implementation Letter
A.4.1.18. İGA Analysis Report_IDEAM
A.4.1.19. Employer Information System Form
A.4.1.20. GUKK Meeting Minutes_23.03.2022
A.4.1.21. GUKK Unit Quality Teams Meeting_Consolidation of Surveys
A.4.1.22. Institute Directors Meeting Minutes
A.4.1.23. APMA Academic Unit Submission Letter
A.4.1.24. GUKK Stakeholder Engagement Letter
A.4.1.25. Unit Stakeholder Engagement Examples
A.3.1.11. BİDB Gazi University Survey Management System
A.1.3.10. Academic Promotion and Appointment Criteria Working Group Studies
A.4.1.26. Gazi BEST Priority Area
A.4.1.27. IDY Letter_02.11.2021-E.203812_Selection of Priority Sectors Working Groups

A.4.2. Student Feedback

The evaluations of our students regarding the services and products offered by the University are systematically measured with the Student Satisfaction Questionnaire (ÖMA), and Course Evaluation Questionnaires (DDA) are conducted to get their views on the courses offered and the lecturers. The survey is conducted electronically by the Student Affairs Department and the data is collected in a central database. DDA takes place twice a year at the end of each academic term. The data obtained from these surveys were analyzed by IDEAM in a way that allows for comparison between units (A.4.2.1). As the next step, the Survey findings will be evaluated by the senior management.

In addition to the course and lecturer evaluation through the DDA system, our university's academic units also have an internal evaluation system. Various tools are used for this. In addition to surveys with students, focus group studies are conducted and the results are reported for evaluation by the department boards (A.4.2.2).

Student council elections, which were postponed pursuant to YÖK's letter dated 18.10.2018 and could not be held within the scope of COVID-19 pandemic measures, again based on YÖK's letter dated 13.10.2020, were held in 2021. In accordance with the provisions of the Regulation on Higher Education Institutions Student Councils and Higher Education Institutions National Student Council, the members of the Student Council General Assembly, Student Council President, Student Council Executive Board and Student Council Supervisory Board have been determined as of November 2021 (A.4.2.3). Our Student Council President is a member of the Strategy Development Board and the Quality Commission and is invited to the Senate meetings on appropriate agendas in order to establish an effective communication between the administrative bodies of our university and the students, to convey the expectations and requests of the students to the administrative bodies and to ensure the participation of the students in the decisions on education and training (A.4.2.4, A.4.2.5).

In order to ensure the participation of our students in the decision-making and improvement processes at all levels, taking place in the Unit Quality Teams, ensuring the participation of student representatives in the Executive Board and Academic Boards on matters that concern them, and by taking the opinions of the students on education and training, research and development, social contribution and administrative activities by similar means and methods. Our units are directed to the issue that it should be transferred to the decision-making processes (A.4.2.6). It has been ensured that activities aimed at ensuring student participation are organized in our units and the results are reported to the Quality Commission (A.4.2.7).

In order to monitor the distance education process implemented due to the COVID-19 pandemic, to identify the problem areas and to further improve the service offered, GUZEM conducts Satisfaction Surveys for the Teaching Staff and Student Distance Education Process every semester (A.4.2.8, A.4.2.9). At the same time, certificate programs and courses are also evaluated and improvement suggestions are developed (A.4.2.10, A.4.2.11). While determining the evaluation scales of the distance education process implemented by GUZEM, the opinions of the Education-Training and Foreign Relations Coordination Office are also taken (A.4.2.12). In addition to the questionnaires, the GUZEM Support System integrated with the LMS was created to ensure that students' opinions, requests and help requests regarding the distance education process were regularly received.

Maturity Level: 4

In all programs, practices regarding receiving student feedback are followed and improved based on student participation. Feedback results are reflected in decision making processes.

Evidences

A.4.2.1. DDA Analysis Report
A.4.2.2. Student Feedback-Unit Examples
A.4.2.3. ÖKB Election Results
A.4.2.4. SGK/GUKK Member List Senate Decision
A.4.2.5. Student Council President Senate Attendance
A.4.2.6. Student Participation Letter to GUKK Quality Studies
A.4.2.7. GU Quality Studies Student Participation Unit Examples
A.4.2.8. Instructors' Satisfaction Surveys for Distance Education Process
A.4.2.9. Student Satisfaction Surveys for Distance Education Process
A.4.2.10. Pedagogical Formation Education Certificate Program Satisfaction Questionnaire
A.4.2.11. Stakeholder Feedback Evaluation Reports
A.4.2.12. Distance Education Processes Questionnaires EDIKK Opinion Letter

A.4.3. Alumni Relations Management

The Career Planning Application and Research Center (KAPUM) started its activities in 2012 in order to guide our students in developing their knowledge and skills and making their career plans by creating career awareness in their job placement from the first year they started university. In addition, the main goal of the Center is to train and guide graduate candidates who are well-equipped, preferred and highly employable in our country and in the world. For these purposes, our internal (academic units, Technopark and IT Department) and external stakeholders (İŞKUR) were visited by the Central Administration in 2021, and mutual views were exchanged on the activities that can be done with KAPUM (A.4.3.1, A.4.3.2). As a result of the interviews, it was determined that each unit has expectations that reflect its own internal dynamics and have its own students and/or operations. In this sense, the common expectations of all units, the use of the Alumni Information System, making the Career Representatives in each academic unit more active and increasing the activities for graduates came to the fore. In this context, Career Representatives in all units were updated and the number of activities

carried out with İŞKUR was increased. In this context, 13 Job Club Trainings were organized in 2021 (A.4.3.3).

Within the framework of the Quality Improvement Plan aimed at ensuring the continuity of the institutional memory and institutional culture, many improvement activity proposals for our graduates were decided, and improvement studies were started in line with these decisions. Within the scope of the activity proposal "**KYİF.23/a:** *More effective use of the Alumni Information System and making studies to increase its widespread effect*" included in the plan, first of all, the Student Affairs Department shared the authority to use the Alumni Information System with KAPUM and KAPUM has started to use Alumni Information System more effectively (A.4.3.4). In this way, job and internship opportunities coming from both the Human Resources Office of the Presidency of the Republic of Türkiye and the private sector are constantly announced to our graduates and students through the Alumni Information System with a certain evaluation. In addition, within the scope of the National Internship Program (Internship Mobilization Project) and Talent Gate activities carried out by the Human Resources Office of the Presidency of the Republic of Türkiye, our Center carried out the relevant work and procedures for our University students to access all internship and job opportunities, and also provided the opportunity for other university students to do internship at our University (A.4.3.5).

In line with the activity proposal "**KYİF.23/b:** *Requesting the units to hold at least 2 events a year with their graduates through student societies/unit alumni boards under the coordination of the Career Planning Application and Research Center*", which is another improvement proposal under the responsibility of our center, all units were requested by an official letter to organize the events mentioned above (A.4.3.6). "Career Days" organized by the Faculty of Health Sciences, "Where would you like to see yourself when you graduate?" "Career and Industry Days" and "Our Graduates Tell About Their Experiences" events organized by the Faculty of Technology are among the activities carried out by our units in 2021 within this scope.

In accordance with the activity proposal "**KYİF.23/e:** *Collaborating with Technopark to reach our graduates and students who do internships*" determined within the framework of the Quality Improvement Plan, a meeting was held with Technopark and studies were started to increase bilateral cooperation regarding this improvement activity. However, the lack of enough trainees in Technopark companies due to the COVID-19 pandemic causes the process to progress slowly (A.4.3.7).

Activities are organized within the scope of "**KYİF.24:** *Organizing Career Planning days in academic units, participation of successful employers who graduated from Gazi University to the organization with personal invitations, meeting students, academicians, employers and bureaucrats*" determined within the framework of the Quality Improvement Plan to ensure the continuity of the institutional memory and institutional culture. "Career Days" organized by the Faculty of Engineering, "Career and Industry Days" and "Sectoral Career Meetings" organized by the Faculty of Technology, and "Career Days" organized by the Faculty of Health Sciences are examples of activities organized within this scope. The participation of our graduates in the decision-making, governance and improvement processes of our University is also ensured by the Advisory Board, which includes our graduates to represent public institutions and organizations, the private sector and non-governmental organizations (A.1.1.10).

Gazi University Alumni Information System (MBS) was put into service for the first time in 2019, in line with the determination made in the 2017 Institutional Feedback Report, in order to improve the Graduate Alumni Database, which was put into practice in previous years, to include undergraduate students as well. The system, which was updated by procuring a software from the same company in order to work integrated with the Student Information System, was

automatically transferred to the records of graduates from the Proliz Student Affairs Information System in 2000 and later. The registration of graduates before 2000 can be made with the form filled in via MBS. An official letter has been sent to the Ministries and higher education institutions in order to announce the MBS to the graduates of our University working in public institutions. Our students registered in the ÖBS information system can enroll in MBS after graduation. During this application, the System connects with the ÖBS information system and checks the student's information in the graduate records and registers the students whose information is approved to the system as graduates. As of 2021, 9,651 graduates are actively enrolled in MBS. In addition to the Alumni Information System of our university, academic units also receive the opinions of their graduates through surveys, focus group studies, etc. (A.4.3.8).

Our graduates are also monitored within the scope of our University's Strategic Plan for the Term of 2019-2023, and the opinions of our employer stakeholders, including our graduates, were obtained through the Employer Opinion Survey, which was first conducted in our University in 2021, in order to provide input for the determination of our education and training strategies as well as the improvement of research and development and social contribution processes. The fieldwork of the survey was carried out online and via optical form on a sample that employs Gazi University graduates as external stakeholders (including public and private sector, NGOs and other sectors) and represents all academic unit graduates. In addition to the work carried out at the institutional level, studies are carried out in our units in line with the responsibility of our academic units in the Quality Improvement Plan, "**KYİF.55/a:** *Preparing questionnaires for taking the opinions of external stakeholders by creating a portfolio to measure the satisfaction of the business world with the qualifications of the graduates*" (A.4.3.9).

Studies have been started in line with the "**KYIF.40:** *Establishment of an Alumni Relations Office*" included in the Quality Improvement Plan in order to systematically and comprehensively collect processes such as graduates' work placement, education attendance, income level, employer/alumni satisfaction, and to organize activities for graduates and establish a systematic communication with them. In this context, a Working Group has been formed in which under the presidency of the Vice Rector, the relevant Advisor to the Rector, Career Planning Application and Research Center Director and Deputy Director, Student Affairs Department, Social Affairs Institution Assistant Coordinator, Research and Development Institution Deputy Coordinator, Education-Training and Foreign Relations İnstitutional coordinator and Quality Commission. As a result of the preliminary preparation and planning studies carried out by the group for the establishment of an alumni relations coordinator, it was decided to establish an Alumni Relations Office within KAPUM (A.4.3.10).

Based on the decision of the "**KYİF.23/c:** *Implementing the Graduate Card application, offering attractive opportunities to Gazi University graduates, academic and administrative personnel currently working in Gazi University social and institutional facilities (swimming pool, guesthouses, etc.), improving existing opportunities*", developed to ensure the continuity of institutional memory and institutional culture, work on the aforementioned Card has started. In this context, a preliminary work was carried out by the Social Affairs Institution Coordination office with the relevant units, and the digital content was prepared by the Information Technologies Department. Alumni Card studies are carried out under the coordination of KAPUM and have not been completed yet. Again, in this context, the use of football, basketball, volleyball and beach volleyball fields in the Main Campus of our University and the outdoor tennis court in the Gölbaşı Campus are provided free of charge to our graduates as well as our academic and administrative staff.

In other sports activities (swimming, fitness, etc.), pricing is made in accordance with the usage fees of the Public Social Facilities determined by the Ministry of Finance. In line with another improvement decision, "**KYİF.23/ç:** *Promoting the use of products with Gazi Logo in order to develop the institutional culture and sense of belonging (hats, pens, agendas, t-shirts, etc. can be offered for sale at affordable prices or given as a gift), sending Gazi e-Bulletin/News in the printed/electronic medium. Giving commemorative plaques by bringing together graduates of certain periods (10th year graduates, 20th year graduates, etc.)"*, our students who made it to the finals in the TEKNOFEST 2021 competition were given t-shirts with Gazi logo, and the continuity of the practice in such events will be ensured. Gazi News Magazine, which is prepared in quarterly periods, is delivered to the graduates of our University electronically (A.4.3.11).

Maturity Level: 3

Kurumdaki programların genelinde mezun izleme sistemi uygulamaları vardır.

Evidences

A.4.3.1. KAPUM Board of Directors Decision
A.4.3.2. KAPUM Stakeholder Visits
A.4.3.3. İŞKUR Job Club Trainings
A.4.3.4. MBS Power Sharing
A.4.3.5. MBS Announcements
A.4.3.6. KAPUM Official Letter
A.4.3.7. KAPUM-Technopark Meeting Minutes
A.1.1.10 GU Advisory Board Member List_Senate Decision
A.4.3.8. Alumni Feedback Examples
A.4.3.9. Unit Employer Survey Examples
A.4.3.10 Alumni Information System Working Group Meeting Minutes
A.4.3.11. Gazi e-Bulletin/News Graduate

A.5. Internationalization

A.5.1. Management of Internationalization Processes

Our university was selected as one of the pilot universities in internationalization in the YÖK Internationalization Strategy (2018-2022), and the target/focus countries and regions specified in the Strategy also formed the scope of our university's internationalization strategy (A.5.1.1, A.5.1.2). As a result of the target-oriented internationalization studies of our university and the 2018 YÖKAK Institutional External Evaluation process, the points highlighted after the visit by the Monitoring Team in 2020 were also included in the Improvement Activities Plan carried out throughout the institution. In order to reach our internationalization goals in the Updated Strategic Plan for the 2019-2023 Term of GU and to determine the strategies based on data and systematically, relevant expert personnel from different academic and administrative units were determined and the "Gazi University Internationalization Strategy Working Group" was formed and studies were started (A.5.1.3).

In the context of our Internationalization Policy, educational activities at our university are carried out systematically with the organizational structure of the Education-Training and Foreign Relations Institution Coordination office (EDIKK). Education Planning and Development Office (Education Planning Unit, Common and Elective Courses Unit, Assessment and Evaluation Unit) and Foreign Relations Office (Exchange Programs Unit, Protocols Unit, International Student Unit, YÖK) within the scope of the Public Internal Control Guidelines of the General Directorate of Budget and Financial Control of the Ministry of Finance. Scholarships Unit) was gathered under the roof of EDIKK in 2019 (A.5.1.4).

EDIKK-Exchange Programs Unit carries out international inter-institutional agreements and correspondence within the scope of Erasmus+ Program, student, administrative staff, faculty member exchanges, orientation and follow-up of administrative procedures within the framework of the rules set by the Turkish National Agency affiliated to the Ministry for European Union Affairs. The unit is responsible for carrying out all necessary services for the participation of students, academic and administrative staff, who go to universities or institutions and businesses abroad for education, training and internship purposes, to participate in activities to be carried out at universities abroad or at our University. It carries out the processes of promoting and making bilateral and multiple cooperation protocols. In addition to Erasmus, Mevlana and Farabi Exchange Programs, the student and faculty member Orhun Exchange Program, which was made within the scope of the protocols signed between the members of the Turkic Council Turkish Universities Association (TÜRKÜNİB), to which our University is a member, was included in the Exchange Programs Unit in 2021. In this context, within the scope of the protocols signed between the higher education institutions of the Turkic Council countries, whose diploma equivalency is recognized by the Higher Education Council and the Ministries of Education, and our University, the exchange of students and faculty members has been announced and mobility has started (A.5.1.5, A.5.1.6, A.5.1.7, A.1.5.8).

EDIKK-Protocols Unit determines the procedures and principles of national as well as international bilateral agreements and contributes to the visibility of our University at the international level. Cooperation Protocols with national/international universities, public institutions and organizations and private institutions are evaluated at the Protocol Committee meetings, and the agenda items that are approved are presented to the Senate or the Board of Directors. Those that are not found suitable are returned to the relevant units together with the opinions expressed in the Commission. Based on the activity decision included in Quality improvement studies **"KYİF.20:** *Developing project-based partnerships with central and western European countries on internationalization, which was determined within the scope of quality improvement studies. In addition, providing facilities of accommodation, travel, food, etc. for researchers coming from abroad to our University"*, as a result of 30 meetings held by

the Protocol Commission in 2021, 9 protocols were signed in the bilateral agreement between National Universities, 4 MOUs in the International University bilateral agreement, 23 protocols, and 66 protocols were signed in the bilateral agreements with National and International Public and Private Institutions (A.5.1.9).

EDIKK-International Student Unit deals with the control and admission procedures of foreign students within the framework of Gazi University's Foreign Student Admission Directive. It provides service to foreign students who study and want to study at our university. The unit also carries out the academic counseling of the students determined to study at our University by the Presidency for Turks Abroad and Related Communities (YTB).

The organizational structure of EDIKK, which was established with the approval of the Rector's Office dated 31.10.2018 and numbered E.145163, aims to increase student and academic staff circulation and scientific cooperation with universities, institutes, research centers and other institutions abroad determined in line with the Internationalization Policy of our University, and improvement works are carried out. In this context, **the YLSY (Selecting and placing students to be sent abroad for graduate education) Scholarship Program Coordination Office** was established in 2021 under the Foreign Relations Office, which is responsible for internationalization processes under the umbrella of EDIKK (A.5.1.10). The Coordination office coordinates with the Ministry of National Education, to follow up the works and procedures of the students who are sent abroad with the scholarship granted by the Ministry of National Education within the scope of the Law No. 1416 on the Request to be Sent to Foreign Countries, to coordinate with the domestic academic advisors of the students who are entitled to be sent abroad on behalf of our University.

Other improvement works carried out in 2021 in the organizational structure of the internationalization process of EDIKK are the examinations for Field and Degree Determination and Scientific Identity Determination, in accordance with the diploma and equivalence procedures of those who graduated from various universities abroad and have conditions of war, occupation and annexation directed to our University by the Department of Recognition and Equivalency Services of YÖK. It is the **Field-Degree and Scientific Identity Determination Unit** (A.5.1.11, A.5.1.12) established for the purpose of informing the persons who are entitled to take the exam and the Faculties/Institutes/Vocational Schools of our University that will hold the exam. Again, within the body of EDIKK, the International Joint Programs Unit was established in order to carry out the activities related to the **International Joint Undergraduate** Programs that our University will carry out with the Higher Education Institutions abroad recognized by YÖK (A.5.1.13).

In the revision of the academic promotion and appointment criteria carried out at our university in 2021, the development of incentive mechanisms that will enable the academic staff to participate in international cooperation projects and to take an active role as researchers abroad have been taken into consideration, in line with the activity proposal included in Quality Improvment Plan "**KYİF.53/a:** *For internationalization policies, the employment of academic staff with master's and doctorate degrees abroad, the participation of academic staff in international cooperation projects and the conditions that will enable them to take an active role as a researcher abroad are included in the academic appointment and promotion criteria. Establishing regulations to ensure staff allocations such as guest lecturers*" (A.5.1.14)

In addition to the GU Double Major Directive (A.5.1.15) and the GU International Student Admission Directive (A.5.1.16), which regulate the internationalization processes at our university, "Improving the quality of education, expanding internationalization and accreditation" is included in the Strategic Plan of our University. In line with its Strategic Goal, "Gazi University International Joint Undergraduate Programs Education-Training Directive" was approved by the Senate on 30.11.2021 and put into practice as a regulatory activity in order

to establish an institutional framework for the opening of undergraduate programs at the international level and to determine the principles and principles in this regard (A.5.1.17).

In the context of our University's Internationalization Policy, international cooperation is emphasized in research and development as well as education, and international research and development cooperation projects are carried out systematically with the organizational structure of the Research and Development Institution Coordination office. Project Coordination Application and Research Center, which continues its activities under the umbrella of the Coordination office, aims to increase the rate of benefiting from national and international funding sources of Gazi University, the quality and number of scientific and social projects, to provide consultancy to the public and private sectors on projects, to facilitate the access of academic staff to grant resources and to facilitate access to grant resources within the University, and carries out activities such as coordinating the projects carried out (A.5.1.18, A.5.1.19). It achieved great success by being chosen as the Eurodesk contact point by the Turkish National Agency in 2019 and contributed to increasing the visibility of our University in the international arena (A.5.1.20). Making European opportunities accessible to young people and youth workers is among the duties of our Center, and it carries out this task by collaborating with public and non-governmental organizations that are in contact with youth and youth workers through the Eurodesk Türkiye Unit. The center supported 53 project applications within the scope of EU projects in 2021, and multiple research activities of our University, such as international collaborations, were detailed in C.2.2. the National and International Joint Programs and Joint Research Units Sub-Criteria.

Pursuant to the decision of "**KYİF.22:** *Establishment of the Turkic Studies Research and Application Center in order to ensure integration with the Turkish World and our nearby geography on internationalization and to form a basis for studies on the exchange of lecturers and students*" included in the Quality Improvement Plan within the scope of our university's goal-oriented internationalization studies, to conduct research on the cognate and related communities that make up the Turkish world, and neighboring cultures and civilizations, to support researchers, to follow research on the values of the Turkish nation, to contribute to the dissemination of studies by cooperating with institutions and organizations operating in the same field, to carry out educational activities in this field, our proposal to establish "Gazi University Turkic World Application and Research Center (TÜRKDAM)" was submitted to YÖK with a letter dated 03.06.2021, and the Regulation of our Center, which was approved by the YÖK Executive Board, was published in the Official Gazette dated 20.08.2021 and entered into force (A .5.1.21, A.5.1.22).

Maturity Level: 4

The administrative and organizational structure of internationalization processes is monitored and improved.

Evidences

A.5.1.1. Internationalization Strategy Document in Higher Education 2018-2022
A.5.1.2. Gazi University Internationalization Priority Regions
A.5.1.3. Internationalization Strategy Working Group Assignment Letter
A.5.1.4. EDIKK Board of Directors Decision
A.5.1.5. Orhun Exchange Program Senate Decision_23.12.2021
A.5.1.6. Orhun Exchange Program Application Announcement
A.5.1.7. Orhun Exchange Program Protocols
A.5.1.8. Orhun Exchange Program Turkic Council Universities Information Letter
A.5.1.9. EDIKK 2021 Unit Activity Report
A.5.1.10. YLSY Scholarship Program Coordinator Senate Decision_07.04.2021

A.5.1.11. Area Degree and Scientific Identity Unit Senate Decision_07.04.2021
A.5.1.12. Determination of Field Degree and Scientific Identity University Assignment and Exam Schedule
A.5.1.13. International Joint Programs Unit Senate Decision_30.11.2021
A.5.1.14. Academic Promotion and Appointment Criteria Directive Senate Approval
A.5.1.15. GU Double Major Directive
A.5.1.16. GU International Student Admission Directive
A.5.1.17. Joint Undergraduate Programs Education and Training Directive Senate Approval_30.11.2021
A.5.1.18. PKUAM 2021 Unit Activity Report
A.5.1.19. Project Coordination UAM Quality Certificate
A.5.1.20. Eurodesk Agreement
A.5.1.21. YÖK TÜRKDAM Approval Letter
A.5.1.22. TÜRKDAM Regulation

A.5.2. Internationalization Resources

EDIKK provides the plans for the creation of physical, technical and financial resources in appropriate quality and quantity in order to continue the internationalization activities at our university, and the practices covering all units in line with these plans, their monitoring, resource use and management, and sustainability. Documents related to the management of resources allocated for international studies (the rate of use of budgets such as Erasmus, and the management of resources realized within the scope of bilateral protocols, etc.) are kept under record by EDIKK. Budgets provided by the National Agency or YÖK for exchange programs are accounted for by the Strategy Development Department of our University and are managed by the Exchange Programs Office under the supervision of the EDIKK Coordination office. European Commission's Mobility Tool portal and Erasmusport software are used in order to carry out the budget follow-up properly (A.5.2.1, A.5.2.2). Although it was stopped in 2021 due to the COVID-19 pandemic, Mevlana and Farabi Programs are followed through YÖKSİS (A.5.2.3).

Mobility Tool is a software in which we specify the project budgets, detailed information about the mobility participants, the institutions where the mobility takes place, the duration of the mobility and the amount of grant required for each mobility after the acceptance of the Erasmus mobility projects to the European Commission. Through this software, instant data can be obtained by accessing current and previous projects and feedback can be provided to the National Agency. Final reports for project closure are also made through the Mobility Tool. In 2021, OLA documents (Online Learning Agreement) and bilateral agreements started to be made online with the start of the EWP (Erasmus Without Paper) application. Our University, which is the implementer of the program within the framework of the rules of the Erasmus Charter for Higher Education (ECHE) we received for the 2021-2027 Erasmus+ Program, has committed to fully implement the " Erasmus Without Paper " by 2023 at the latest. This software called Dashboard, which is used by the European Commission in the EWP system, is integrated into the Erasmusport system (A.5.2.4, A.5.2.5, A.5.2.6, A.5.2.7).

Erasmusport Software ensures that the Erasmus program applications are received electronically by the Exchange Programs Unit, and the participant selections are made in an objective and transparent manner by being updated within the framework of the changing rules in each project period according to the selection criteria. It is actively used in matters such as placement of the participants, notification of the placed participants to the partner institutions. Participants who are entitled to benefit from the Erasmus Program are announced on the website in accordance with the Law on the Protection of Personal Data (KVKK), after the decision taken by the election commission in accordance with the principle of transparency. The scores

and placement results of the applicants are determined by objective criteria, and the participants whose applications are invalid and unsuccessful are also announced on the website with justification within the framework of KVKK rules (A.5.2.8, A.5.2.9, A.5.2.10, A.5.2). .11, A.5.2.12, A.5.2.13, A.5.2.14).

Statistics were obtained depending on the years in the Erasmus+ Study and Internship Mobility budgets and quotas were tried to be determined for more effective use of the grant by using these statistics. In order to increase the efficiency of grant utilization, the unused quotas allocated to the units are transferred to the units that receive the most applications. Instead of students and staff who are entitled to benefit from mobility and waive their rights, substitutes are put in place according to the order. In this way, the effective use of the budget and the return of grants at the end of the project period are prevented (A.5.2.15).

ESC, Erasmus+ and H2020 projects carried out by the Project Coordination Application and Research Center are projects aimed at developing and disseminating the internationalization strategy. In this context, students who are sent abroad or come to our country from abroad participate in the activities of learning and spreading the awareness of Europeanness. Funds are provided by the EU for the healthy execution of these bilateral projects. Information on the projects carried out by the Center and their budgets are given in detail in C.1.2 Internal and External Resources Criterion.

Maturity Level: 3

The internationalization resources of the institution are managed by considering the balance between the units.

Evidences

A.5.2.1. Mobility Tool
A.5.2.2. Erasmusport
A.5.2.3. Farabi Exchange Program YÖK Letter
A.5.2.4. Erasmusport EWP Agreement
A.5.2.5. Erasmusport EWP OLA
A.5.2.6. Erasmusport EWP Integration
A.5.2.7. ECHE
A.5.2.8. Erasmus Election Calendar
A.5.2.9. Erasmus Staff Mobility Election Announcement
A.5.2.10. Erasmus Selection Commission Assignment
A.5.2.11. Erasmus Staff Mobility Announcement EBYS Letter
A.5.2.12. Student Learning Mobility Results
A.5.2.13. Erasmus Selection Result Report
A.5.2.14. KVKK Erasmus Results Announcement
A.5.2.15. ERASMUS+ Grant Agreement Example

A.5.3. Internationalization Performance

In line with the vision of our university to become an internationally respected and leading university, "Gazi University Internationalization Policy", which aims to regulate the continuous improvement system through resource management, measurement and monitoring, and to regulate the internationalization processes in writing, was accepted at the meeting of the Senate on February 27, 2020 and shared with the public (A.5.3.1).

GU Internationalization Policy aims to:

- Increase the number of programs that provide education in a foreign language and have international recognition,

- Increase the number of international students, diversify the countries they come from,
- Increase the mobility of students, academic and administrative staff to study abroad, internship and training,
- Increase partnership, cooperation, research, scientific, cultural and social activities with foreign universities,
- Encourage activities that will increase the international recognition of the outputs of research projects such as publication/license/patent.

In line with the decision of "**KYİF.37:** *Monitoring and improving Gazi University Internationalization Policy processes*", which was developed in order to clarify issues such as what the expectations are, how to develop relations with existing international stakeholders, and the roadmap to be followed in the search for new partnerships in parallel with the importance our university attaches to the issue of internationalization, in addition to the objectives of our university in line with the internationalization vision, our policy was also referred to in the updating of the Strategic Plan for the 2019-2023 Term. GU's Internationalization Policy is indicated in Goal 1 Objective 2 as, "O1.2: In line with our University's Internationalization Policy, student and academic staff mobility and scientific cooperation with universities, institutes, research centers and other institutions abroad will be increased by 10%." Performance indicators developed in order to monitor this objective were also revised and renewed in this direction (A.1.3.1).

Performance Indicators determined in this context are:

PI1.2.1 Ratio of the number of foreign students to the total number of students

PI1.2.2 Ratio of the number of lecturers benefiting from the exchange program to the total number of lecturers

PI1.2.3 Ratio of the number of students benefiting from an exchange program or an international joint degree program (IJDP) to the total number of students

PI1.2.4 Number of international collaborative publications per faculty member

PI1.2.5 Number of ongoing international collaborative projects per faculty member

Pursuant to the decision of "**KYİF.21:** *Determining the goals, objectives and indicators for the policy and continuing the monitoring and evaluation processes with the relevant indicators in the current Strategic Plan of the Institution*", incleded in the Quality Improvement Plan on how to develop relations with existing international stakeholders in parallel with the importance given by our university to the issue of internationalization and to clarify issues such as the roadmap to be followed in the search for new partnerships, the indicators in our University's Updated Strategic Plan for the Term 2019-2023 have been transferred to the Institutional Data Management System Software to be used in the six-month monitoring and annual evaluation studies of the Plan (A.2.3.11). With the data entered into the system, first the performance indicators and then the objective realizations were calculated and transferred to the Strategic Plan Evaluation Tables and presented to the Strategy Development Board for interpretation. Strategic Plan Evaluation Tables, analyzed in terms of Relevance, Effectiveness, Efficiency and Sustainability, in accordance with the task distribution determined by the Board Working Groups, were published within the scope of the 2021 Administration Activity Report.

"O1.2: In line with our University's Internationalization Policy, student and academic staff mobility and scientific cooperation with universities, institutes, research centers and other institutions abroad will be increased by 10%." has been determined to achieve the objective of "increasing the quality of education and training, expanding internationalization and

accreditation" included in the Updated Strategic Plan for the 2019-2023 Term of our University. The percentage of realization of the objective has been determined as 80.

The first of the indicators that our university follows in its internationalization performance is the number of international students. The number of active international students from 91 different countries is 1,346. The majority of these students consist of 241 students and students from Turkmenistan. The right to use the Erasmus houses affiliated to our University to improve the activities carried out for international students passed to Ankara Hacı Bayram Veli University after the division. Pursuant to the decision of "**KYİF.54:** *The International Student Unit, which is under the Education-Training and Foreign Relations Institution Coordination office, to actively contribute to the process of welcoming, accommodation, orientation, etc. of undergraduate and graduate students and academicians coming from abroad*", taken to ensure that current students do not suffer from grievances, international students are provided with accommodation in the guesthouse of our University.

Exchange programs are another topic followed by performance indicators in the internationalization process. In order to encourage our faculty members to benefit from the exchange program in line with the strategic goals of our university, our academic staff who make inter-institutional agreements with universities within the scope of the Erasmus KA171 (formerly KA107) project are given plus points in their applications for KA107 Staff Mobility (A.5.3.2). Students who come to our university within the scope of exchange programs are provided with free accommodation, transportation and meals, and our staff are regularly informed about the mobility programs through announcements, e-mails, official letters and promotional meetings in order to increase the recognition of the Erasmus+ program (A.5.3.3). Again, ErasmusDays, which is celebrated all over the world on 14-16 October every year to encourage our students and staff to benefit from exchange programs, was held for the first time in 2021 with the participation of a large number of students and staff at our University (A.5.3.4). Our university has agreements with many institutions within the scope of Erasmus KA131 (formerly KA103) and Erasmus KA171 (formerly KA107). The total number of incoming personnel is 3. Our university has agreements with many institutions within the scope of Erasmus KA131 (formerly KA103) and Erasmus KA171 (formerly KA107). Within the scope of Erasmus exchange programs in 2021, the total number of students going from our University to other institutions is 66, the number of incoming students is 13, the total number of outgoing personnel is 3, and the total number of incoming personnel is 3.

Within the scope of increasing the performance indicator of "The number of students benefiting from the exchange program or the international joint undergraduate program (UOLP) in cooperation with international universities and other institutions" developed in line with the Strategic Purpose of our university, "Gazi University International Joint Undergraduate Programs Education-Teaching Directive" was approved by the Senate on 30.11.2021 and entered into force (A.5.1.13). An 'International Joint Programs Unit' was established within EDIKK to carry out the related business and transactions (A.5.1.17).

The publication performance of the academic staff of our university regarding the publications that are important for the beginning of international recognition and collaborations are systematically measured, and the articles, citations, patents and editorships, book / book chapter, book editorship, industrial design and international projects that make the name of Gazi University take place in the International Literature (SCI-Expanded, SSCI, AHCI) are awarded. In order to increase the visibility of our University in the international arena, the International Publications Incentive Awards Commission and the Overseas Postgraduate Education Follow-up Commission monitor the international academic publications of our academic staff and create incentive methods. When the statistics of the international publications incentive awards given to scientific activities in 2019 are examined, it is seen that 134 publications in the Q1

category, 163 in Q2, 190 in Q3 and 167 in Q4 were awarded. While citation awards were presented to 176 people, it is seen that 14 patents, 3 industrial designs, 1 book editorship, 18 book chapters and 14 projects were awarded. In 2020, a total of 880 studies, 654 of which were articles, were given international publication incentive awards. The total number of articles addressed to Gazi University in Web of Science in 2020 is 1813 (article/rewiev). Applications for 2020 made to our University's Award Office were evaluated in 2021. With 879 articles, 233 academic citations, 14 patents, 3 utility models, 20 projects, 2 industrial designs, 1 book editorship and 19 book chapters, 561 academic staff were awarded the 2020-2021 Academic Year International Publication Incentive Award within a total of 1171 studies (A.5.3.5).

Our university is a partner or coordinator of many international projects such as EU supported projects, United Nations Development Program supported projects, Projects Supported by Institutions in Other Countries, Projects Organized by Organizations in Other Countries, Projects Supported by Industrial Organizations of Other Countries, World Health Organization Projects, Erasmus Projects, TUBITAK-AB COST Projects. In order to strengthen academic and scientific cooperation at our university, 10 national and 26 international cooperation protocols were signed and put into effect with national and international universities in 2021. Our university's international collaborative projects and processes are detailed in C.1.1 Research Process Management Criterion. Our university is evaluated by different rating agencies on the international platform and adds new successes with different aspects every year. According to the policies of the rating agencies, our University has achieved significant success in 2021 in the evaluations made according to different criteria such as academic publication, academic reputation, sustainability and internationality. Our University, which is in the 401+ band in the Asian Universities 2020 Ranking conducted by Times Higher Education, has been placed in the 301-350 band in 2021. Gazi University, which was in the 401-500 band in the "Emerging Economies 2020 Ranking" made by the same organization, has been placed in the 251-300 band in 2021. Gazi University moved 40 places up compared to 2020 in the UI GreenMetric 2021 ranking, which focuses especially on the themes of "green campus" and "sustainability". In the 2021 ranking made by RUR (Round University Rankings), our University has risen 36 places compared to the previous year. Ranking 7th in the 2021 Türkiye Rankings made by URAP, founded by Middle East Technical University, Gazi University was entitled to be among the top 10 universities with the best performance in Türkiye according to URAP criteria. Transparency, accountability, compliance with ethical and scientific values are our basic principles in the rankings, whose data flow is provided and followed up by the Educational and Foreign Relations İnstitutional coordinator of our University, Measurement and Evaluation Unit. "Gazi University International Ratings Performance Report 2021", which includes information about the 2021 rating performance announced by 12 international rating agencies of our university, the criteria in the evaluation and the importance of the ratings, was prepared and shared with the public (A.5.3.6).

In order to ensure the participation of all units of our university in all processes including the Internationalization processes and to disseminate the improvements in all units, academic and administrative units and research centers were requested by the Quality Commission to create an improvement action plan for 2021, taking into account the 2020 Satisfaction Surveys, the Updated Strategic Plan, the Unit Internal Evaluation Reports and the 2020 Gazi University Monitoring Report. The Improvement Action Plans of the Units have been reviewed and reported by the Unit Consultant Members, who are the members of the Quality Commission of our University. In addition, the improvement activities, including the internationalization activities of all academic and administrative units and research centers, are followed by the Quality Commission of our University through the Improvement Studies Follow-up Form.

<u>Maturity Level</u> 3

There are internationalization activities spread throughout the institution.

<u>Evidences</u>

A.5.3.1. GU Internationalization Policy-Senate Decision

A.1.3.1. GU 2019-2023 Updated Strategic Plan

A.2.3.11. 2021.09.08-E.161708-KVYK_GüncelPG

A.5.3.2. Staff Mobility Plus Points Application

A.5.3.3. Exchange Programs 2021 Annual Report

A.5.3.4. Gazi University _ Erasmus Days Promotion Program

A.5.1.13. International Joint Programs Unit Senate Decision_30.11.2021

A.5.1.17. Joint Undergraduate Programs Education and Training Directive Senate Approval_30.11.2021

A.5.3.5. 2020-2021 Academic Year International Publication Incentive Award Ceremony

A.5.3.6. Gazi University International Ratings Performance Report for 2021

B. EDUCATION AND TRAINING

B.1. Program Design, Evaluation and Update

B.1.1. Design and Approval of Programs

Planning of education and training processes at our university in accordance with our Education Policy, mission, vision, strategic goals and objectives is carried out by our University Senate, Education Commission and Education and Foreign Relations Institution Coordination office (EDIKK). EDIKK, which carries out the secretariat activities of the commission, also coordinates the program opening and curriculum update processes, the execution of common and non-departmental elective courses, and all processes related to international students throughout the university. The Education Planning Unit, operating under the Coordination office, carries out studies on the design of the programs, the approval process, the creation or updating of the curricula within the framework of the "Gazi University Program Opening/Closing, Curriculum Development and Updating Directive". Education Commission, EDIKK and Quality Commission work in coordination in monitoring, evaluating and preparing improvement plans (B.1).

The program qualifications of current programs in our university were defined at the level of knowledge, skills and attitudes, and they were matched with course achievements. The compatibility of this information and program qualifications with the Turkish Higher Education Qualifications Framework (TYYÇ) is shared with the public on the Information Package page of our University (B.1.1.1, B.1.1.2, B.1.1.3).

In addition to TYYÇ compliance, the correlations between the program qualifications of our programs for which the National Core Education Program (UCEP) has been determined, and the national core programs have been made, and the necessary updating studies are carried out regularly in line with the changes made in the Core Programs (B.1.1.4, B.1.1.5, B.1.1.6, B.1.1.7). The "National Core Education Program in Dentistry (DUÇEP)" updates were completed for undergraduate courses in the Faculty of Dentistry and the Institutional Education Management and Planning System (KEYPS) software has been made available to faculty members to be used in DUÇEP updates.

During the pandemic, a Syllabus Form in Turkish and English was prepared by our Distance Education Application and Research Center (GUZEM) in order to enable the instructors to inform the students about the courses in a standard format. With this form, instructors were provided with information on many topics such as the prerequisites, objectives, qualifications, learning outcomes, 15-week lesson plan, teaching methods and techniques for each course (B.1.1.8). Our distance education unit and program coordinators, whose details are given in the sub-criterion "B.1.5 Monitoring and Updating Programs" and who are in charge of monitoring the distance education practices in academic units, can enter the system with the user password defined for them and evaluate the courses in terms of quality and quantity.

The design and approval studies of the programs are evaluated in accordance with the Program Opening/Updating Process Scheme by the Education Commission of our University in accordance with the requests from the academic units, TYYÇ and our Education-Training Policy (B.1.1.9).

Examining curriculum update or program opening/ closing forms coming from academic units

Is it eligible to be sent to the commission?

Yes → Submission of documents to the education commission

No → Sending the documents to the academic unit with a reasoned opinion

Did the commission find the documents appropriate?

Yes → Submission of relevant documents to the Senate

No → Sending the documents to the academic unit with a reasoned opinion

Submission of program opening/ closing documents to YÖK
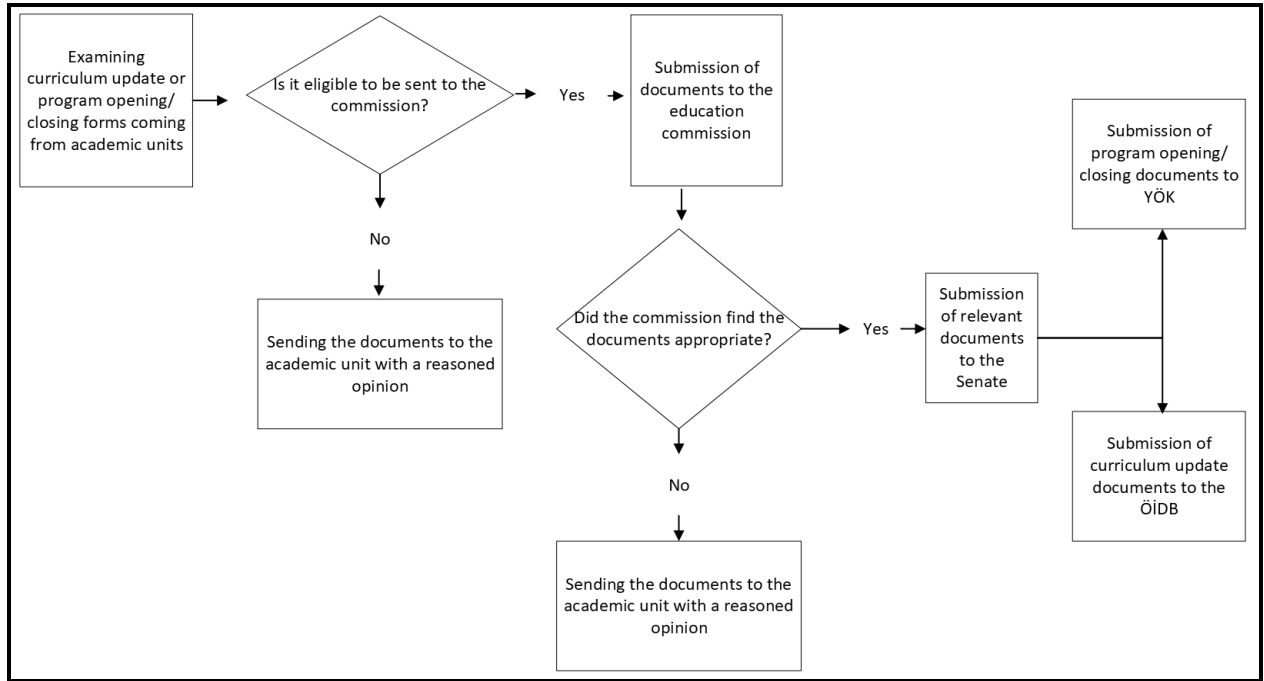
Submission of curriculum update documents to the ÖİDB

Figure.1 Program Opening/Closing, Curriculum Creation and Update Process

The commission carries out the program opening and updating processes in line with the "Education Commission Working Directive" and the "Gazi University Program Opening/Closing, Curriculum Development and Updating Directive" (B.1.1.10, B.1.1.11). "Gazi University Program Opening/Closing, Curriculum Development and Updating Directive" has been updated in 2021 and:

- The "Program Opening Suggestion Form" requested in program opening applications has been renewed in line with the information requested by YÖK,

- Postgraduate explanations have been added to the "Notes" section of the Full Curriculum Form,

- "Course Distribution in the Curriculum" Form was separated from the Program Opening Suggestion Form and arranged as a new annex,

- "Workload Form" is no longer a separate form since it is included in the Course Description Form and is requested with the said form in case of a workload change,

- Curriculum update calendar has been rearranged.

In line with the "Gazi University Program Opening/Closing, Curriculum Development and Updating Directive", which is the main basis of the program design and approval processes, academic units that want to open a new program should specify general information about the program (the purpose of the program, its compliance with the mission, vision and strategic objectives determined in the strategic plan, external stakeholder opinions, etc.), program qualifications, the relationship between program qualifications and field qualifications, the degree to be earned at graduation, the level of the degree, the curriculum, the relationship between the learning outcomes of the courses in the curriculum, course definition forms and the transition to the higher degree the program qualifications in program opening request files (B.1.1.12) and submit it to EDİKK.

Within the framework of the program opening process (B.1.1.13), the program opening request files prepared according to the "Gazi University Program Opening/Closing, Curriculum Development and Updating Directive" are examined by the members of the Education

Commission. During this review process, the commission members consider the "Program Opening / Closing, Curriculum Development and Updating Directive", the Higher Education Council (YÖK) Program Opening Criteria and TYYÇ Basic Field Competencies, the achievements determined by the accredited institutions and organizations, and the relations between the objectives of the strategic plan prepared in line with the mission and vision of the university and the reasons for opening the program (B.1.1.14). Files found appropriate by the members of the commission are submitted to the Senate, and files that are not found appropriate are forwarded to the relevant academic unit, with a reasoned decision, to correct the deficiencies and make the necessary corrections (B.1.1.15, B.1.1.16). Associate and undergraduate program opening files approved by the Senate are sent to YÖK by the Student Affairs Department (ÖİDB) through the Academic Unit Tree Management System (ABAYS), and graduate program opening files are sent by the ÖİDB via an official letter. The curriculum files of the programs approved by YÖK are uploaded to the Information Package of our University by the relevant academic unit of the program. Approximately 20 requests to open programs were evaluated in 2021 according to "Program Opening/Closing, Curriculum Development and Updating Directive" (B.1.1.17). As a result of these evaluations, the programs that were opened in 2021 with the completion of the process and which are in the final stage to open are as follows:

Programs Opened in 2021

Institute of Natural and Applied Sciences
- Department of Energy Systems Engineering Master's Program in English with Thesis (B.1.1.18)

Institute of Health Sciences

- Forensic Pharmacy Non-Thesis Master's Program (Interdisciplinary) (B.1.1.19)

- Sports Pharmacy Non-Thesis Master's Program (Interdisciplinary) (B.1.1.20)

Faculty of Health Sciences (B.1.1.21)

- Department of Cardiopulmonary Physiotherapy and Rehabilitation

- Department of Neurological Physiotherapy and Rehabilitation

- Department of Orthopedic Physiotherapy and Rehabilitation

- Department of Pediatric Physiotherapy and Rehabilitation

- Department of Physiotherapy and Rehabilitation in Sports

TUSAŞ Kazan Vocational School (B.1.1.22)

- Information Security Technology Program

- Control and Automation Technology Program

Programs at the Approval from YÖK in 2021

Institute of Educational Sciences

- Family Education Master's Program with Thesis

- Educational Management Distance Education Non-Thesis Master's Program

- Turkish Language and Literature Education Distance Education Non-Thesis Master's Program

Institute of Natural and Applied Sciences

- Photonics Science and Engineering Department Master's and Doctorate Programs

- Nuclear Technologies Master's Program (Interdisciplinary)

- Geographic Information Systems in Planning Thesis and Distance Education Non-Thesis Master's Programs

Institute of Health Sciences

- Recreation Master's Program with Thesis

Our academic units related to the evaluation of program outputs in education programs carry out their studies through different boards and commissions in line with their own needs. For example:

- Educational activities carried out by the program in our Faculty of Medicine, which has been accredited since 2010, are evaluated at the end of each academic year by the Program Development and Evaluation Board, the Assessment and Evaluation Committee and the Exam Center, with exam question analysis, course success statistics, student and faculty feedback surveys and shared with the Education Coordination office and Faculty Board (B.1.1.23).
- In Faculty of Dentistry, the Faculty Education Commission carries out course evaluation activities with the measurement tools it has prepared (B.1.1.24).
- Measurement tools (course evaluation questionnaires, teaching objectives questionnaires, course workload questionnaires, etc.) developed for the evaluation of the programs in our Faculty of Natural Sciences are applied and improvement studies are carried out by discussing them in the Department Education Commissions (B.1.1.2
- In Gazi Education Faculty, there is the Faculty Accreditation Commission to coordinate the accreditation studies within the scope of the Association for the Evaluation and Accreditation of Teacher Education Programs (EPDAD), and the Department Accreditation Commissions are in charge in the departments applying for accreditation to carry out evaluation and accreditation studies in accordance with the EPDAD criteria (B.1.1.26).
- Evaluation of educational processes in all departments of the Faculty of Engineering is carried out by the Education Commissions (B.1.1.27).
- The committees and commissions formed at the departmental level in the Faculty of Health Sciences apply surveys to get opinions from internal and external stakeholders within the scope of program evaluation studies, evaluate these surveys at board meetings and carry out improvement studies in this direction (B.1.1.28).

In line with the article " **EİF 2:** *Determining a road map to evaluate whether the program qualifications have been achieved, not limited to units that are accredited and whose accreditation studies are ongoing*" that is included in the Quality Improvement Plan prepared by the Quality Commission with the participation of all relevant stakeholders within the institution for the areas open to improvement that emerged in the Institutional Feedback Report, Monitoring Report and Satisfaction Survey Reports applied in 2021 at our university, efforts to disseminate the monitoring of the program outputs, which continue regularly in our accredited programs, have been initiated throughout the institution. In this framework, Education Commission Academic Unit Teams and Academic Unit Assessment and Evaluation Teams were formed in all our academic units and job descriptions were determined for these teams (B.1.1.29, B.1.1.30, B.1.1.31, B.3.3.22) . Thus, it is aimed to create a systematic structure in our programs that have not yet been included in any accreditation program to carry out the annual program evaluation studies, which is based on "Gazi University Program Opening/Closing, Curriculum Development and Updating Directive". In accordance with the decision of "**EIF.15b:** *Preparing a guide in which the program evaluation principles for*

academic units are determined" within the scope of the Quality Improvement Plan, the studies will start in the following days.

In order to minimize the negative impact of the global epidemic on the educational activities offered by our University, "Gazi University 2020-2021 Academic Year Spring Term Distance Education Application Principles" has been prepared in order to plan the implementation of the programs and the methods by which the program qualifications will be gained in this process. It has been decided to plan face-to-face applied trainings by diluting the number of students and dividing them into groups, by the authorized committees of the relevant units (institute, faculties, colleges, vocational colleges) in line with their possibilities, on the condition that "maximum attention is paid and strict precautions are taken". For the applied trainings that can be done online, it is essential to prepare the necessary infrastructure, to conduct the theoretical trainings online by taking into account the academic qualifications required to be gained in the programs, and to conduct the practical courses such as internship, workplace training, clinic, school practice face-to-face by taking the necessary precautions (B. .1.1.32). In order to manage the process with the transition to face-to-face education in the 2021-2022 academic year, "Basic Principles on Distance Education in Face-to-face Education in the Fall Semester of 2021-2022 Academic Year" were prepared and communicated to our academic units in an official letter and announced on the website of our University. Within the scope of the basic principles, "to determine the courses planned to be given via distance education up to 40% of the annual ECTS credits in the academic units providing semester (semi-annual) education, and in the same way in the units providing annual education; the courses planned to be taught through distance education should be chosen among the theoretical courses, but in case of necessity, the reasoned decision determined by the academic boards on the subject is approved by the unit administrative boards; first of all, the courses with a high number of student quotas should be evaluated among the courses to be given through distance education; prioritizing courses with the status of YÖK 5(1), non-departmental elective, academic unit common courses, etc. among the courses to be given through distance education" has been put into practice throughout our university (B.1.1.33).

In line with the strategic goal of "increasing the quality of education, promoting internationalization and accreditation" included in the Strategic Plan of our University, "Gazi University International Joint Undergraduate Programs Education-Training Directive" was approved by the Senate and put into practice in order to place the opening of undergraduate programs at the international level in an institutional framework and to determine the principles and fundamentals in this regard (B.1.1.34). With the directive, principles regarding the opening of joint programs to be carried out at our University in line with the cooperation to be made with other universities in Türkiye and abroad, student admission, education periods, diplomas were determined, and the principle of assigning a coordinator responsible for the execution of the process was established.

Another directive prepared and put into practice in 2021 to guide educational practices is the "Gazi University Applied Education Directive", which was prepared in line with the "Applied Education Framework Regulation" published by the Council of Higher Education after a preparatory process to which our University also contributed with its views (B.1.1.35).). With the directive, subjects such as internship and workplace training in our academic units that provide practical training have been handled and arranged in an institutional framework.

Maturity Level 4

The design and approval processes of the programs are systematically monitored and evaluated together with the relevant stakeholders and improved.

<u>Evidences</u>

B.1. Education Processes PDCA Cycle
B.1.1.1. Faculty of Dentistry TYYÇ Compliance Matrix
B.1.1.2. Faculty of Engineering TYYÇ Compliance Matrix
B.1.1.3. Faculty of Medicine TYYÇ Adaptation Matrix
B.1.1.4. Faculty of Medicine UÇEP Compliance Letter
B.1.1.5. Faculty of Dentistry UÇEP Compliance
B.1.1.6. Faculty of Pharmacy EEP Compliance
B.1.1.7. Faculty of Health Sciences UÇEP Compliance
B.1.1.8. GUZEM Syllabus
B.1.1.9. Education Policy
B.1.1.10. Program Opening and Closing Instructions
B.1.1.11. Education Commission Directive
B.1.1.12. Program Opening Suggestion Form
B.1.1.13. Program Opening PDCA Cycle
B.1.1.14. Education Commission Preliminary Review Reports
B.1.1.15. Accepted Program Opening
B.1.1.16. Returned Program Opening Application
B.1.1.17. Education Commission Meeting Minutes
B.1.1.18. Energy Systems Engineering New Program Article
B.1.1.19. Forensic Pharmacy New Program Article
B.1.1.20. Sports Pharmacy New Program Article
B.1.1.21. Faculty of Health Sciences New Program Article
B.1.1.22. TAI Kazan New Program Article
B.1.1.23. Medical Faculty Program Development and Evaluation Committee Minutes
B.1.1.24. Faculty of Dentistry Education Commission Decision
B.1.1.25. Faculty of Natural Sciences Biology Department Education Commission
B.1.1.26. Gazi Education Faculty Commission Lists
B.1.1.27. Faculty of Engineering Commission Evidence
B.1.1.28. Faculty of Health Sciences Board Coordination offices
B.1.1.29. Education Commission Academic Unit Team Letter
B.1.1.30. Academic Unit Assessment and Evaluation Team Letter
B.1.1.31. Team Job Descriptions
B.1.1.32. 2020-2021 Academic Year Spring Semester Distance Education Application Principles
B.1.1.33. 2021-2022 Academic Year Fall Semester Basic Principles Regarding Distance Education in Face-to-face Education
B.1.1.34. Gazi University International Joint Undergraduate Programs Education-Training Directive
B.1.1.35. Gazi University Applied Trainings Directive

B.1.2. Course Distribution Balance of the Program

The principles regarding the programs at our university are determined by the "Gazi University Program Opening / Closing, Curriculum Development and Updating Directive", which has been in force since 2017 and updated in 2021 and prepared on the basis of TYYÇ, "Higher Education Quality Assurance Regulation", "Gazi University Quality Assurance Directive", Principles of the Council of Higher Education for the Opening and Execution of Graduate Education Programs, Application Format for Opening a Doctorate/Art Proficiency Program, Application Format for Opening a Master's Program, "Gazi University Postgraduate Education

and Examination Regulation" and "Gazi University Associate and Undergraduate Education and Examination Regulation"(B.1.1.10),

General information about the academic unit and the program, objectives of the program, admission conditions, graduation conditions, learning outcomes of the program, program qualifications, curriculum courses, the purpose of the course, content, evaluation system, credit values based on student workload (ECTS), which show their contribution to the program educational goals, the category of the course, the resources of the course, the officials of the course, the course flow, the contribution of the course to the program output are shared with the public in the [Gazi University Information Package](#) in Turkish and English. Information packages and their contents can also be accessed from the web pages of the relevant program and updates can be made by faculty members. Necessary studies are carried out under the coordination of EDIKK and ÖİDB in order for the units to keep the Information Package pages up-to-date (B.1.2.1). In addition to the correspondence made by the said units with the academic units, our senior management also takes ownership of the Information Package update and provides the necessary support. As an indication of this support, an e-mail was sent to all lecturers by our Rector to make the necessary contribution to the process (B.1.2.2). As of the end of 2021, the occupancy rate of our University's Information Package is 98.65. This value shows that there is a realization above the objective set for 2021 in the Strategic Plan (B.1.2.3).

The principles, rules and methods regarding the distribution of curriculum courses at our university are regulated by Annex 4 "Full Curriculum Form" included in the "Gazi University Program Opening/Closing, Curriculum Development and Updating Directive" (B.1.2.4, B.1.2.5). The Directive stipulates that the programs to be created should include compulsory and elective courses for vocational/technical education, as well as non-vocational/non-technical elective courses and non-departmental elective courses. Accordingly, while the total credits of the basic education and vocational/technical courses in the curriculum cannot be less than 60% of the total credits of the program, the total credits of the elective courses must constitute at least 10% and maximum 40% of the total credit of the program. The course distribution balances in the program curricula are examined by the members of the Education Commission of our University, and the unsuitable course distributions within the framework of the Directive are returned to the relevant academic unit to be corrected, and the appropriate ones are submitted to the Senate for approval (B.1.2.6).

Although the balance of course distribution of the programs in the academic units of our university varies according to the programs, in general, compulsory courses vary such as theoretical and / or clinical / practical applications, field-specific basic courses, non-departmental elective courses, graduation courses, design courses (B. 1.2.7). Within the scope of special evaluation in graduate education, there are seminars and preparatory work for master's/doctorate thesis (B.1.2.8). The content, number, necessity and evaluation criteria of practical applications are announced in the Course Description Forms in the Information Package of our University at the beginning of the academic year (B.1.2.9). Within the scope of accreditation studies in some of our units, the recommendations of accreditation institutions are also taken into account in the distribution of courses in the programs, and improvement studies are carried out in line with the recommendations of the relevant institutions. For example, upon the recommendation of the Engineering Education Programs Evaluation and Accreditation Association (MÜDEK) evaluation teams in our Faculty of Engineering, within the scope of the curriculum update, it has been decided that the Heat Design Group and Mechanical Design Group courses grouped in 30% and 100% English undergraduate programs in Mechanical Engineering will be added to the curriculum in 7th and 8th semesters as compulsory courses in 2021 (B.1.2.10).

In our university's associate and undergraduate curricula, cultural depth and the opportunity to get to know different disciplines are offered through Non-departmental Elective (ADS) courses. ADS courses are offered in order to contribute to the development of the intellectual and innovative capacity of the students studying in the associate and undergraduate programs of our University, to increase their awareness and social interaction on current issues. The content of ADS courses is aimed at improving the student's cultural, artistic, sports and health activities, environmental and community service sensitivity, historical awareness and culture, communication and foreign language skills, disseminating science and increasing social skills. The Common and Elective Courses Unit, operating within the body of EDIKK, carries out the procedures related to the opening of non-departmental elective courses, their branching, determination of their quotas, and determination of the days, hours and classrooms of the courses. The unit collects ADS course suggestions from academic and administrative staff during the ADS opening process. In this context, the unit announces to all academic and administrative units at the beginning of each academic year for the opening of ADS courses, and the applications of the instructors who will teach the courses and the administrative personnel with a doctorate who are qualified in the ADS course they want to teach are evaluated. The list of courses, course definition forms and other information, if any, about the courses are announced on the website of the Common and Elective Courses Unit (B.1.2.11, B.1.2.12). The principles regarding the opening and execution of ADS courses have been determined by the Gazi University Non-departmental Elective Courses Application Procedures and Principles and have been shared with the public on the website of the relevant unit (B.1.2.13). In addition, the work flow processes for opening 5(1) courses, ADS courses opened for the first time and courses in the ADS course pool were prepared and announced on the [website](#) of the unit (B.1.2.14, B.1.2.15, B.1.2.16).

As a result of the examination of the course definition forms sent by the instructors who want to open an ADS course, a total of 65 ADS courses were opened in the Spring Semester of the 2020-2021 Academic Year. 19 of these courses are newly opened with the offer of the academic staff, and the language of instruction for two of them is English. In the Fall Semester of the 2021-2022 Academic Year, the number of ADS courses opened increased to 76 (B.1.2.17, B.1.2.18, B.1.2.19).

German, French, Arabic and Russian courses were opened within the scope of YÖK 5(1) in order to teach a second foreign language besides English to students as an elective course during their undergraduate education by the School of Foreign Languages and are carried out under the responsibility of the Modern Languages Unit operating within the School of Foreign Languages (B.1.2.20).

As a result of the activities of the Common and Elective Courses Unit, Strategic Goal 1 Objective 4, "to increase educational opportunities that provide cultural depth and the opportunity to get to know different disciplines" has been developed within the scope of our University's Strategic Plan. There has been a realization above the target in the indicators of "PI.1.4.4. Ratio of elective courses in curricula" and "PI.1.4.5. "the ratio of non-departmental elective courses in the curricula".

Based on the article "**EIF7:** *Organizing an introductory meeting to the relevant units during the course opening process, increasing the variety of courses, getting feedback from the instructors and students for measuring the efficiency of elective courses and evaluating them*" in the 2021 Quality Improvement Plan for the elective courses, the Common and Elective Courses Unit - Organized an online seminar for all our instructors and students to introduce the 2022 Academic Year ADS courses. A total of 452 lecturers and students attended the seminar, and in the question-answer section made after the presentation, both the questions of the stakeholders were answered and their opinions and suggestions were received to reflect on the

improvement activities (B.1.2.21). In line with these suggestions, studies have been initiated by EDIKK to increase the variety of courses and the number of ADS courses in English.

Maturity Level 4

The course distribution balance is monitored and improved in the programs.

Evidences

B.1.1.10. Program Opening/Closing, Curriculum Development and Updating Directive
B.1.2.1. Information Package update letter
B.1.2.2. E-mail text
B.1.2.3. 2021 Annual Report
B.1.2.4. Full Curriculum Form,
B.1.2.5. Full Curriculum Form Sample Course
B.1.2.6. Curriculum Forms Preliminary Review Report
B.1.2.7. Electrical and Electronics Engineering Lesson Plan
B.1.2.8. Seminar Course Description Form
B.1.2.9. Career Planning in Pharmacy Course Description Form
B.1.2.10. Mechanical Engineering Curriculum Update
B.1.2.11. Suggestion for Opening Non-departmental Elective Courses
B.1.2.12. Non-departmental Elective Course Announcement Screen
B.1.2.13. Non-departmental Elective Course Application Procedures and Principles
B.1.2.14. Workflow Processes of 5(i) Courses
B.1.2.15. Non-departmental Elective Courses Opened for the First Time Workflow Processes
B.1.2.16. Workflow Processes for Opening the Courses in the Non-departmental Elective Pool Pool
B.1.2.17. Spring Semester Courses Offered Outside the Field
B.1.2.18. Fall Term Non-departmental Courses
B.1.2.19. Non-departmental Elective Course Senate Decisions
B.1.2.20. School of Foreign Languages Modern Languages Unit
B.1.2.21. Non-departmental Elective Courses Information Seminar News

B.1.3. Compatibility of Course Outcomes with Program Outcomes

In all programs in our university, program outcomes compatible with TYYÇ are matched with course outcomes and defined with Course Description Forms. Course Description Forms are determined by the "Gazi University Program Opening/Closing, Curriculum Development and Updating Directive". In accordance with the directive, it should be stated that each course will contribute to which program qualifications, and in accordance with this provision, the "Relationship Between Course Learning Outcomes and Program Qualifications" matrix should be prepared. In these matrices, qualifications were defined at the level of knowledge, skills and competencies. The matrices in question for each program are announced in the "Course-Program Outcomes Relationships" section of the Gazi University Information Package (B.1.3.1, B.1.3.2). In addition, in some of our faculties, the learning objectives of the courses at the level of knowledge, skills and attitudes are also shared on their own internet pages (B.1.3.3). Since ADS courses are chosen by students from different programs, they cannot be matched with program outcomes.

The compatibility of course and program outcomes is evaluated by some programs on an annual basis. In order to monitor the compatibility of course outcomes with the program outcomes, Learning Outcomes Tests are applied to students in some programs after the completion of the courses and the results are shared with the lecturers or course evaluation forms are filled by the lecturers. For example;

- At the Faculty of Natural Sciences, "Program Outcomes Evaluation Questionnaire" and "Teaching Objectives Evaluation Questionnaire" are applied to the students at the end of the semester in order to evaluate the level of meeting the program outcomes of the course outcomes. In addition, the contribution levels of the courses to the program outcomes are evaluated with the "Learning Outcome Tests" and these tests are analyzed and the results are shared with the academic staff (B.1.3.4, B.1.3.5).
- The course evaluation files prepared by the relevant lecturer of each course at the Faculty of Engineering and the level of relation of the course with each program output are evaluated and presented to the Department Education Commission. The courses obtained as a result of the evaluation and the program output matrix are evaluated by the Academic Board of the Department (B.1.3.6).
- Feedback forms were prepared in order to evaluate the contribution of course outcomes to the program outcomes at the Faculty of Dentistry and were collected at the end of the 2021-2022 Academic Year Fall Semester. Studies are continuing to determine improvement activities in line with the survey results (B.1.3.7).
- In some departments of Faculty of Health Sciences, two methods are applied to determine how much of the learning outcomes of the course outcomes are achieved. The first of these methods is to analyze the success of the students in these questions by writing which learning outcome they meet next to each question asked in the exams during the semester and at the end of the semester. The second method is the analysis of the results of the "Course-Specific Learning Outcomes Evaluation Questionnaire" conducted at the end of the semester. For each course, the result of the survey about the course is shared with the lecturer who teaches the course, and the lecturer is informed to make improvements in the course content and/or functioning (B.1.3.8).
- Evaluation questionnaires about the subject are applied to the students at the end of the applied courses in order to evaluate the applied education in the Faculty of Medicine (B.1.3.9)
- In Vocational School of Health Services, for the first time in 2021, a survey was conducted with the students to measure the contribution of the courses to the program outputs. The data obtained from these surveys will be used in curriculum update studies in the future (B.1.3.10).
- In Vocational School of Technical Sciences, a form was developed and put into practice for the evaluation of students at the end of the Vocational Education at Workplace (B.1.3.11).

These surveys developed by our units are sometimes taken as a sample (B.1.3.12) by other institutions.

Maturity Level 4
Compatibility of course outcomes with program outcomes is monitored and improved.

Evidences
B.1.3.1. Faculty of Dentistry-Deontology Course Description Form
B.1.3.2. Faculty of Pharmacy-Course Program Output Matrix
B.1.3.3. Faculty of Medicine Learning Objectives File
B.1.3.4. Faculty of Natural Sciences Program Outcomes Evaluation Survey Reports
B.1.3.5. Faculty of Natural Sciences Teaching Objectives Evaluation Survey Reports
B.1.3.6. Faculty of Engineering Sample Course Evaluation File
B.1.3.7. Faculty of Dentistry Course Evaluation Evidence
B.1.3.8. Faculty of Health Sciences Course Outcomes
B.1.3.9. Faculty of Medicine Applied Training Questionnaires
B.1.3.10. Vocational School of Health Services Curriculum Output Questionnaire

B.1.3.11. Vocational School of Technical Sciences Internship End Questionnaire
B.1.3.12. Faculty of Health Sciences Sample Article

B.1.4. Course Design Based on Student Workload

Within the framework of Higher Education Qualifications created by the Council of Higher Education, Gazi University has switched to the European Credit Transfer System (ECTS), which expresses the contribution of the course to the knowledge, skills and competencies that the student who completes the relevant diploma program will gain, and which expresses the value calculated by considering the course hours clearly determined by the learning outcomes and the working hours required for other activities foreseen for the students. At our university, 1 credit is defined as 25 hours and the student workload is 1500 hours in an academic year. Associate degree programs are at least 120, undergraduate programs are at least 240, non-thesis master's programs are at least 90, master's programs with thesis are at least 120, and doctorate/art proficiency programs are at least 240 credits (B.1.4.1).

At our university, a workload-based credit system has been implemented since 2017 within the scope of "Gazi University Associate and Undergraduate Education and Examination Regulations" and "Gazi University Graduate Education and Exam Regulations" (B.1.4.2, B.1.4.3). Within the scope of the curriculum update studies carried out in 2018, ECTS credits have been determined based on the time students will spend weekly and throughout the semester for all their theoretical and practical work before, during and after the lesson in order to reach the targeted competencies. Within the scope of these studies, all programs prepared the Workload Form in the "Gazi University Program Opening/Closing, Curriculum Development and Updating Directive" and shared it on the Gazi University Information Package website. The aforementioned Workload Form was added to the Program Opening Request Form in 2021 within the scope of updating the "Gazi University Program Opening/Closing, Curriculum Development and Updating Directive" (B.1.4.4, B.1.4.5, B.1.4.6). Within the scope of the program update studies carried out in 2021, the course workloads of some of our programs were re-evaluated and changes were made (B.1.4.7).

Internship and workplace training of students are also included in ECTS and credited in line with the "Gazi University Internship/Workplace Training Directive". In accordance with the said directive, it is decided by the Internship/Workplace Education Commission of the relevant program on the condition that the credit transfer and adjustment of internship and workplace training are documented by the student (B.1.4.8, B.1.4.9).

The "Framework Regulation for Applied Education in Higher Education" was published by YÖK in 2021. The Regulation, which was supported by the Technical Sciences Vocational School of our University during the preparation phase, organizes workplace training, internship and applied training activities in all universities in order to provide students with professional knowledge, skills, attitudes and behaviors. In this context, "Gazi University Applied Trainings Directive" was prepared and put into effect after being approved by our Senate in order to determine the working procedures and principles regarding applied training such as workplace training, internship, vocational training in workplace in order to improve the professional skills and experience of the students in the academic units of our University (B.1.4.10). In line with the Directive, which also guides the program update studies for 2021, students are provided with the opportunity to do internships during the semester, apart from the semester and summer periods, provided that they do not disrupt their educational activities. In addition, the Directive imposes the principle that ECTS credits should be calculated as at least 5 credits for internship applications, and that applied courses should be included in the ECTS calculation of the related

course. As of the Fall Term of the 2021-2022 Academic Year, the updated and approved new undergraduate programs of the academic units have started to be implemented (B.1.4.11).

Recognition of the qualifications that the student has not used for any degree, based on workload, is referred to in "Gazi University Directive on Recognition of Previously Acquired Qualifications" (B.1.4.12), and transactions regarding the transfer and recognition of workload-based credits are referred in the "Credit Transfer and Adaptation Procedures Directive". (B.1.4.13).

In our university, the situation of meeting the workload of the courses taken by the students periodically in associate, undergraduate and graduate programs is completed as a result of student and advisor meetings and is realized with the joint approval of the students and their advisors in the system (B.1.4.14). In graduate programs, it is carried out under the responsibility of the head of the Department/Major Science, from the registration period to the appointment of the thesis advisor, in accordance with the "Graduate Education and Examination Regulations" of Gazi University (B.1.4.3, B.1.4.15).

In order to get feedback on workload-based credits, students' opinions on the workload of all courses are collected and evaluated through the "Course Evaluation Questionnaire" over the ÖİDB Student Information System (ÖBS) (B.1.4.16). In addition to the centrally applied Course Evaluation Questionnaire, our units use different measurement tools to evaluate their stakeholders and course workloads in line with their needs (B.1.4.17, B.1.4.18).

During the pandemic, the workload of the distance education courses in the distance/co-education process was added to the Syllabus Forms developed by GUZEM and uploaded to the Learning Management System (ÖYS) (B.1.4.19).

Maturity Level 4
Student workload is monitored in the programs and the course design is updated accordingly.

Evidences
B.1.4.1. University Information Package-ECTS
B.1.4.2. Gazi University Associate and Undergraduate Education and Examination Regulations
B.1.4.3. Gazi University Postgraduate Education and Examination Regulations
B.1.4.4. Course Workload Form
B.1.4.5. Workload Non-departmental Elective Calculation Example
B.1.4.6. Workload Calculation Biology Education Example
B.1.4.7. Faculty of Natural Sciences Curriculum Update Commission Decisions
B.1.4.8. Internship-Workplace Training Directive
B.1.4.9. Department of Architecture Internship Application Procedures and Principles
B.1.4.10. Gazi University Applied Trainings Directive
B.1.4.11. Example of Changed Course on Applied Trainings Directive
B.1.4.12. Gazi University Directive on Recognition of Previously Acquired Qualifications
B.1.4.13. It is carried out in accordance with the Credit Transfer and Adaptation Procedures Directive
B.1.4.14. Advisor Approval Page
B.1.4.15. Letter Sent for the 2020-21 Academic Year
B.1.4.16. Course Evaluation Questionnaire Evaluation Report
B.1.4.17. Faculty of Health Sciences Workload Evaluation Questionnaire
B.1.4.18. Faculty of Natural Sciences Workload Surveys
B.1.4.19. GUZEM Screenshots

B.1.5. Monitoring and Updating Programs

The process of monitoring and updating the program outputs at our university has been determined by the "Gazi University Program Opening/Closing, Curriculum Development and Updating Directive" (B.1.1.10). In line with the directive, each program is required to evaluate whether the current curriculum meets the program qualifications at the end of each academic year and to review its annual evaluations at the end of three academic years. At the end of this review process, the curriculum of the program should be updated if deemed necessary based on the opinions of external stakeholders, changes in the principles of accreditation bodies, if any, and the principles determined by the Education Commission.

Within the scope of curriculum update studies, academic units submit the Full Curriculum Form (B.1.2.4), Elective Course Group Form (B.1.5.1), Course Change Form (B.1.5.2) and Course Description Forms (B.1.5.3) to the Education Commission. Among the forms examined by the commission members, those that are not found appropriate are notified to the relevant academic units with a reasoned opinion, and corrections are requested, and the appropriate forms are submitted to the Senate for approval (B.1.5.4). The system is updated by uploading the Course Description Forms approved by the Senate to the Information Packages. In the Course Description Forms, the contents of the courses are presented, and the contribution levels of the courses to the program outputs are given separately for each program output.

Since the first program update study at our university was carried out in June 2018, "**EIF.3:** *Closing the cycle of plan, do, check, act (PDCA) in program update processes with curriculum update studies to be carried out in June 2021, pursuant to the 'Programme Opening and Closing and Curriculum Updating Directive', which came into force in 2017*" has been included in the 2021 Quality Improvement Plan. In this direction, the Education Planning Unit operating under EDIKK started the program update studies in academic units in June 2021 (B.1.5.5). In this context, our academic units, which have completed three academic years as of June 2021, have carried out updating studies in line with the opinions obtained at the meetings with external and internal stakeholders and taking into account the "Gazi University Applied Education Directive". The updated programs were put into practice in the 2021-2022 Academic Year (B.1.5.6). Thus, the PDCA cycle was closed in the program update processes.

In Gazi Education Faculty, updating studies were started in 2020, based on the transfer of authority letter published by YÖK in 2020 (B.1.5.7). As a result of the studies completed in 2021, the updated programs accepted by the Senate have started to be implemented as of the Fall Semester of the 2021-2022 Academic Year (B.1.5.8).

Although the principles for monitoring and updating the programs are determined by the Directive, until 2021 each academic unit carried out these activities through commissions suitable for its own working structure (B.1.5.9, B.1.5.10, B.1.5.11, B.1.5. 12). As stated in the sub-criterion "B.1.1 Design and Approval of Programs", within the scope of the improvement activities in 2021, EDIKK made correspondence regarding the establishment of Academic Unit Education Commission Team and Academic Unit Assessment and Evaluation Team in academic units or the activation of existing commissions, and job descriptions were prepared for the said teams (B.1.1.29, B.1.1.30, B.1.1.31). As per their job descriptions, the Assessment and Evaluation Teams are responsible for collecting and analyzing the stakeholder opinions required for program evaluation and reporting them to the Education Commission Academic Unit Team, while the Education Commission Academic Unit Team is responsible for evaluating the program annually by using this data.

In addition to these units, in line with the "Gazi University Applied Education Directive", the Applied Education Commission, which consists of at least three instructors, was established in the programs or departments of all our academic units that provide applied education. The said Commissions started to work on the planning, implementation, coordination and end-of-implementation evaluation of applied training activities in their units.

"The Employer Opinion Questionnaire", the details of which are given in the sub-criterion "A.4.1. Internal and External Stakeholder Participation", was applied by the Quality Commission, in order to ensure stakeholder participation in program evaluation studies in academic units in the monitoring of programs, to support the activity of "**EIF.4:** *Questioning program qualifications through questionnaires to be made to graduates and employers together with internal stakeholders in order for the curriculum to be updated and updating the curriculum according to the results*", determined in the 2021 Quality Improvement Plan.

In addition, our academic units ensure the participation of their stakeholders, students, graduates and employers in the program evaluation processes, with different measurement tools. In some of our academic units, opinions are taken both from students as internal stakeholders, and alumni and employers as external stakeholders, by means of group focus meetings, surveys, etc., in order to evaluate whether the current curriculum meets the program qualifications, and the feedback is shared at the unit academic boards. To exemplify;

- In order to evaluate the programs in the Faculty of Natural Sciences, opinions of the stakeholders are taken with different measurement methods, and these opinions are evaluated by reporting (B.1.5.13, B.1.3.4, B.1.3.5, B.1.5.14).
- With the questionnaires applied to both students and graduates in our Faculty of Pharmacy, opinions are collected and reported from internal and external stakeholders for program evaluation studies (B.1.5.15)
- Faculty of Technology received opinions from stakeholders in two different workshops (B.1.5.16).
- Each faculty member at the Faculty of Engineering fills out a course evaluation form for the courses they have given in the relevant semester (B.1.5.17). The course files, which are prepared to include the forms showing the contribution of the course learning outcomes to the program outcomes, are examined by the Curriculum Development Commission in line with the defined processes of the Faculty (B.1.5.18) and submit their suggestions to the Program Accreditation Commission. The Program Accreditation Commission presents the improvements regarding the Education Plan to the relevant academic board, taking into account the suggestions forwarded to it, the alumni and employer surveys, the meetings of alumni and student representatives, the requests and suggestions arising from the meetings with the Accreditation Advisory Board (B.1.5.19, B. 1.5.20, B.1.5.21).
- As stated in the previous sub-criteria, in some departments of the Faculty of Health Sciences, in addition to the questionnaires applied to the students, an "Alumni Questionnaire" is applied to evaluate whether the graduates have achieved the program outputs or studies are carried out within the framework of the Alumni Monitoring Commission Procedures and Principles (B.1.5.22).
- The Curriculum Development and Evaluation Board, which carries out program evaluation studies systematically as a requirement of accreditation in the Faculty of Medicine, carries out activities for improving the program by holding meetings on the subject, evaluating the feedback surveys for program evaluation, statistical indicators and success levels related to education and training (B.1.5.23).

- With the "Student Course Feedback Forms" applied to the students in the Faculty of Dentistry, the participation of the students in the evaluation of the educational processes is ensured and the results are evaluated by the academic committees of the department (B.1.5.24, B.1.5.25).
- With the student and alumni surveys prepared and applied within the scope of continuous improvement studies carried out by the Education Commission and the Assessment and Evaluation Commission in the Faculty of Architecture, it is aimed to obtain opinions and suggestions on all the courses included in the undergraduate education program, as well as the general satisfaction level of the students and graduates. Evaluation studies of the aforementioned questionnaires continue (B.1.5.26).
- An alumni questionnaire was applied to graduates in order to identify the points that need improvement in the functioning of the Institute of Educational Sciences, to develop more accurate and effective strategies, to evaluate current opportunities and to predict risks (B.1.5.27). In order to improve the service and postgraduate activities provided by the institute, a questionnaire was applied to the students (B.1.5.28).
- At the meeting held with the Advisory Board of the Vocational School of Technical Sciences, the curriculum update studies to be carried out in 2022 were discussed (B.1.5.29).
- "Course Learning Outcomes Evaluation Questionnaire" was applied to the students at Vocational School of Health Services (B.1.3.10).
- In line with the activity of "**EIF.9:** *Conducting an evaluation survey for students taking foreign language courses and conducting improvement studies by evaluating the results of the measured language levels*" determined by our School of Foreign Languages within the scope of the Quality Improvement Plan for the improvement of foreign language education, at the end of the semester, a course evaluation questionnaire is applied to the students and the skill distribution and averages of the students in the exams are monitored and evaluated on a branch basis (B.1.5.30).

It has been made possible to apply the measurement tools applied in the evaluation of our education and training processes through the software within our University in 2021 (survey.gazi.edu.tr, lms.gazi.edu.tr). Questionnaires for students are applied through the ÖBS (B.1.5.31). In order to establish an understanding of the evaluation of programs with stakeholder participation throughout the university, within the scope of the improvement activities for 2021, the Course Evaluation Questionnaires applied through the Student Information System were requested to be examined by the Faculty/Institute/School, to report the measures to be taken regarding the problems detected, if any, and to provide opinions and suggestions (B. 1.5.32).

In order to facilitate the monitoring of the programs in the distance education process, GUZEM started the Distance Education Program and Unit Coordination office in 2020, as explained in the sub-criterion "B.1.6 Education and Training Process Management". In line with this practice, unit coordinators for each academic unit and program coordinators for each program/major science branch were determined. Coordinators have been defined to LMS in a way that they have certain authorizations to follow the courses and perform user (student and lecturer) transactions. Thus, it is ensured that the units can easily access the information they need in the Learning Management System during the monitoring and updating of the programs.

GUZEM, in cooperation with EDIKK, conducts distance education satisfaction surveys for students and instructors at the end of each semester. As of the 2019-2020 Academic Year Spring Semester, the evaluation of the survey results applied at the end of each semester continues. In 2021, the questionnaires were revised in line with some analysis results, while some items were

removed from the questionnaires, some items were included in the questionnaires based on the literature (B.1.5.33, B.1.5.34). The questionnaires were submitted to the approval of EDIKK and put into practice (B.1.5.35). Survey results have been reported on the basis of units (B.1.5.36, B.1.5.37), and the evaluation process of GUZEM regarding the results of the surveys continues. Studies are continuing to report the survey results and turn them into a scientific output (B.1.5.38). When the work is completed, the item "**UIF.1a:** *Sharing the survey results regularly with the stakeholders*" in the Quality Improvement Plan will be implemented.

Some basic indicators related to education can be monitored instantly in the [Student Statistics Information System](#) in the Information Systems section of our website. Statistical information on indicators such as the number of active students in our university, the number of students withholding registration, the number of graduates is published. In addition, within the scope of "**EIF.11:** *Starting studies for the systematic preparation of reports including indicators such as program preference order, program completion time, failure rate, program change rate*" included in the Quality Improvement Plan, primarily the statistics on student and course success evaluationwas opened to the examination/evaluation of Department Heads via ÖBS (B.1.5.39, B.1.5.40). Plans continue to monitor the indicators of program success.

In addition, Statistical information on "Student Quotas and Number of Enrolled Students, Quotas and Placements of Programs Accepting Students with Special Talent Exam, Number of Students Making Horizontal Transfers, Number of Students Making Vertical Transfers, Number of Graduates in Associate and Undergraduate Programs, Master's and Doctorate Programs, Number of Graduated Students, Number of Foreign Graduates, Number of Leaving Students" are reported on a unit basis in our Annual Administrative Activity Report (B.1.2.3).

While the monitoring of indicators in the field of education was carried out by the ÖİDB and [EDİKK](#) until 2019, this task was given to the Institutional Data Management Coordinator, whose establishment is explained in detail in the "A.3.1 Information Management Systems" sub-criterion under the heading "Leadership, Management and Quality". The Coordination office carries out studies for the collection, monitoring and evaluation of data on the units at the institutional level (B.1.5.41).

While program accreditation activities continue at our university, six programs of the Faculty of Engineering (Chemical Engineering, Industrial Engineering, Mechanical Engineering, Electrical and Electronics Engineering, Civil Engineering, Computer Engineering) are accredited by MÜDEK, Turkish and English programs of the Faculty of Medicine are accredited by Association for Evaluation and Accreditation of Medical Education Programs (TEPDAD) , Association for Evaluation and Accreditation of Pharmacy Education Programs (ECZAKDER) accredited the Faculty of Pharmacy, two programs of our Faculty of Health Sciences (Nutrition and Dietetics, Physiotherapy and Rehabilitation) were accredited by Association for Evaluation and Accreditation of Health Sciences Education Programs (SABAK), two programs of the Faculty of Sport Sciences (Physical Education and Sports Teaching and Coaching Education) are accredited by the Sports Sciences Education Programs Evaluation and Accreditation Board (SPORAK) (B.1.5.42, B.1.5.43). EPDAD accreditation visits were made for the 4 departments of Gazi Education Faculty (Physics Education, CEIT, Classroom Teaching, English Language Teaching) and the decision stage is reached. In 2021, an evaluation visit was made by Nursing Education Programs Evaluation and Accreditation Association (HEPDAK) within the scope of accreditation studies of the Nursing Program of the Faculty of Health Sciences and the final stage is reached. An accreditation report was submitted to the Dentistry Education Programs Accreditation Association (DEPAD) in 2020 by the Faculty of Dentistry, and the revision of the Self-Assessment Report requested by the

accreditation institution was completed and sent in 2021. Thirty-six programs of the Institute of Health Sciences have been awarded a certificate by the Organization of PhD in Biomedicine and Health Sciences European System (ORPHEUS). In addition to these programs in the Faculty of Medicine, three specialization programs (Anesthesiology and Reanimation, Neurosurgery, Nuclear Medicine) are internationally, and six specialization programs (Cardiology, Medical Pathology, Emergency Medicine, Ophthalmology, Chest Diseases and Pediatric Health and Diseases) are nationally accredited by accreditation bodies in their fields. (B.1.5.44).

In our University's 2019-2023 Strategic Plan, Strategic Purpose 1 is "to increase the quality of education, to expand internationalization and accreditation". In this context, within the scope of the 2021 Quality Improvement Plan, the activity "**KYIF.30:** *Organizing information meetings for accreditation with the help of academic staff who took part in the accreditation processes of accredited programs or worked as evaluators in accreditation associations*" was planned. Within the scope of this planning, information meetings were held with the members of the Quality Commission of our University in order to share good practice examples in accredited and/or ongoing accreditation programs in academic units by EDIKK (B.1.5.45, B.1.5.46).

In line with the strategic goal of increasing the number of accredited programs throughout the institution and the relevant activity of Quality Improvement Plan for 2021, "**KYİF.31:** *Initiating accreditation processes of non-accredited programs and units, preparing application calendars and reporting them to the Rectorate*", in order to encourage and follow accreditation studies in our units that have not yet started accreditation studies it has been requested that a work schedule be prepared for the gradual accreditation of all programs and submitted to the Quality Commission, taking into account the initiation of the preliminary studies for the programs that are currently in progress and the current program accreditation studies. In this way, accreditation studies have been started in all programs throughout our University (B.1.5.47).

Within the scope of these scheduling studies, the Faculty of Natural Sciences applied to the Association for the Evaluation and Accreditation of Education Programs of the Faculties of Science, Literature, Science-Literature, Language and History-Geography for the accreditation of its three programs (Mathematics, Biology, Physics). In addition to these programs, as of the beginning of 2022, two English programs of the Faculty of Engineering (Mechanical Engineering, Civil Engineering) have applied for accreditation. Six programs of Gazi Education Faculty (Arabic Language Education, Philosophy Group Education, Chemistry Education, Music Education, Preschool Education, Guidance and Psychological Counseling Departments), two programs of the Faculty of Natural Sciences (Statistics and Chemistry Departments), two programs of the Faculty of Sport Sciences (Sports Management and Recreation Departments) will start accreditation studies during the year (B.1.5.48).

Within the framework of the 2021 Quality Improvement Plan, in order to disseminate the studies on accreditation within the institution in all academic units, within the scope of the article "**KYİF.31:** *Planning activities for the accreditation of education and research fields (for example, establishing accredited laboratories in units with practice laboratories or clinics)*", necessary studies have been initiated with the letter of the Reserach and Development Coordination office (B.1.5.49).

As a result of these studies carried out to disseminate the accreditation studies throughout the institution, it was observed that "PG.1.3.1. The ratio of the number of accredited undergraduate

programs to the total number of undergraduate programs" indicator, which is developed to monitor Strategic Goal 1, Objective 3 addresing the increase of accreditation in 2021 Strategic Plan Evaluation Studies.

Maturity Level: 4
Program outputs are monitored by these mechanisms and updated by taking the opinions of relevant stakeholders.

Evidences
B.1.1.10. Program Opening/Closing and Curriculum Update Directive
B.1.2.4. Full Curriculum Form
B.1.5.1. Elective Course Group Form
B.1.5.2. Course Change Request Form
B.1.5.3. Course Description Form
B.1.5.4. Curriculum Update File Example
B.1.5.5. Curriculum Update Article
B.1.5.6. Faculty of Natural Sciences Senate Decision
B.1.5.7. Gazi Education Faculty Curriculum Update Studies
B.1.5.8. Gazi Education Faculty Senate Decision
B.1.5.9. Faculty of Health Sciences Program Evaluation Committees
B.1.5.10. Dentistry Education Commission Decision
B.1.5.11. Faculty of Natural Sciences Educational Commissions and Coordination offices
B.1.5.12. Technical Sciences Vocational School Teams
B.1.1.29. Education Commission Academic Unit Team Letter,
B.1.1.30. Academic Unit Assessment and Evaluation Team Letter,
B.1.1.31. Job Descriptions
B.1.5.13. Faculty of Natural Sciences External Stakeholder Surveys
B.1.3.4. Faculty of Natural Sciences Program Outcomes Evaluation Questionnaire and Reports
B.1.3.5. Faculty of Natural Sciences Teaching Objectives Evaluation Questionnaire and Reports
B.1.5.14. Faculty of Natural Sciences Survey Results Sharing
B.1.5.15. Pharmacy Stakeholder Engagement
B.1.5.16. Faculty of Technology Program Evaluation Stakeholder Meetings
B.1.5.17. Sample Course Evaluation Form
B.1.5.18. Faculty of Engineering Program Monitoring Processes
B.1.5.19. Engineering Faculty Student Surveys Meeting Reports
B.1.5.20. Faculty of Engineering Alumni Surveys Meeting Reports
B.1.5.21. Faculty of Engineering Employer Surveys Meeting Reports
B.1.5.22. Faculty of Health Sciences Graduate Evidence
B.1.5.23. Medical Faculty Program Development and Evaluation Committee Minutes
B.1.5.24. Faculty of Dentistry Student Feedback Forms
B.1.5.25. Faculty of Dentistry Survey Reports
B.1.5.26. Faculty of Architecture Surveys
B.1.5.27. Graduate School of Educational Sciences Survey
B.1.5.28. Institute of Educational Sciences Student Survey
B.1.5.29. TBMYO Advisory Board Meeting
B.1.3.10. SHMYO Survey and Report
B.1.5.30. SFL Program Evaluation
B.1.5.31. OBS Survey Screenshot
B.1.5.32. Evaluation Forms PA
B.1.5.33. Distance Education Instructor Survey

B.1.5.34. Distance Education Student Survey

B.1.5.35. Distance Education Survey Official Letter

B.1.5.36. Faculty of Natural Sciences Instructor UE Survey Report

B.1.5.37. Faculty of Natural Sciences Student UE Survey Report

B.1.5.38. GUZEM Board of Directors Decision

B.1.5.39. Course Evaluation Result Screenshot

B.1.5.40. Sports BF Course Evaluation

B.1.2.3. 2021 Annual Report

B.1.5.41. İnstitutional Data Management Annual Report 2021

B.1.5.42. YÖK Preference Guide

B.1.5.43. Sports BF Accreditation News

B.1.5.44. Accredited TUS Program List

B.1.5.45. Good Practice Examples Letter on Accreditation Studies

B.1.5.46. Unit Accreditation Meetings

B.1.5.47. KK Accreditation Letter

B.1.5.48. Unit Accreditation Schedules

B.1.5.49. Letter of R&D İnstitutional coordinator

B.1.6. Management of Education and Training Processes

In order to direct the education and training activities at our university, first Gazi University's education policy (B.1.1.9) and then the Distance Education Policy (B.1.6.1), which forms the basis for the planning of the distance education process, was determined and accepted. Within the scope of the strategic plan update studies, which are explained in detail in the "*A.2. Mission and Strategic Goals*" sub-criteria in the "Leadership, Management and Quality" section, both the Education-Training Policy and the Distance Education Policy texts were taken into account while determining the strategic goals related to education.

In line with the education policy of our university stated below:

- To act in line with international standards in education and training,

- To raise individuals who can contribute to scientific developments and transform them into human and economic added value with an interdisciplinary approach,

- To adopt an active learning approach based on continuous improvement,

- To create an education and training environment that supports personal and social development,

- To adopt the basis of skills and competencies in addition to knowledge in the success monitoring and evaluation process,

Objective 1, Objective 4 and Objective 5 were developed under Strategic Goal 1 in the Updated Strategic Plan of Gazi University 2019-2023. In addition to the Education-Training Policy, the Distance Education Policy was also decisive in the determination of Objective 5 (B.1.6.2).

Education Commission and EDIKK operate in order to manage the education and training processes holistically at our university. EDIKK is responsible for planning education and training processes in accordance with our educational policy, strategic goals and objectives, conducting common and non-departmental elective courses, and coordinating all procedures related to international students. EDIKK is composed of different units to fulfill these duties (B.1.6.3). The duties and responsibilities of each unit are shared on the web page of the Coordination office.

EDIKK is also responsible for fulfilling the secretariat duties of the Education Commission. The Education Commission was formed under the presidency of the Vice Rector in charge of

Education to represent all academic units and fields in our University (B.1.6.4). The working procedures and principles of the Education Commission are determined by the "Education Commission Directive" (B.1.1.11). In line with the "Gazi University Program Opening/Closing, Curriculum Development and Updating Directive" (B.1.1.10) and "Education Commission Directive", in the process of curriculum update or changing/closing the courses, the commission is in charge of the preliminary examination of the programs, program structure, course contents, the closure of the passive program / courses, the opening of programs that will provide education in a foreign language, minor and double major programs, joint programs, interdisciplinary programs within the framework of regulation and relevant legislation, and submitting a report on these issues to the Senate (B.1.6.5). In this context, the Education Commission met 36 times on Tuesdays regularly in 2021 (B.1.1.17).

In order to carry out program evaluation and curriculum update studies at the academic unit level in coordination with EDIKK, Education Commission Academic Unit Teams and Academic Unit Assessment and Evaluation Teams were established in academic units by the Education Planning Unit in 2021 (B.1.1.29, B.1.1.30). In addition, EDIKK prepared the Education Commission Academic Unit Working Team Job Descriptions and Academic Unit Assessment-Evaluation Team Job Descriptions with the joint work of the Education Commission and the Quality Commission and presented to the Senate (B.1.1.31).

With the global epidemic affecting the education processes all over the world, the distance education in our university was carried out under the coordination of GUZEM. In order to carry out distance education activities effectively in academic units, unit and program distance education coordinators and an e-learning specialist responsible for each academic unit within GUZEM have been assigned. The duties and responsibilities of the instructors working as e-Learning Specialist, Unit Coordinator and Program Coordinator were determined by GUZEM and the coordinators were enabled to work effectively in the units (B.1.6.6). This practice, which sets an example for many other universities, continued effectively in 2021 (B.1.6.7). In order to contribute to the management of the distance education processes carried out by our university, an Education-Training Unit was established in GUZEM in 2021 and this unit is included in the organization chart of the unit (B.1.6.8). The activities of establishing the working procedures and principles of the unit continue.

For all programs within our university, general information about the academic unit and the program, the objectives of the program, admission requirements, graduation conditions, learning outcomes of the program, program qualifications, curriculum courses, the purpose of the course, its content, course grades, evaluation system, ECTS/workload table , the category of the course, the resources of the course, the officials of the course, the course flow, the contribution of the course to the program output, etc. are included in the Information Package serviced by the ÖİDB. Our University Information Package, one of the components of the New Student Information System, was put into use with its new interface in the Spring Semester of the 2020-2021 Academic Year. In order to put the new Information Package into service, the existing Information Package was closed and the new one was integrated into the website of our University (B.1.6.9). In addition, as stated in the "B.1.2 Curriculum Distribution Balance of the Program" sub-criterion, in 2021 studies were carried out to update the Information Package pages of the units and to fill in the information deficiencies.

The New Information Package Module (B.1.6.10), which was requested to be translated into English in January 2021, was opened in March 2021. Information Package Transactions Guide (B.1.6.11) and Information Package Transactions Introductory Video (B.1.6.12, B.1.6.13) prepared by the ÖİDB in order for academic units to easily update the information in the Information Package, has been published in the Manuals menu of ÖİDB web page (B.1.6.14).

There is a "Student Information System" (ÖBS) managed by the ÖİDB regarding the education and training processes in our university. The ÖİDB started to use the central student information system created with University resources in 2001, but as a result of technical problems such as delays in adapting the system to the conditions of the day, the inability to support the programming staff with new personnel, and the inability to improve the infrastructure of the system, the new ÖBS was adopted in 2020. The new ÖBS works in modules, has modules such as lateral transfer procedures, health, culture, sports processes, community and event processes that were not included in the previous system, graduation processes, including the application, can be made through ÖBS and updates are made by the contractor company based on update requests from ÖBS and Higher Education Information System (YÖKSİS), it has advanced statistics and reporting tools. All these features make it easier for the ÖİDB to carry out its work and transactions faster and with less errors. In addition, in the "Weaknesses/Problem Areas" section of the table titled "Academic Activities Analysis" in our University's Strategic Plan for the Term of 2019-2023, there is the statement "There is no separate student affairs automation system for graduate programs". In this regard, the presence of a module for graduate program applications in the ÖBS, which is currently in use, has improved this issue (B.1.6.15).

In addition to ÖBS, systems such as Alumni Information System, Student Statistics Information System, Institutional Data Management System, Satisfaction Survey Application Systems, etc. can be accessed under the heading Information Systems on the website of our University.

The academic calendar determined every year by the administration of our university is of great importance for the planning of education and training processes (B.1.6.16). During the determination of the academic calendar, the ÖİDB requests academic calendar proposals from the academic units in the first week of March every year. Academic calendar proposals are submitted to the Education Commission. The academic calendar submitted to the Senate's approval is notified to all academic and administrative units after approval and shared on the website (B.1.6.17).

Maturity Level: 4

Practices regarding the education and training management system are monitored in the institution and improvements are made according to the results of the monitoring.

Evidences

B.1.1.9. Education Policy Senate Decision
B.1.6.1. Distance Education Policy Senate Decision
B.1.6.2. GU Updated Strategic Plan
B.1.6.3. Organization Chart of Education-Training and Foreign Relations Coordination office
B.1.6.4. Education Commission Member List
B.1.1.11. Education Commission Directive
B.1.1.10. Gazi University Program Opening / Closing, Curriculum Development and Updating Directive
B.1.6.5. Education Commission Workflow Process Chart
B.1.1.17. Gazi University Education Commission Meeting Minutes
B.1.1.29. Education Commission Academic Unit Team Letter,
B.1.1.30. Academic Unit Assessment and Evaluation Team Letter,
B.1.1.31. Job Descriptions
B.1.6.6. Program Coordinators Roles and Responsibilities
B.1.6.7. Program Coordinators List
B.1.6.8. GUZEM Unit Organization Chart
B.1.6.9. The Integration of the New Information Package of the ÖİDB into the University Page
B.1.6.10. Request for translation of Information Package into English

B.2. Execution of Programs (Student-Centered Learning, Teaching and Evaluation)

B.2.1. Teaching Methods and Techniques

"Gazi University Program Opening/Closing, Curriculum Development and Updating Directive" is based on the principle that the course credit consists of theoretical course, seminar, practice, clinical practice, clinical work, workshop, laboratory work and examination, research trip, homework, individual study, professional skill practices, problem-based teaching, evidence-based practices, communication skills, exam preparation, library studies, and other activities such as projects. The teaching methods of each program and the methods to be applied in the presentation of the course are determined for each course and announced in the Course Description Form in the Information Package under the headings of "Teaching Activities" and "Course Workload" (B.2.1.1, B.2.1.2). Our academic units use different methods such as homework, project, internship report presentations, peer assessment, which ensure active participation of students in the learning processes in line with their program features.

In the Faculty of Medicine, committees operate for the implementation of different teaching methods such as Clinical Skills Training, Problem-Based Teaching, Evidence-Based Medicine, Critical Thinking, Communication Skills, Rational Drug Use, etc., especially for the acquisition of practical and clinical skills (B.2.1.3). Also, Three-dimensional video work and animation applications and online e-PBL sessions used with the software detailed in the "B.3.3. Facilities and Infrastructures" sub-criterion are exemplary applications.

The curriculum of the Faculty of Dentistry includes practical/laboratory practices, clinical skills courses, elective courses, evidence-based medicine courses and independent working hours to support students' self-learning. During the clinical period, there are student-centered education practices such as free working hours, bedside training, small group work, bedside practices.

In the Faculty of Pharmacy, in addition to the theoretical courses, there are laboratories, a guide pharmacy and a simulation pharmacy with a robotic unit that allow the applications of these courses. Simulation pharmacy and guide pharmacy with robotic unit are not available in other Pharmacy Faculties in our country. Therefore, our Faculty of Pharmacy continues to be a pioneer with its innovative approaches in learning processes (B.2.1.4).

In the Faculty of Health Sciences, various courses and practices such as Clinical Problem Solving, Literature in Physiotherapy, Research Methodology in Physiotherapy, article presentations, case presentations, graduation projects are held in order for students to continue their education with a research/learning focus (B.2.1.5, B.2.1.6).

With the Turkish Aerospace Industries Inc. (TUSAŞ) Candidate Engineer Training Program (B.2.1.7) carried out within the Faculty of Engineering, engineer candidates have the opportunity to learn about engineering by experiencing business life and by having the opportunity to see how real-time big projects are carried out. Part-time (at least 1 day per week) for 3rd and 4th year students from the Faculty of Engineering, Aeronautics, Aerospace, Aviation, Mechanical, Electrical-Electronics, Industry, Manufacturing, Materials and Computer Engineering Departments with high academic success (at least 2.75 GPA) have the opportunity to take part in the National Combat Aircraft, HÜRKUŞ, ANKA, ATAK and Satellite projects where they will be employed. In order to realize the educational objectives of the program, the Faculty of Engineering also requests projects, seminars, presentations, etc., in which students will actively participate and interact as much as possible in vocational and technical courses, and these activities should be determined as weighted criteria in determining the output acquisition levels in the course files.

According to the protocol signed between our university and TUSAŞ, the students of the Aircraft Technologies Program within the body of TAI-Kazan Vocational School receive on-

the-job training at TUSAŞ two (2) days a week throughout their education life and receive a scholarship equal to two-fifths of the minimum wage during their education. Within the scope of the cooperation, internship, workplace training, course materials, employment opportunities have been created for our associate degree students at TAI, and workplace training and internship practices are carried out in accordance with business conditions, increasing the quality of education and contributing to the increase of students' knowledge and skills. Students who successfully complete the program can have the opportunity to be employed as aircraft technicians in TAI after their graduation. With the protocol between Gazi University and TUSAŞ, students who receive training in the Aircraft Technology program of TUSAŞ-Kazan Vocational School can also be employed in enterprises serving in the aviation sector in line with the qualifications they have gained. Among the students who graduated from the Aircraft Technology program of TAI Kazan Vocational School, 67 students in 2019, 93 students in 2020, 68 students in 2021, who graduated for the first time, were employed as Aircraft Technicians at TUSAŞ. Our employed students continue their business life after graduation in TAI, where they were already employed during their 2-year education, and contribute to TUSAŞ as ready-made qualified personnel who have completed the adaptation process and are well-versed in the works carried out in TAI (B.2.1.8).

Again, a cooperation protocol was signed with the Turkish Petroleum Corporation (TPAO) in 2021 to support the professional development of our students and to develop internship opportunities that offer them a more active learning environment. With the protocol signed in order to contribute to the university-industry cooperation, as well as to support our students' theoretical knowledge with practice, the necessary conditions were arranged for our students to participate in the career program called "Career Among Us Program" prepared within the body of TPAO. Within the framework of the protocol, nine students from our Engineering Faculty were entitled to participate in the said program in 2021 (B.2.1.9).

Workplace Training programs implemented in the Faculty of Technology are among the practices that encourage active and interactive learning. With the Workplace Training courses, it is aimed that the students develop their practice with real practices in the workplace, learn and report every stage of the functioning at the workplace, and take an active role in the learning process by developing their practical skills and experiences (B.2.1.10, B.2.1.11)

The Istanbul Aviation, Space and Technology Festival (TEKNOFEST), which has a great importance in the development of technology in our country, organizes technological competitions on the technological issues of the future, giving the students the opportunity to reinforce the knowledge they have gained in the theoretical field with practice. As a stakeholder of TEKNOFEST, our university supports the participation of students in the event. A Deputy Coordinator responsible for TEKNOFEST was appointed in our Social Affairs Coordination office and information meetings were held at 11 faculties and 3 vocational schools in 2021 to raise awareness about TEKNOFEST, which will be held in Samsun between 30 August and 4 September 2022 (B.2.1.12). In addition to these meetings, a web page was created in order to create unity about TEKNOFEST within our University and to facilitate the delivery of news and announcements about the festival to students and academic staff.

The Faculty of Architecture conducts its program in a way that encourages students to take an active role in the learning process. In the program, a student-centered (active) learning policy is adopted, especially in the workshop classes, practice-oriented studies are carried out for students to make one-to-one applications. The dissemination of the applications made in line with the student-centered education policy is provided by sharing the course outputs (B.2.1.13).

In Gazi Education Faculty, Department of Computer Education and Instructional Technologies, course syllabuses are prepared based on active and project-based learning, and interdisciplinary projects are encouraged in project-based courses (B.2.1.14).

Scientific Research Methods and Ethics course (B.2.1.15) and Seminar (B.2.1.16) must be taken during the course periods of all students in the program to support research, which is an important part of graduate education, as stated in the graduate regulation (B.1.4.3) in our institutes. In the Scientific Research Methods and Ethics course, it is aimed for the students to base their scientific research on solid methodological foundations when they enter the thesis period, and in the Seminar course, it is aimed to adopt the principles and rules regarding the writing of a research proposal.

In the Vocational School of Technical Sciences, technical trips are organized in order to improve the professional skills of the students, to make the students active in the learning process and to support interactive learning. In 2021, seven different companies were visited with six technical trips made within this scope (B.2.1.17). The education models implemented in our TUSAŞ Kazan and Technical Sciences Vocational Schools, which especially focus on applied education, are considered as exemplary practices in the meetings held with our university's external stakeholders (B.2.1.18).

In addition to these practices in our faculties and vocational schools, some of our research centers also contribute to the active learning processes of students by organizing trainings for undergraduate students. In this context, our Statistics Consultancy Education Application and Research Center (IDEAM) gave Statistics Case Applications Training to 4th grade students of the Department of Statistics. The process was analyzed and reported with a questionnaire applied at the end of the training (B.2.1.19). Work on the planning of recovery activities continues.

Activities organized to increase interdisciplinary studies at our university continued in 2021 as well. In this context, with the participation of our Rector, Vice Rector for Research, Health Sciences Institute Director, Research and Development İnstitutional coordinator, Academic Writing, Application and Research Center Manager, Neuroscience and Neurotechnology Excellence Center Manager, Photonics Application and Research Center Manager, Life Sciences Application and Research Center Manager, faculty members and students from the Faculty of Technology, the Workshop on Increasing Interdisciplinary Working Capacity in the Field of Health Sciences was organized (B.2.1.20).

For the courses given by the distance education method under the coordination of GUZEM, the instructors inform the students by predetermining the teaching methods and techniques they will apply for each course in the Course Syllabus Forms they prepare (B.1.1.8).

In our university, both synchronous and asynchronous teaching models are supported in the distance education process. Distance education activities are carried out on LMS (https://lms.gazi.edu.tr/), and students and lecturers come together (simultaneously) in live lessons with the Perculus Virtual Classroom Application within the system. LMS provides activities such as forums, documents, videos, and homework, where students can continue to learn asynchronously, allowing instructors to make student-centered, process and performance-oriented, integrative, case/application-based practices. Faculty members and staff can use all these activities in order to keep the motivation, interest and connection of the distance learners alive during the lesson hours outside the virtual classroom. At the same time, by using these activities alone or in combination with each other, methods and techniques suitable for the differentiated learning needs of the students, especially the flipped learning method, are applied. It is possible to make the video activities interactive by adding questions and answers over LMS in a few steps, or to ensure that the discussion in the lesson continues after the lesson through the discussion topics to be started in the forum activity. In addition, a digital content development studio has been established within GUZEM in order to improve education and training services at our University, to create interactive content, and to ensure that the content created can be presented in the best way possible. In this context, a 4K resolution digital camera,

movable tripod system, digital capture cards, action camera, gimble apparatus for action camera and workstation to be used in studio recording processes were provided. vMix software was preferred as studio management software. The paint (green-box) and renovation processes of the studio room to be used for recording are in progress (B.2.1.21).

While it has been decided that up to 40% of ECTS will be given through distance education in the Fall Semester of the 2021-2022 Academic Year, all the courses, along with the instructors and student information, have been transferred to LMS by GUZEM, in case of emergency (courses where face-to-face education cannot be continued due to the pandemic). It was ensured that the courses were continued through distance education. With the transfer of all courses to LMS, various opportunities related to course management are offered to the instructors who want to use the advantages of distance education systems in face-to-face courses. Instructors have the opportunity to carry out education and training activities on LMS, such as sharing documents, sharing and collecting homework files, and conducting online assessment and evaluation studies.

GUZEM also organized a number of in-service training activities in order to inform the instructors about the innovations in LMS in 2021. On March 24, 2021, "ALMS Virtual Classroom Activity Creation and Virtual Classroom Usage Training" regarding the updates and usage of Perculus Virtual Classroom Application was held in Zoom videoconference environment, and the training was broadcast live on Youtube platform. Training registration is open to access on the same platform. In addition, the content of Technology Education Distance Education Certificate Program regarding the organization of "Training the Trainers" activities in order for the instructors to carry out practices that include active learning strategies and methods in their lessons, was submitted to EDIKK and approved by the members of the Education Commission (B.2.1.22, B.2.1. 23). Studies on the training program continue.

Maturity Level: 4

Student-centered practices are followed and improved with the participation of relevant internal stakeholders.

Evidences

B.2.1.1. ADS Sample Course Description Form
B.2.1.2. Sample Course Description Form
B.2.1.3. Faculty of Medicine Educational Commissions
B.2.1.4. Simulation Pharmacy with Robotic Unit
B.2.1.5. Faculty of Health Sciences Course List
B.2.1.6. Faculty of Health Sciences Sample Course
B.2.1.7. TAI Candidate Engineer Training Program
B.2.1.8. TAI Boiler Protocol
B.2.1.9. TPAO Protocol
B.2.1.10. Technology EEM Workplace Training Course Form
B.2.1.11. Technology EEM Internship Course Form
B.2.1.12. TEKNOFEST Information Meetings
B.2.1.13. Architecture Course Form
B.2.1.14. CEIT Sample Course Form
B.1.4.3. Gazi University Postgraduate Education and Examination Regulations
B.2.1.15. Scientific Research and Publication Ethics Course Form
B.2.1.16. Seminar Course Form
B.2.1.17. TBMYO Company Visits
B.2.1.18. Advisory Board Minutes
B.2.1.19. IDEAM Case Training

B.2.1.20. Workshop on Increasing Interdisciplinary Working Capacity in the Field of Health Sciences
B.1.1.8. Curriculum Form
B.2.1.21. DIS Consent Letter
B.2.1.22. Technology Education of Educators
B.2.1.23. Technology Education of Educators EKOM Evaluation

B.2.2. Assessment and Evaluation

Measurement and evaluation processes in academic units are carried out in accordance with the "Associate and Undergraduate Education and Examination Regulations" and "Graduate Education and Examination Regulations" (B.1.4.2, B.1.4.3). Along with these regulations, the "Just and Valid Causes Directive" (B.2.2.1) was defined and a standardized evaluation system was introduced throughout the institution, and internship practice courses containing competency-based assessment are evaluated according to the "Internship/Workplace Training Directive" (B.1.4.8).

There is an "Evaluation Criteria" section in the Course Description Form of the "Gazi University Program Opening/Closing, Curriculum Development and Updating Directive". All programs have determined the measurement methods for each course in the Course Description Forms and announced them in the Information Packages (B.1.5.3, B.1.2.9).

In our academic units, care is taken to carry out measurement and evaluation within the framework of student-centered learning and to offer as much diversity as possible in measuring and evaluating success. As exemplary applications to measurement and evaluation methods, different methods and tools are used in order to measure and evaluate student achievement in our faculties, where clinical skills come to the fore, as in the example of the Faculty of Medicine. In this context, in our Faculty of Medicine, as stated in "B.2.1. "Instructional Methods and Techniques" sub-criterion, each committee determines the measurement and evaluation methods for the effectiveness of the training programs applied in their field together with the Assessment and Evaluation Committee (B.2.2.2). In addition to the theoretical exams consisting of multiple choice questions in order to measure the knowledge learning goals, practical exams that measure the knowledge and skill goals of the working committees for the development of different skills, and Objective Structured Clinical Exams (OSCE) that measure the achievement of the attitude and skill goals at the end of the term are also applied. In addition, students work as active physicians in applied training and are evaluated in the fields of knowledge-attitude-skills with the end-of-training evaluation form. Evaluation of the learning process is done with progress report cards in small group practices such as Clinical Skills Training and Problem Based Learning. CORE exams are given in Internal Medicine and Child Health and Diseases at the Faculty of Medicine. In the 2021-2022 academic year, another similar exam that measures clinical reasoning skills has started to be held. The new type of exam used and the electronic system where the exam is applied are the ContExtended Questions (GaziCEQ) type developed by the Department of Medical Education and Informatics, and its validity and reliability studies were carried out (B.2.2.3). Previously, the foreign software called Socrative had to be paid every year in order to carry out the said exam, but now these exams are carried out through an electronic system developed entirely within our Faculty and hosted on our University's servers.

Based on the dimensions of "Knows, Knows How, Shows, Does" defined in the "Miller Pyramid" in the Faculty of Dentistry, different measurement and evaluation processes are used gradually, and knowledge, skills and attitude evaluations are made. In addition, clinical performance and clinical setting are evaluated during practical/clinical applications. With the active use of the "Question Bank" system, which is included in the content of the KEYPS program, which was also installed in the faculty, it will be possible to carry out the measurement

and evaluation by taking into account the weight of the subject, in a way to cover the aims and objectives of DUÇEP. At the end of each exam held in the faculty, item analysis of all questions and evaluation of difficulty and distinctiveness indexes of questions on the basis of questions can also be evaluated for reliability. It will be possible to compare the exam results between years, and the success level of the student will be evaluated over the years. At the same time, the KEYPS System allows sharing exam questions with students and gives feedback. Students will be able to evaluate their success in the exam, and will be able to see which of the learning outcomes of the course they have taken are unsuccessful. "Student Exam Notification Form" is applied for the evaluation of the applied exams by the students and the results are evaluated by the academic committee (B.2.2.4, B.2.2.5, B.2.2.6).

Studio classes, which form the backbone of the departments of the Faculty of Architecture, are carried out with process-oriented projects that allow students to express themselves (B.2.2.7, B.2.2.8). In the evaluation of these courses, the performance of the students is evaluated with the projects and applications along with the exams.

Various methods such as midterm exams, final exams, quizzes, laboratory reports, article presentations, article evaluations, case presentations are used in the Faculty of Health Sciences to measure and evaluate learning. In addition to each exam question in both midterm and final exams, it is stated which question evaluates which learning outcome (B.2.2.9). As a result of the analyzes, it was analyzed how much the learning output of each course was completed.

Studies to carry out measurement activities on the basis of program qualifications in accredited units continue on a systematic and regular basis. In order to develop measurement and evaluation standards in terms of educational accreditation, the Measurement and Evaluation Commission was established within the Faculty of Dentistry in July 2020 and started its activities (B.2.2.10). Similarly, a Measurement and Evaluation Board was established at the Faculty of Medicine. All processes are carried out in accordance with the Measurement and Evaluation Procedures and Principles of the Board (B.2.2.11, B.2.2.2). The Measurement and Evaluation Unit was established in Gazi Education Faculty, and the Working Procedures and Principles of the Measurement and Evaluation Unit were prepared (B.2.2.12, B.2.2.13).

In order to pass through all phases of the PDCA cycle in all subjects such as reaching program qualifications, measurement and evaluation related to education and training, and to close the cycles, the article "**EIF.6:** *Making the Measurement and Evaluation Units in academic units active, and establishing of new units in this direction in academic units with no Measurement and Evaluation Units*" has been planned. In this context, Academic Unit Assessment and Evaluation Teams were formed in academic units and Academic Unit Assessment-Evaluation Team Job Descriptions were prepared (B.1.1.30, B.1.1.31). Among the duties of these teams is the evaluation of the assessment, evaluation and teaching methods applied in the program in line with the opinions of the stakeholders.

Due to the pandemic that started in 2020 and continued its effect in 2021, GUZEM, EDIKK and the Education Commission, in order to adapt the assessment and evaluation system to distance education, 2020-2021 Academic Year Spring Term "Online Midterm Exam Application Principles" (B.2.2.14) and "Online Final Exams Assessment and Evaluation Principles" (B.2.2.15) were prepared and it was stated that alternative activities such as performance assignment, homework, and project could be carried out in addition to the online exam for midterm and final exams.

In the 2021-2022 Fall Semester, the normalization process and the practice of face-to-face application of midterm and end-of-term exams have been started, but as explained before, transferring all courses to LMS has provided an infrastructure and environment for instructors to use student-centered and performance-based methods in course processes. Instructors can

integrate activities such as homework and forums in the LMS into the assessment-evaluation processes. In the Curriculum Forms prepared for each course in the distance education process, the methods to be applied for the evaluation of the relevant course are determined and explained to the students (B.1.1.8).

A comprehensive study has been initiated by GUZEM to define the processes to be used in measuring and evaluating student achievement in distance education. "Online Measurement and Evaluation Principles" regulating the measurement and evaluation methods to be used in these processes, the measurement tools available to the instructors, and the use of these tools was prepared by GUZEM, EDİKK and the Education Commission. In this direction, instructors can use alternative performance evaluation methods such as homework and projects in addition to online midterm exams. In the homework activity, instructors can create assignments containing different types of files such as pictures, audio and video, and students can also upload different types of files (pdf, docx, pptx, etc.) as homework.

In the Online Exam Principles (B.2.2.14, B.2.2.15) determined for the precautions taken for the security of the online exams, an "Exam Commitment Agreement" was prepared for the students and the instructors were asked to add this agreement to the explanation text of each exam. Starting from the Fall Semester of the 2021-2022 Academic Year, in line with the "Aspects to Consider in Face-to-face Education in the Fall Semester of the 2021-2022 Academic Year" (B.2.2.16), midterm exams, end of semester exams, make-up and graduation exams for one course and three courses for all theoretical and practical courses to be held through face-to-face and distance education have started to be made face-to-face.

"Gazi University Just and Valid Causes Directive" regarding the online exams due to the distance education in the pandemic has been updated by the Education Commission and approved by the Senate decision and put into effect (B.2.2.1). With this amendment made in the directive, technical problems such as system failures, internet and power outages that may occur in online exams and measurement and evaluation processes have been included among justified and valid reasons, provided that they are documented, in order to prevent the unjust treatment of students in online exams. In addition, the summer school application has been abolished in our University, effective from the fall semester of the 2021-2022 academic year. With the "Implementation Principles Regarding Make-Up Exams to be Applied in GU Associate Degree and Undergraduate Programs" and "Practice Principles Regarding Our Students Taking Courses in a Summer School Opened by Another Higher Education Institution", which were decided at the Senate meeting numbered 2021/251, make-up exams have been introduced instead of summer school. Implementation principles have been determined for students who want to benefit from summer schools of other universities (B.2.2.17).

Students with special needs are provided with the Service Request Form through the Disability Unit, and they are provided with facilities such as Braille exam material, large print exam material, a reader/writer for the exam and giving additional time (B.2.2.18). In addition, within the scope of the article "**UIF.2c:** *Preparation of Disabled Student Education, Training and Exam Directive or updating the current Education and Examination Directive to include disabled students*" in the Quality Improvement Plan, "GU's Education and Assessment and Assessment Practices Directive for Disabled Students", which was prepared for students with disabilities with the cooperation of EDIKK, Education Commission, Department of Health, Culture and Sports (SKS) and the Disabled Students Unit, was approved on 23.09.2021 and entered into force (B.2.2.19).

In order to increase the competence of the academic staff about the measurement and evaluation activities in the LMS, in-service trainings on the measurement-evaluation activities in the LMS were also organized by GUZEM in 2021. On March 24, 2021, the updates regarding the exam

activity in the ÖYS and the "[ALMS Question Bank Usage and Exam Activity Creation Training](#)" regarding the use of this activity were held in the Zoom video conference environment, and the training was broadcast live on the Youtube platform. Training registration is open to access on the same platform.

In line with the items "**UIF.4a:** *Conducting studies by GUZEM to improve the online exam system*" and "**UIF.4b:** *Conducting university-specific online exam system and learning management system studies*" in our University's Quality Improvement Plan, a university-specific online exam system development studies were started in 2021 with the partnership of GUZEM and Information Technologies Department (B.2.2.20). In addition, GUZEM organized an International Level Online Assessment-Evaluation Software Development Workshop in 2021 (B.2.2.21). GUZEM administrators and academic staff, representatives of BİDB, EDIKK and Ahmet Yesevi University participated in the workshop, and information was shared about the measurement-evaluation software development process, national and international developments in the relevant subject and ideas about the software to be developed (B.2.2.22). Efforts are continuing to make the first application of the software at an international level.

Maturity Level: 4

Student-centered assessment and evaluation practices are followed and improved with the participation of relevant internal stakeholders.

Evidences

B.1.4.2. Associate Degree and Undergraduate Education and Examination Regulations
B.1.4.3. Postgraduate Education and Examination Regulations
B.2.2.1. Just and Valid Causes Directive
B.1.4.8. Internship/Workplace Training Directive
B.1.5.3. Course Description Form
B.1.2.9. Career Planning in Pharmacy Course Description Form
B.2.2.2. Measurement and Evaluation Board Working Procedures and Principles
B.2.2.3. Faculty of Medicine GaziCEQ Screenshot
B.2.2.4. Department of Dentistry Orthodontics 4th and 5th Grades Practical Course Report and Clinical Qualifications
B.2.2.5. DHF Student Exam Feedback Form
B.2.2.6. DHF Sample Exam Feedback Form Evaluation
B.2.2.7. Architecture Lessons
B.2.2.8. Architecture_Studio Course
B.2.2.9. Sample Exam Form
B.2.2.10. Faculty of Dentistry Assessment and Evaluation Commission
B.2.2.11. Faculty of Medicine Assessment and Evaluation Committee Members
B.2.2.12. Gazi Education Faculty Assessment and Evaluation Committee Members
B.2.2.13. Working Procedures and Principles of GEF Assessment and Evaluation Board
B.1.1.30. Academic Unit Assessment and Evaluation Team Letter,
B.1.1.31. Job Descriptions
B.2.2.14. Online Midterm Exam Application Principles
B.2.2.15. Assessment and Evaluation Principles for Online Final Exams
B.1.1.8. GUZEM Curriculum
B.2.2.16. Aspects to be Considered in Face-to-face Education in the Fall Term of the 2021-2022 Academic Year
B.2.2.17. Integration Practice Principles
B.2.2.18. Service Request Form
B.2.2.19. GU Education-Training and Assessment-Evaluation Practices Directive for Students with Disabilities

B.2.2.20. GUZEM-CC Meeting Minutes
B.2.2.21. International Level Online Assessment-Evaluation Software Development Workshop
B.2.2.22. Workshop Report Summary-GUZEM

B.2.3. Student Admission, Recognition and Crediting of Prior Learning

Issues regarding student admission at Gazi University are specified in "Gazi University Associate Degree and Undergraduate Education and Examination Regulation" (B.1.4.2), "Gazi University Graduate Education and Examination Regulation" (B.1.4.3), "Gazi University Special and Visiting Student Directive" (B.2.3.1), "Gazi University Foreign Student Admission Directive" (B.2.3.2), "Gazi University Horizontal Transfer Directive" (B.2.3.3), Graduate Education Application Principles (B.2.3.4) and Doctoral Education Application Principles (B.2.3.5).

Monitoring the implementation of the said Directives and updating them according to the results of implementation is coordinated by EDIKK. The amendments to the "Gazi University Foreign Student Admission Directive" prepared by EDIKK were approved at the meeting of the Education Commission on 22.06.2021. With this update made in the directive, the diplomas accepted by our University, which are among the application documents of the students, have been updated in order to increase the number of foreign students of our University.

All processes for postgraduate student admissions are defined by Gazi University Graduate Education Practice Principles (B.2.3.3) and Gazi University Doctoral Education Practice Principles (B.2.3.4) and are shared on the institutes website. Generally, the ranking is made by evaluating the Weighted Grade Point Average values, foreign language knowledge levels and Academic Personnel and Graduate Education Entrance Exam (ALES) results of the students, then the interview exam results are also taken into consideration and the most successful students are admitted to the program within the quota. Clear criteria for student admission are determined for each program and announced on the Institute's website. Predefined and published rules regarding the recognition and certification of diplomas, degrees and other qualifications are applied consistently and permanently. The quota and application conditions of graduate programs are announced on the website of the relevant institutes (B.2.3.6).

In our university, the recognition of the certificates that students receive at the international level for foreign language proficiency is regulated according to the "Foreign Language Education and Examination Directive" (B.2.3.7). The recognition of formal and informal learning is carried out within in the scope of "Gazi University Horizontal Transfer Directive", "Gazi University Special and Visiting Student Directive", "Gazi University Associate and Undergraduate Education-Teaching and Exam Regulations", "Gazi University Graduate Education and Exam Regulations", "Gazi University Academic Counseling Directive" (B.2.3.8), Postgraduate Education Practice Principles, "Gazi University Internship/Workplace Education Directive" (B.1.4.8) and "Associate and Undergraduate Credit Transfer and Adaptation Procedures Directive" (B.1.4.13) and "Gazi University Directive on Recognition of Previously Acquired Qualifications" (B.1.4.12) (B.2.3.9, B.2.3.10).

Within the framework of the application principles approved by the University Senate at the graduate education level, students can request credit transfer for the courses they have taken from a program other than the program they are registered, as a special student or from any program whose registration has been cancelled, and for which they are successful. The decision is made by the board of directors of the institute.

"Gazi University International Joint Undergraduate Programs Education-Training Directive" was prepared and approved by the Senate decision numbered 2021/316 (B.2.3.11). Within the scope of the directive, the criteria for student admission to the programs to be opened with international cooperation are also determined. In this context, the "International Joint Programs

Unit" was established within the body of EDIKK with the decision of the Board of Directors, and the organization chart of EDIKK was updated (B.1.1.34, B.2.3.12).

Principles in Gazi University's horizontal and vertical transfer applications have been determined by the "Double Major Directive" (B.2.3.13) and and "Minor Major Directive" (B.2.3.14) prepared in line with "Regulation on the Principles of Transfer between Associate Degree and Undergraduate Degree Programs in Higher Education Institutions, Double Major, Minor and Inter-Institutional Credit Transfer" in subparagraph (e) of the first paragraph of Article 7 of the Higher Education Law No. 2547, published in the Official Gazette dated 24 April 2010 and numbered 27561. The work flow chart of the works and transactions carried out in line with the said directives is available on the ÖİDB website (B.2.3.15).

Horizontal transfer applications to associate degree and undergraduate programs are accepted in accordance with the provisions of the "Associate and Undergraduate Programs Transfer Directive". Adaptations for lateral transfers are made by the Department Adaptation Commissions in accordance with the relevant directive. Transfer applications are made through the ÖBS, evaluated and decided by the relevant academic units, and the accepted student lists submitted to the ÖİDB with the decision of the relevant academic unit board are announced on the ÖİDB website (B.2.3.16, B.2.3.17).

In parallel with the internationalization policy, there are mobility supports, student incentives and facilitating measures, and Department Adaptation Commissions work to ensure that there is no loss of credit in mobility. The studies for crediting the courses of students going abroad with student mobility programs are carried out by the Exchange Programs Unit operating under EDIKK. The "learning agreement" document prepared by the students who will study at a university abroad with the Erasmus program includes the credits that the students will receive and will be counted when they return. In addition to this document, signed by the student and the department coordinator of the partner universities and the Institutional Coordinator, the loans to be taken by the students are guaranteed by the decision of the administrative board of the academic units before the students go abroad (2.3.18).

Our School of Foreign Languages has been appointed as the responsible unit for the activities of improving the foreign language proficiency levels of our students, based on the activity "**EIF.9:** *Conducting an evaluation survey for students taking foreign language courses and evaluating the results of the measured language levels and conducting improvement studies",* and our academic units have been determined as units to cooperate. In this framework, our School of Foreign Languages analyzed the Erasmus Foreign Language Exam results given to the students according to the units of our University (B.2.3.19).

In this context, it is planned to develop improvement suggestions with stakeholders in order to implement the necessary institutional improvement for the said activity and to close the PDCA cycles.

Maturity Level: 4

Processes related to student admission, recognition and crediting of prior learning are monitored, improved and updates are announced.

Evidences

B.1.4.2. Gazi University Associate and Undergraduate Education and Examination Regulations
B.1.4.3. Gazi University Postgraduate Education and Examination Regulations
B.2.3.1. Gazi University Special and Visiting Student Directive
B.2.3.2. Gazi University Foreign Student Admission Directive
B.2.3.3. Gazi University Horizontal Transfer Directive
B.2.3.4. Master's Education Practice Principles

B.2.3.5. Ph. D. Education and Training Practice Principles
B.2.3.6. Institute Screenshots
B.2.3.7. Foreign Language Education-Teaching and Examination Directive
B.2.3.8. Gazi University Academic Counseling Directive
B.1.4.8. Gazi University Internship/Workplace Training Directive
B.1.4.13. Associate Degree and Undergraduate Credit Transfer and Adaptation Procedures Directive
B.1.4.12. Gazi University Directive on Recognition of Previously Acquired Qualifications
B.2.3.9. Sports BF Graduation Adaptation Application Example
B.2.3.10. Health BF Horizontal Transfer Adaptation Example
B.2.3.11. UOLP Directive Senate Decision
B.1.1.3.4. UOLP Directive
B.2. 3.12. UOLP Board Decisions
B.2.3.13. Double Major Directive
B.2.3.14. Minor Branch Directive
B.2.3.15. Double Major and Minor Work Flow Chart
B.2.3.16. Horizontal Transfer Application Workflow Chart
B.2.3.17. ÖİDB Announcement Page
B.2.3.18. Erasmus Credit Recognition
B.2.3.19. Erasmus Foreign Language Exam Result Report

B.2.4. Certification of Qualifications and Diploma

Criteria and processes for the recognition and certification of diplomas, degrees and other qualifications have been defined with "Gazi University Directive on the Regulation of Diploma, Diploma Supplement and Other Documents" (B.2.4.1), "Gazi University Double Major Program Directive" (B.2.3.13), "Gazi University Minor Program Directive" (B.2.3.14), "Gazi University Foreign Student Admission Directive" (B.2.3.2), "Gazi University Pedagogical Formation Education Certificate Program Directive" (B.2.4. 2), "Gazi University Associate and Undergraduate Credit Transfer and Adaptation Procedures Directive" (B.1.4.13) and "Gazi University Directive on Recognition of Previously Acquired Qualifications" (B.1.4.12). All instructions are shared with the public on the web page of our University's ÖİDB.

Our School of Foreign Languages provides this education to students who are accepted to the programs at our university and to students who need to take foreign language preparatory education. The language proficiency certificates of these students are evaluated according to the exams and base scores specified in the "Foreign Language Education and Examination Directive". In addition, at the end of the training, the students who request are internationally certified by the School of Foreign Languages regarding the foreign language proficiency of the student. In this context, studies continue for 964 students who are entitled to receive certificates in 2021.

In order to facilitate the graduation process of our students, the ÖİDB provides students with the opportunity to apply for graduation online. As defined in the Graduation (Diploma) Procedures Guide (B.2.4.3), the student who wants to apply for graduation can download and fill the diploma application form by logging in at https://destek.gazi.edu.tr/servicedesk and upload the form on the same portal. Online graduation applications are entered into the graduate application pool to be examined by the relevant units, and the graduation information of those whose control is completed is transferred to YÖKSİS and the diploma is prepared. The work flow chart (B.2.4.4) regarding the diploma preparation process is available on the web page of the Student Affairs Department.

The Diploma Supplement Label application made by Gazi University in May 2011 was evaluated and approved by the European Commission. In this context, our University has been

awarded the International Diploma Supplement Label, which is one of the important steps of the Bologna process. The Diploma Supplement helps students to better explain the skills and competencies they have gained during their education and facilitates the academic and professional recognition of the diploma (B.2.4.5).

In the "Diploma, Diploma Supplement and Other Documents Editing Directive" of our university, the provision of "The diploma supplement is the other part of the diploma and degree obtained, which is given with the diploma to the student who successfully completes the program in which he is registered, and whose format is based on the model developed by the Council of Europe, the European Commission and UNESCO/CEPES (the European Center for Higher Education/Centre Européen pour l'Enseignement Supérieur). It is a document given in addition to the diploma by higher education institutions, designed to be fully understood by the relevant institutions and organizations in the countries" is included. Pursuant to this provision, a diploma supplement containing information about graduation date, diploma number, graduated education level, content and areas of use, transcript information, education and evaluation principles of the University, grading system and national education system can be given to all our graduates together with their diploma (B.2.4.6).

For the first time in Turkish higher education history, the qualifications of 129 undergraduate programs in 39 Turkish universities were placed in the Turkish Qualifications Framework (TYÇ) database by the Turkish Qualifications Framework Board. Among these 129 undergraduate programs, TYÇ and European Qualifications Framework (EQF) logos were included in the Industrial Engineering, Mechanical Engineering, Electrical and Electronics Engineering, Chemical Engineering and Civil Engineering undergraduate diplomas of our Engineering Faculty (B.2.4.7).

Maturity Level: 4

Applications are monitored and defined processes are improved.

Evidences:

B.2.4.1. Gazi University Directive on the Regulation of Diploma, Diploma Supplement and Other Documents
B.2.3.13. Gazi University Double Major Program Directive
B.2.3.14. Gazi University Minor Program Directive
B.2.3.2. Gazi University Foreign Student Admission Directive
B.2.4.2. Gazi University Pedagogical Formation Education Certificate Program Directive
B.1.4.13. Gazi University Associate and Undergraduate Credit Transfer and Adaptation Procedures Directive
B.1.4.12. Gazi University Directive on Recognition of Previously Acquired Qualifications
B.2.4.3. Graduation Procedures Guide
B.2.4.4. Graduation Workflow
B.2.4.5. Gazi University Diploma Supplement
B.2.4.6. Diploma Supplement Screen
B.2.4.7. Engineering TYÇ-AYÇ News Text

B.3. Learning Resources and Academic Support Services

B.3.1. Learning Environment and Resources

In our university, studies are carried out with the understanding of continuous improvement in order to ensure the quality and accessibility of learning environments that support students' learning activities. Library services, which are an important learning environment, can be reached 24 hours a day, 7 days a week. The Central Library collection, which has a usage area of 11,000 m² and a seating capacity of 2184 people, has a total of 356,601 hardcover publications, including **256,141** books, **82,227** bound journals, **12,535** master's theses and **5698** rare works, as of the end of December 2021. The number of subscribed periodicals is **34**. In addition, 79,256 electronic journals, 373,842 electronic books, 4,231,382 foreign electronic theses, 14,718 electronic theses made in Gazi University, 16,276 non-book materials and 110 databases are accessible. The collection also includes a collection of **584** braille books, **3195** scanned books and **572** audiobooks, created for the use of visually impaired users. As of 2021, the number of printed publications per student is 8.59 and the number of electronic publications is 109.83 (B.3.1.1).

Our Library, which was closed to users during the pandemic, has been opened with the Fall Term of the 2021-2022 Academic Year. In 2021, the number of users physically benefiting from the library is 215,129, and the number of loaned publications is 21.548 (B.3.1.1).

In 2021, the Library and Documentation Department (KDDB) determined the "Collection Development Policy", which includes printed and electronic publication selection criteria and donation publication principles, in order to determine a policy for providing resources and to develop the collection within the framework of this policy, to increase this collection numerically in a planned manner, and to enable users to easily access printed and electronic media. According to this policy, it is planned to add approximately 15,000 – 20,000 resources to the collection each year within the framework of budgetary possibilities. Depending on the collection development policy, great importance is given to obtaining the opinions of the stakeholders, and in the process, both faculty / department / academician / student requests (B.3.1.3, B.3.1.4, B.3.1.5) and librarians who are experts in their fields are encouraged to develop collections. Collection enrichment studies are carried out by taking into account the research results.

KDDB prepared a "Library Working Principles Directive" regarding how users can access Library resources and all Library rules and announced to internal and external stakeholders on its website (B.3.1.6). Guides to assist users in using electronic resources were prepared and announced to stakeholders on the website (B.3.1.7, B.3.1.8). In the prepared strategic plans, objectives for increasing the collection and resource use each year were determined and followed up over the years (B.3.1.9). Twice a year (June, December) the current collection situation is evaluated and it is determined whether the anticipated development has been achieved, and current numbers are shared in the General Information section of the Library website (B.3.1.10, B.3.1.11). The monitoring of the use of electronic resources is carried out twice a year, and a unit price study is also carried out twice a year (B.3.1.12). Databases that will continue to be subscribed, databases that are considered for new subscriptions in line with requests from users, and databases with serious decreases in usage and high unit prices are submitted to the Library Commission to terminate their subscription in the next year (B.3.1.13).

KDDB organizes library promotion programs (orientation) by the Reference Unit, provided that an appointment is made in advance, in order to ensure the efficient use of the library and its resources. In line with requests from academic units, courses on research techniques, information access, use of web pages and databases are given. These courses, both theoretical and practical, are held in the conference hall and e-library hall of the library. In addition, training

presentations, seminars and / or webinars are organized to the faculties and departments upon request. In 2021, 4 webinars, two of which are Student Orientation, and two of them are Library Services and Databases Training for Medical Faculty students, and eight Library Services and Databases Training were given face to face in the Library conference hall (B.3.1.14).

Thanks to the proxy settings (B.3.1.15), graduate and doctorate students and academic staff can access the electronic resources that our Library subscribes to / purchases from outside the campus. During the pandemic, when distance education and remote access to resources are very important, undergraduate students were provided with access to electronic resources from outside the campus with the support of the IT Department (B.3.1.16). Again in this period, for students who could not benefit from the printed Turkish textbooks in the Library, a subscription was made to the Turkish book database, Turcademy (https://www.turcademy.com/tr), and all students were able to access these books with proxy settings. In addition, subscriptions are made to different databases (video article database, video examination database) that have just begun to develop, apart from electronic journals, books, and thesis databases. In order for users to benefit from the physical environment of the library, open study areas and a laboratory area where electronic resources will be used were created. The capacity of this laboratory area was increased from 16 to 24 with the renovation made in 2020, and the library seating capacity was increased from 1824 to 2184. In 2021, the infrastructure was improved by increasing the technical devices with the support of the BİDB, in order for the library's wireless internet network to work more efficiently and quickly.

As of the second half of 2019, KDDB regulated the procedures and principles regarding the publication of scientific, cultural and literary works recommended for publication by the academic and administrative staff actively working at Gazi University. It serves as the secretariat of the Central Publication Commission, which was established to publish on behalf of Gazi University, to ensure the visibility of publications and to create the publication memory of Gazi University (B.3.1.17).

Until 2021, the publishing of books, magazines, etc. was carried out in accordance with the "University Publication Regulation and the Regulation on Publications Except for Books, Duplicates and Supplementary Textbooks Used as Lesson Tools in Universities". "Gazi University Publication Directive", which was prepared later, was accepted by the Senate decision numbered 2021/99. The directive was updated in November 2021, the new directive entered into force with the decision of the Senate 2021/329 (B.3.1.18).

Authors who want to publish their works in line with the directive apply to the directorate of the faculty/school/institute/research center. The academic unit management submits the application to the agenda of the Board of Directors, and after the management decision is taken, a request letter is sent to the Central Publication Commission via Electronic Document Management System (EBYS). The requests are discussed at the Central Publication Commission meeting and the decision of the Commission is submitted to the approval of the University Administrative Board with the publication decision. For approved books or e-books, the International Standard Book Number (ISBN) is obtained from the General Directorate of Libraries and Publications (KYGM), and the ISBN of the book is reported to the relevant unit in an official letter (B.3.1.19). The process is carried out in the same way for journals. For journals, the International Standard Periodical Number (ISSN) is obtained from KYGM and reported to the relevant unit in an official letter (B.3.1.20). Gazi University publications, the transactions of which have been completed, are announced to the stakeholders on the website of the Central Publication Commission.

In 2021, the library social media accounts were reactivated, and all announcements, trainings, renewed services, etc., were shared on the library's social media accounts along with the website

(Twitter: https://twitter.com/gazikutuphane, Instagram: https://www .instagram.com/gaziuniversitesikutuphane/).

In order to measure the expectations of the students from the library, a student satisfaction survey was prepared in 2021 and shared on the surveys page of our University (https://anket.gazi.edu.tr/), the ÖBS system (B.3.1.21) and the website of our library (B.3.1.22). In addition, stakeholders can send their opinions, suggestions and complaints on all issues to the e-mail addresses kutuphane@gazi.edu.tr and referans@gazi.edu.tr. Both these e-mail addresses and the "Personnel Contact Information" website are shared with the students during the trainings given, face-to-face meetings, and phone calls.

Our library has signed protocols with Ankara University, Ankara Social Sciences University, Atılım University, Bilkent University, METU, Yıldırım Beyazıt University and the Court of Accounts, and the protocol forms can be accessed on the Library website (B.3.1.23).

Another learning environment in our university is LMS. In our university, e-learning-based courses and programs and activities in associate, undergraduate and graduate education are carried out through the LMS under the management of GUZEM. LMS can fully respond to the educational needs of the academic units of the institution, is user-friendly and ergonomic for all concerned, can work in harmony and integrated with other information management systems of the institution (such as ÖBS), in addition to synchronous and asynchronous learning opportunities, it is a learning management that also includes modules such as enriched (multi-media) content development, measurement and evaluation, in-service training, creating and managing a learning community. Within the scope of the activity of "**UIF.1b:** *Evaluating the activities carried out in each period and announcing the results at the end of the period*" included in our Quality Improvement Plan, the statistics regarding the education services offered over the LMS are shared with the public with the visuals and videos prepared by GUZEM every period. In order to prepare the course contents of GUZEM programs in accordance with the distance education system and transfer them to the environment, the instructions for the field experts and the content development team, which were prepared in the past years, are used by updating the scenario and tag template (B.3.1.24, B.3.1.25, B.3.1). .26, B.3.1.27).

LMS is a system open to students and instructors 24/7, allowing all kinds of activities related to course management (communicating with students, sharing course materials, monitoring students' learning, carrying out assessment and evaluation activities, etc.). Instructors can plan simultaneous and separate timed activities on the system. In the system, where various activities such as homework, e-lessons, exams, forums, documents, virtual classrooms, and videos can be added to the lessons, the interaction of the students with these activities can be followed. In addition, with the Perculus Virtual Classroom application, which works integrated with the system, live lessons where students and instructors come together simultaneously are held. In 2021, some updates and improvements were made in LMS in line with the demands, complaints and suggestions from the instructors and students. The "Archived Courses" feature (B.3.1.28) has been added to the LMS so that students and instructors can access their previous courses and benefit from course registrations and resources. Thus, previous semester courses have been made accessible to users whenever they want. It has been determined that the feature of changing the video speed on platforms such as Youtube, especially in line with the support requests from the students, provides a significant benefit in adapting the learning platforms to the individual characteristics of the learner. Based on this evaluation, this feature has been integrated into the course recording videos by the service provider company in the Perculus virtual classroom application (B.3.1.29). It has been determined that it is among the needs to include subject matter experts in live lessons, especially in line with the support requests from the instructors. Since only registered users can log in to LMS, only registered lecturers and

students can attend live lessons. However, it is not possible to include subject matter experts from different universities/departments/organizations/institutions/companies. With the improvement work carried out in 2021, the live course link address was shared with the guest users, and the feature that enables them to participate in the course was put into service (B.3.1.30) and announced to the instructors via e-mail (B.3.1.31). With an additional arrangement, students were allowed to enter the system with their TR ID numbers and e-Government passwords. All these updates were shared with all stakeholders in the [Student Orientation Program](#) held on February 22, 2021 for the Spring Semester of the 2020-2021 Academic Year. With these developed aspects, LMS stands out as an exemplary application.

Within the scope of the continuous improvement of LMS in line with the developing technology, GUZEM broke new ground in our country by providing our students with the opportunity to define their Web3 identity information in addition to information such as student number and TR Identity Number in LMS, and to use these Web3 identities on the internet service. Efforts to integrate its infrastructure with other applications within our University have been initiated. In addition, in the world of NFT, which has entered our lives with Web 3.0 technologies, the efforts to create the first collection of digital artworks that will reflect our institutional identity continue.

Apart from the LMS managed by GUZEM, a learning management system is used as a support in distance education non-thesis master's programs and formal education programs in our Informatics Institute. While the learning management system provides the opportunity to present course content, various assessment and evaluation applications and resource presentation, it can also measure the performance of students' online activities. Informatics Institute has Adobe Connect License, which provides simultaneous online lectures or meetings/seminars. At the same time, the Informatics Institute continues to work on assembly and system installation for the Forensic Informatics Laboratory (B.3.1.32).

During the pandemic and controlled normalization, it is seen that the faculties throughout our university have opened the computer laboratories for the use of students. For example, computers in the computer labs of the Faculty of Natural Sciences were made available to students. Similarly, the computer laboratory in the Faculty of Health Sciences, which had insufficient capacities in 2020 and had some technical problems, was made available to students in 2021.

Our academic units have the necessary infrastructure and equipment to support the education and training processes of the students. It is seen that there are some special learning environments for program purposes in the units depending on their field specialization. For example:

- Our Faculty of Pharmacy is the first and only Faculty to have a Robotic Unit Simulation Pharmacy and a Guide Pharmacy (B.3.1.33).
- In our Faculty of Dentistry, there are 9 student clinics, 9 teaching staff clinics, and 2 operating rooms belonging to the Department of Oral and Maxillofacial Surgery (B.3.1.34).
- There is a Herbarium and Zoology museum in the Biology Department of our Faculty of Natural Sciences (B.3.1.35).
- The Department of Nutrition and Dietetics at the Faculty of Health Sciences has a Nutrition Anthropometry Laboratory, a Nutrition Principles Laboratory and a Food Chemistry Laboratory, which allow the applications of the theoretical courses within the framework of the undergraduate program. There are 13 clinical study areas (Neurological Rehabilitation, Pediatric Rehabilitation, Oncologic Rehabilitation, Cardiac Rehabilitation, Athlete Health, Orthopedic Rehabilitation, Geriatric

- Rehabilitation, Hand Rehabilitation, Rheumatologic Rehabilitation, Risky Baby Unit, Pulmonary Rehabilitation, Neurosurgery, Healthy Life) and 7 physical units (Pediatric Rehabilitation, Neurological Rehabilitation, Oncologic Rehabilitation, Hand-Rheumatologic Rehabilitation, Athlete Health, Orthopedic Rehabilitation, Cardiopulmonary Rehabilitation).
- There are laboratories (Anatomy, Physiology, Massage and Computer) suitable for the programs in our Faculty of Sports Sciences, 3 Sports Halls in C Block (Badminton, Gymnastics and Multi-Purpose), 3 Sports Halls (Handball, Archery, Weight) in A Block and 1 Indoor Athletic Track and Selim Sırrı Tarcan Volleyball Hall (Volleyball, Wrestling, Judo) located in the Campus.
- During the pandemic, in the Faculty of Medicine, the courses were held online according to the curriculum in the Spring Semester of the Year 2020-2021. In addition to the online lessons, lesson videos were prepared and sent to the Education Coordination office and uploaded to the Gazi Cloud Storage System, allowing students to watch the lessons before the online lesson or to watch the lessons later for the students who could not attend the online lessons (B.3.1.36). There are 14 computers with internet access on the 9th floor of Block E, and 29 computers with internet access in the student social facilities. The infrastructure facilities of the 12 rooms located on the 9th floor of Block E have been improved, supported by internet access, camera and microphone systems in order to enable the lecturers to teach their online courses and to prepare lecture videos.
- In our Vocational School of Technical Sciences, 3 separate Computer Laboratories f 60 people and 1 Design Laboratory consisting of 3D scanners and 3D printers were opened in 2021 (B.3.1.37).

Each academic unit monitors the physical education venues in its annual report and shares it with the public on the website of both the units and our University.

An objective has been determined within the scope of Strategic Goal 1 in the strategic plan update studies in order to improve the learning environments that support the education of the students at our university. The performance indicators developed to monitor this objective and the improvement in this regard are monitored every six months. In the Strategic Plan Evaluation studies for the end of 2021, it has been observed that the targeted realization has been achieved in the indicators of "PI.1.1.2. Printed resource rate per student" and "PI.1.1.3. "e-resource rate per student".

Within the framework of the Quality Improvement Plan for 2021, in order to ensure the effective use of our university's laboratories, which are an important learning environment, and the equipment in these laboratories, the activities of "**AİF.7:** *Establishing an Inventory Information System accessible to faculty members, making in-house inquiries about which research infrastructures exist in which unit/laboratory. Immediate creation of infrastructure inventory and putting it into service*" has been planned. In this direction, Gazi University Basic and Engineering Sciences Central Laboratory Application and Research Center was established in 2021 with a study detailed in the "C.2.1 Research Competencies and Development" sub-criterion under the title of "Research and Development". The center worked in coordination with the BİDB and collected information on the laboratory/research facilities available in the units (existing equipment and material information, in-house/external use policies of this equipment, samples of experiments and research carried out with the existing equipment, the project/publication samples and a short text describing the laboratory and contact information. Then compiled the information through a form and started the creation of the Research Infrastructure Inventory (B.3.1.38).

The Expenditure Circular, which is prepared by our Strategy Development Department (SGDB) and approved by the General Secretariat, as described in the "A.3.3 Financial Management" sub-criterion every year at our university, is distributed to all units and the needs of environments such as classrooms, libraries, and studios, which are learning environments of the units, are periodically forwarded to the Directorate of Construction and Technical Affairs (YİDB) as specified in the circular. In this way, it is possible to monitor the development and use of resources. Technical reports are created by making on-site determinations by the technical personnel assigned as a result of these monitoring (B.3.1.39). The technical reports created are evaluated by the YİDB management and the Senior Management, and the necessary survey, project and construction work activities are carried out within the budget possibilities. Various commissions for these studies are established by the Head of the Department (Expenditure Officer), and the studies are inspected and evaluated by the relevant Unit Officer (Branch Managers). For these studies, Approximate Cost Determination Commissions, Market Research Commissions, Tender Commissions, Building Inspection Committee or Control Organization, Provisional and Final Acceptance Committees are established. These commissions and delegations are established and work in accordance with the Public Procurement Law No. 4734, the Law on Public Procurement Contracts No. 4735, the General Specification for Construction Works and the Public Financial Management and Control Law No. 5018 during the payments (B.3.1.40, B.3.1. 41, B.3.1.42, B.3.1.43). Necessary studies were carried out to improve learning environments by completing the construction works of the works deemed appropriate by the YİDB and for which the project design and approximate cost studies were completed. Detailed information and visuals regarding the renovation and development works carried out by the YİDB in 2021 in physical areas such as classrooms, laboratories, libraries and studios, as well as their costs, are included in the YİDB Annual Report (B.3.1.44).

Maturity Level: 4

Monitoring and improvement is carried out for the development and use of learning resources.

Evidences

B.3.1.1. Library Annual Report
B.3.1.2. Collection Development Policy
B.3.1.3. User Email Example
B.3.1.4. Academic Unit Request Letter
B.3.1.5. User Request Picture Text
B.3.1.6. Library Directive
B.3.1.7. User Manuals Page
B.3.1.8. User Guide Example
B.3.1.9. Library Strategic Plans
B.3.1.10. General Information Page
B.3.1.11. General Information
B.3.1.12. Unit Price Studies
B.3.1.13. Library Commission Official Writing Samples
B.3.1.14. Event Photos
B.3.1.15. Proxy Settings Page
B.3.1.16. Proxy Settings Official Text
B.3.1.17. Commission Member List
B.3.1.18. GU Publication Directive
B.3.1.19. Book Workflow Process
B.3.1.20. Journal Workflow Process
B.3.1.21. PA Correspondence

B.3.1.22. Library Student Satisfaction Survey
B.3.1.23. Inter-Library Collaboration
B.3.1.24. Field Expert Directive
B.3.1.25. Course Description Template
B.3.1.26. Storyboard Template
B.3.1.27. Content Development Guidelines
B.3.1.28. Archived Lessons
B.3.1.29. Video Acceleration Feature
B.3.1.30. Invite Guests
B.3.1.31. Invite Guests Email
B.3.1.32. Informatics Institute LMS and Virtual Classroom Screenshots
B.3.1.33. Robotic Pharmacy News Text
B.3.1.34. DHF Lect. Clinical Tet. list
B.3.1.35. FF Herbarium and Zoology Museum
B.3.1.36. Pandemic Period Distance Education Video Entry System
B.3.1.37. TBMYO Laboratory Opening
B.3.1.38. CC Inventory Letter
B.3.1.39. Technical Report Example
B.3.1.40. Temporary Acceptance Commission Letter Example
B.3.1.41. Tender Commission Letter Example
B.3.1.42. Example of Approximate Cost Commission Letter
B.3.1.43. Building Inspection Committee Approval Letter Example
B.3.1.44. YİDB

B.3.2. Academic Support Services

Academic support services offered to students at our university are carried out in accordance with the "Academic Counseling Directive" (B.2.3.8). In accordance with the aforementioned Directive, consultancy services are provided by our academic staff throughout the education period for each student who registers at our University. Students can easily reach their academic advisors during the weekdays during the meeting hours determined by the instructors and via e-mail. Our instructors' active one-to-one counseling to students enables students to use education and training activities more effectively in the existing system (B.3.2.1, B.3.2.2, B.3.2.3, B.3.2.4). In the Faculty of Medicine each student fills in a "Student Development File" in coordination with their academic advisor in order to follow the process of gaining the necessary qualifications throughout their education (B.3.2.5). In order to evaluate academic counseling services, a survey is conducted for students in some of our units (B.3.2.6, B.3.2.7).

Within the scope of the Quality Improvement Plan implemented in our university in 2021, it is aimed to ensure that consultancy services are more accessible and to provide more effective services during the global epidemic period. "**EIF.18/a:** *Active transition to e-Counseling application, specifying counseling hours in the weekly course schedule of each lecturer via the Student Information System, following these and improving them when necessary*", "**EIF.18b:** *Ensuring the active implementation of the Counseling Office Hour application in the Student Information System*", and "**EIF.18c:** *Defining a course for the academic staff who provide consultancy in each program in the Student Affairs Information System and ensuring that the students choose this course*" activities were planned and put into practice. In this direction, e-counseling application has been defined in ÖBS by the ÖİDB in order to have various access opportunities (face-to-face, online) and in order to facilitate students' access to their advisors (B.3.2.8). In order for the thesis advisors to have online interviews with the students in graduate education, share materials on the LMS, and manage the working processes with their students,

these courses, which are registered with the thesis advisors and students on the OBS, are registered with the name of "Master's / Doctoral Thesis" and transferred to LMS in cooperation with GUZEM and ÖİDB. (B.3.2.9).

The processes related to the appointment of thesis advisors in institutes at our university are done in accordance with "Gazi University Postgraduate Education and Exam Regulations" (B.1.4.3), Gazi University Graduate Education and Practice Principles (B.2.3.4), and Gazi University Doctoral Education and Training Implementation Principles (B.2.3.5).

In order to enable graduate students to receive a more effective and efficient consultancy service, the activity "**EIF.22:** *Organizing thesis consultancy trainings for academic staff*" was included in the 2021 Quality Improvement Plan, and an article was written by EDIKK for our Institutes (B.3.2.10). In this context, all our Institutes completed their thesis advisory training for their instructors in 2021 (B.3.2.11, B.3.2.12, B.3.2.13, B.3.2.14). In addition to these trainings, in our Institute of Educational Sciences, seminars are given every month by institute research assistants to support especially the thesis writing processes within the scope of academic support services provided to students in addition to thesis advisory (B.3.2.15).

Within the scope of the activity of "**EIF.21:** *Preparing the procedures and principles for thesis counseling on the basis of academic units*" included in the 2021 Quality Improvement Plan of academic consultancy services, and in order to increase the effectiveness and efficiency of the counseling courses taken by graduate students, preparation of the Procedures and Principles for GU Thesis Consulting on the basis of academic units studies were carried out (B.3.2.16). In this context, a general draft has been prepared as a result of three meetings with our Institute Managers (B.3.2.17), and studies are continuing to determine special conditions on the basis of institute (B.3.2.18).

In our university, there is a Career Planning Application and Research Center (KAPUM) to support students in career and job finding as well as orientation issues. At the beginning of the Fall Semester of the 2021-2022 Academic Year, an online orientation and meeting with the students was held on October 5, 2021, with the participation of all Institutional Coordinators and administrative unit managers, in cooperation with KAPUM and GUZEM (B.3.219).

A number of events were organized by KAPUM in order to "**KYİF.24:** *Organizing Career Planning days in academic units, participation of successful employers who graduated from Gazi University to the organization with personal invitations, meeting students, academicians, employers and bureaucrats*", which was decided within the scope of the 2021 Quality Improvement Plan. Job Club Trainings with the Turkish Employment Agency (İŞKUR) within the scope of Career Trainings for both students and graduates, seminars within the scope of Career Meetings, meeting of students and sector representatives within the scope of Sectoral Career Meetings, "Career Days Department/Program Presentations" event within the scope of department/program promotion, and the "Orientation" event was held (B.3.2.20).

Career Days – Department/Program Introductions program is to be introduced by the relevant faculties/schools and departments/programs of the university, the relevant faculty/school dean/director and/or their assistants and department/program presidents and/or their assistants for candidates who are considering choosing Gazi University. It was organized in cooperation with the Social Affairs İnstitutional coordinator and KAPUM. In addition, the recording videos from the units that completed the promotion of the department/program were published on the

[Youtube](#) page of our University with the support of the Press and Public Relations Directorate and were watched by more than 8000 people according to the data dated 01.09.2021.

Within the framework of the Quality Improvement Plan, "**TİF.5:** *Expanding the internship practice carried out by the Presidential Human Resources Office through the Career Gate*" is planned. In this direction, KAPUM is a stakeholder on behalf of our University in the "Internship Mobilization" project carried out by the TR Presidency Human Resources Office. In this context, in 2021, more than 2000 students from our University applied for internships in private/public institutions and organizations. As a result of the application, all relevant documents were meticulously examined by KAPUM and those found suitable were forwarded to the TR Presidency Human Resources Office, allowing students to find internship opportunities. Within the scope of the same project, other university students were provided with the opportunity to do internships in the relevant units of our university, and all work and transactions were carried out by KAPUM in this context.

Career Representatives work in each unit to increase the effectiveness of KAPUM in academic units, to communicate directly with students and graduates, and to provide effective support to students in their career development. The job description of Career Representatives has been announced on KAPUM's website (B.3.2.21). Career Representatives working in all units have been updated in 2021 (B.3.2.22).

In order to support the career planning of its students, there are two courses called Career Planning in Transition to Business Life (B.3.2.23) and Life and Career Planning (B.3.2.24) in the ADS Courses group in the Common and Elective Courses Unit within EDIKK. In addition, our academic units organize career days for their students in their fields and guide them in this regard (B.3.2.25, B.3.2.26, B.3.27, B.3.2.28, B.3.2.29).

Within KAPUM, studies have been initiated in order to provide career guidance services to our students. In this context, an article was written to the Health, Culture and Sports (SKS) Department of our University and students who can work part-time at KAPUM were requested from the Master's Degree students of the Guidance and Psychological Counseling Department who can provide career guidance services (B.3.2.30).

Psychological counseling services to students at our university are provided by the Student Counseling and Scholarship Services unit operating under the SKS Department. The processes regarding all kinds of social counseling, psychological counseling and scholarship services to be provided to students are defined by the "Student Counseling Scholarship and Social Services Unit Implementation Directive" (B.3.2.31). In the Psychological Counseling Center, which was structured under the aforementioned unit in line with the directive, individual interviews are held on a regular basis regarding students' personal, social and emotional development areas, academic development and career development levels.

In line with "**EİF.8/a:** *Monitoring the number of students applying to the Guidance and Psychological Counseling Unit, students served and total interviews, recruitment a specialist personnel to the unit and considering the number of students providing e-counselling services and carrying out technical infrastructure works for these activities*" activity which was determined within the scope of the Quality Improvement Plan prepared in 2021, students were provided with the opportunity to apply online in order to make psychological counseling services more accessible (B.3.2.32). In addition, at the Center, where two academic staff from the Guidance and Psychological Counseling Department of our Gazi Education Faculty were

assigned at the opening, a specialist staff was employed within the scope of the improvement plan. In 2021, 253 students applied to the Guidance and Psychological Counseling Center, individual counseling was conducted with 166 students, and 700 sessions were held (B.1.2.3). Interviews were conducted face-to-face or online in line with the demands of the students. Interviews are recorded in the Information System of the Student Counseling and Scholarship Services Unit. A questionnaire is applied to the students who benefit from the Center in order to evaluate the satisfaction of the students with the psychological counseling services (B.3.2.33).

In addition to these services for students, in order to increase the communication and interaction of students with academic unit administrations, academic unit administrators and students came together with the "Students Ask, Dean/Manager Answers" event in all academic units since 2020, and students' questions were answered (B.3.2. .34).

Maturity Level: 3

Support services for students' academic development and career planning are carried out within the framework of defined principles and rules.

Evidence

B.2.3.8. Academic Counseling Directive

B.3.2.1. Faculty of Natural Sciences Counseling Correspondence

B.3.2.2. Faculty of Health Sciences Academic Counseling Hours

B.3.2.3. SHMYO Academic Counseling Practices

B.3.2.4. Medicine Faculty Academic Counseling System

B.3.2.5. Student Development File

B.3.2.6. Science Faculty Academic Counseling Satisfaction Survey

B.3.2.7. Medicine Faculty Academic Advisor Evaluation Form

B.3.2.8. E-Consulting Letter

B.3.2.9. Thesis

B.1.4.3. Gazi University Postgraduate Education and Examination Regulations

B.2.3.4. Gazi University Postgraduate Education and Practice Principles

B.2.3.5. Gazi University PhD Education and Practice Principles

B.3.2.10. Thesis Advisory Education Article

B.3.2.11. Informatics Institute Counseling Training

B.3.2.12. Institute of Science Counseling Education

B.3.2.13. Institute of Educational Sciences Counseling Education

B.3.2.14. Institute of Health Sciences Counseling Training

B.3.2.15. Institute of Educational Sciences Seminar Announcements

B.3.2.16. Thesis Advisory Procedures and Principles Correspondence

B.3.2.17. Thesis Consulting Procedures and Principles Online Meeting Image

B.3.2.18. Institute of Educational Sciences Thesis Counseling Procedures and Principles Meeting

B.3.2.19. Orientation training

B.3.2.20. KAPUM Events

B.3.2.21. Career Representative Job Description

B.3.2.22. KAPUM Meeting Minutes

B.3.2.23. Career Planning in Transition to Business Life Course Description Form

B.3.2.24. Life and Career Planning Course Description Form

B.3.2.25. SBF Career Days

B.3.2.26. TAI Kazan Vocational School Career Days

B.3.2.27. MF Career Days

B.3.2.28. Pharmacy Career Days

B.3.2.29. GEF Seminar Program

B.3.2.30. Career Guidance Article

B.3.2.31. Student Advisory Scholarship and Social Services Unit Implementation Directive

B.3.2.32. Online Application Form

B.1.2.3. 2021 Annual Report

B.3.2.33. Satisfaction Survey Form

B.3.2.34. Dean/Manager Answers Event

B.3.3. Facilities and Infrastructures

At our university, studies are continuing to improve the facilities and infrastructures that support the learning activities of the students. With a total of 72,251 m2 educational area (classrooms, laboratories, lecture halls, etc.) and 33,155 m2 social areas (canteen, cafeteria, gymnasium, etc.), our University operates to support both academic and social, cultural and sportive development of students. Health services are provided in the Health Practice and Research Hospital (Gazi Hospital), outpatient clinics in Çayyolu and Central Campus, and in our Faculty of Dentistry. The area and service information of the said facilities are monitored at the institutional level through annual activity reports (B.1.2.3).

Sports activities are organized in order to make use of the students' time outside of the classroom, to protect their physical and mental health and to help them develop in a balanced way, and the academic and administrative staff of our University are provided with sports services and facilities. 15 July Şehit Muhammed Yalçın Sports Facility for sportive and social activities, an indoor swimming pool, fitness center, 1 artificial turf football field, 1 4-lane athletics track, 1 volleyball hall, 1 handball hall, 1 gymnasium, 1 table tennis hall, 1 wrestling

hall, 1 badminton hall, 1 air gun range, 2 squash halls, 3 outdoor tennis courts, Gölbaşı Guesthouse and Emek Guesthouse serve our students and staff (B.1.2.3) . Our sports facilities within the body of our university have been entitled to receive ISO 9001:2015, ISO 14001:2015 and ISO 10002:2018 certificates for a period of 1 year as of November 2021 (B.3.3.1). A 2.6 km bicycle path was built by the Ankara Metropolitan Municipality in our Rectorate Campus and 40 bicycles were made available to our students and staff (B.3.3.2).

In our university, food is produced in 5 kitchens and lunch service is provided to our students, administrative and academic staff in 25 dining halls with a total area of 9,004 m2 (B.1.2.3). As part of the cafeteria services, a set-non-selective and vegetarian menu consisting of 4 dishes is offered to our staff and students every day. Our university is one of the universities that offers its students the opportunity to eat at the cheapest price in order to increase the access of students to food services. In 2021, a meal fee of 2.00 TL was applied to students. In support of our students during the midterm exams, soup was offered free of charge between 08.00-09.00 in the morning in our cafeterias (B.3.3.3). In the Student Satisfaction Surveys conducted in 2021, 64% found the service provided in our cafeterias to be sufficient (B.3.3.4).

In order to improve the facilities and infrastructure of our university, in the Quality Improvement Plan prepared in 2021, "**KYİF 49:** *The existence of sports halls, rest-study rooms, local libraries, cafeterias and recreation areas for the use of internal stakeholders in the units far from the center was questioned with a preliminary study and for configuration in the deficient units. It was aimed to carry out the studies "to be carried out" and in this direction*" work has been started to eliminate the deficiencies of our Youth and Sports Training Center facility located on our Gölbaşı Campus, under the coordination of the Departments of Construction, Technical and Health, Culture and Sports. In addition, within the scope of "**KYİF 50:** *Carrying out studies on the physical and service quality of the cafeterias serving in the outer campuses*", the Faculty of Health Sciences student and staff cafeteria on the Emek Campus was put into service, the paint, whitewash, repair and renovation works of the kitchens and cafeterias were completed. The tables and chairs of the cafeteria in our OSTİM Campus have been changed.

There are many facilities in our university to provide sports services to our students and staff. In order to increase the accessibility of our students and staff to these facilities and services, fee reductions are made for the said segments, and information such as the usage fee, subscription conditions and usage days of the facilities are announced on the website of the Sports Services Directorate operating within the SKS Department (B.3.3.5, B.3.3. .6, B.3.3.7). In order to increase the accessibility of the facilities at our university for students, the activity "**KYİF 58/b:** Free/discounted sports activities for students (tennis courts, etc.)" was planned within the scope of the 2021 Quality Improvement Plan, and the necessary studies were carried out by the SKS Department. In this context, the free use of the sports fields within the Youth Sports and Education Center Facilities for lessons, sports competitions, training purposes, and the use of students' free time and personal use have been put into use in line with the prices determined by the relevant legislation (B.3.3.8).

Perculus+, ALMS and Zoom software are used in the distance education infrastructure of our university. LMS, which is used in the distance education process and described in the "B.3.1 Learning Environment and Resources" sub-criterion, has synchronous and asynchronous learning resources. Instructors can use 10 different learning activities in their lessons in LMS. These are: Survey Activity, ALMS Document Activity, ALMS E-Course Activity (SCORM),

ALMS Forum Activity, ALMS Link Activity / Teams Meeting, ALMS Homework Activity, ALMS Virtual Classroom Activity, ALMS Dictionary Activity, ALMS Exam Activity, ALMS Video Activity. For each activity, the instructors can get support from the related company's help page (https://advancity.com.tr/alms-ve-perculus-plus-kilavuzu) whenever they need it. In addition, the Pandemic Period Distance Education page (https://uzaktanegitim.gazi.edu.tr/) prepared by GUZEM provides guidance with help videos regarding the solution of technical problems that both instructors and students will experience.

Improvement studies continued in 2021 in order to prepare more active learning environments for students by supporting education and training activities with software at our university (B.3.3.9). Some of the purchases made in this context are as follows:

- Studies for the "Development of Web Based Virtual Patient Simulation Application" have been started within the scope of TÜBİTAK 1001 project for the Department of Medical Education and Informatics, Department of Basic Medical Sciences of our University (B.3.3.10). In addition, in order to overcome the cadaver supply problems experienced in the Dean of Medicine Faculty Anatomy Laboratory, software and hardware investments were made to develop 3D-capable VR glasses equipment and course material related to this environment (B.3.3.11).
- Hardware improvement studies were carried out in the Photonics Department of the Faculty of Applied Sciences (B.3.3.12).
- In order to support academic studies, a limited amount of MATLAB Network Licenses (50 Class Licenses and 27 Academic Research Licenses) were purchased for the use of our students and academics with the licensing model. The opportunity for students and academic staff to access MATLAB tools from outside the campus has been brought, and access to all tools (109 toolboxes) in MATLAB has been released and included in the package. Along with these, a new platform called MATLAB Grader has been developed and it has been possible to easily perform operations such as online lessons and homework preparation over MATLAB. In addition, the use of MATLAB Supercomputers (HPCC) can be allowed to provide unlimited access for calculations that require high-capacity computer hardware. In addition to all our academic-administrative staff, all of our students can use MATLAB with their institutional e-mail account (B.3.3.13).
- Qualitative research software licensed NVIVO software with 25 users was purchased to be used in academic studies and "Qualitative Research Methods" courses in Gazi Education Faculty and Educational Sciences Institutes (B.3.3.14).
- Annual licensing of Adobe Creative Cloud, which can be offered to a limited number of users because they can be purchased in a limited numbers, includes more than 20 desktop applications, mobile applications and services and expires in 2021 has been renewed in line with the demands of our University units (B.3.3.15).
- Two content development software (Articulate Teams Plan) was needed and purchased by GUZEM in order to prepare the contents of both the educational activities carried out at our University and the trainings to be carried out within the scope of the external cooperation protocol (B.3.3.16).
- Upon the request of the Faculty of Engineering, Mechanical Engineering, the license agreement of the PHOENICS CFD software, which is the Computational Fluid Dynamics (CFD) software used within the scope of some courses in the undergraduate and graduate programs, was renewed for one year (B.3.3.17).

Our students and academic staff benefit from the informatics infrastructure and information systems provided by our university. Windows, Office etc. access to licensed software is provided by the IT Department and is easy to access (B.3.3.18). With the completion of the wireless network setup in our university campuses, our university has become a member of the Education Roaming Confederation (eduroam). With this membership, our staff who go to other eduroam member institutions (domestic and abroad) can benefit from the internet services of that institution by using the username and password they use at our University, without the need for any registration process. The same is valid for foreign guests coming to our University from eduroam member institutions (B.3.3.19).

The use of our university's learning environments, facilities and infrastructure is monitored and improved in line with needs. The facility and infrastructure needs that are submitted to the YİDB at periodic intervals are met. In 2021, the works and costs for learning environments, facilities and infrastructure works are monitored in the YİDB and our University's Annual Activity Reports (B.3.1.50).

Social and sports facilities operating within our university were evaluated with the Student, Academic and Administrative Staff Satisfaction Surveys applied in 2021 and the Result Reports (B.3.3.4, B.3.3.20, B.3.3.21) were transferred to the relevant unit managers at the meetings. . In the Quality Improvement Plan prepared in line with the report findings, activities were developed for the improvement of facilities and infrastructures (B.3.3.22 Quality Improvement Plan). The implementation of the said activities is followed by the interim reports requested from the relevant units (B.3.3.23).

Maturity Level: 4

The use of facilities and infrastructure is monitored and improved in line with needs.

Evidence

B.1.2.3. 2021 Annual Report

B.3.3.1. Gyms ISO Certificates

B.3.3.2. Bike Path

B.3.3.3. Midterm Week Soup Service

B.3.3.4. Student Satisfaction Survey

B.3.3.5. Swimming Pool Membership

B.3.3.6. Squash Membership

B.3.3.7. Fitness Membership

B.3.3.8. Youth Center Authority Approval

B.3.3.9. CC Information Letter

B.3.3.10. Medicine F. Virtual Patient Sim

B.3.3.11. Medicine F. 3.D Educ. Only

B.3.3.12. Photonic Hardware Upgrade

B.3.3.13. MATLAB Request

B.3.3.14. NVIVO Authority Consent

B.3.3.15. Adobe Creative Cloud License Renewal

B.3.3.16. Content Development Software

B.3.3.17. Engineering B. License Renewal

B.3.3.18. Gazi University Licensed Software

B.3.3.19. Gazi University Eduroam Project

B.3.1.50. 2021 YİDB Annual Report

B.3.3.20. Academic Staff Satisfaction Survey

B.3.3.21. Administrative Staff Satisfaction Survey

B.3.3.22. Quality Improvement Plan

B.3.3.23. Improvement Plan Interim Report Letter

B.3.4. Disadvantaged Groups

The global epidemic and the negative living conditions in different parts of our country's close geography have made the improvement activities for disadvantaged groups a priority for our University. In this context, disadvantaged groups were evaluated as a separate heading in the strategic plan studies, and Strategic Objective 4 of our Strategic Plan for the 2019-2023 Term, which was updated in 2021, was "To contribute to the society by increasing the awareness of social responsibility and service quality." A new target has been added within the scope of "Increasing the number of inclusive practices for disadvantaged individuals by 10%" (B.1.6.2).

With the aim of raising awareness about the access of persons with disabilities in higher education institutions to places, educational opportunities and socio-cultural activities and disseminating good practices, within the scope of the Accessible University Awards organized by YÖK, with the efforts to ensure the full, effective and equal participation of persons with disabilities within the borders of the campus, after our Gazi Education Faculty, which received an award, our TAI Kazan Vocational School was also awarded the "Orange Flag" award in the field of "Accessibility in Space" in 2021 (B.3.4.1).

The Disabled Student Unit, operating under the SKS Department within our university, provides academic, physical and psychological support for our disadvantaged students to overcome the difficulties they encounter in daily life, and it carries out planning and implementations in line with the goal of "Accessible University" and within the scope of the "Disabled Student Unit Directive". The aim of the unit is to be a university where all individuals have equal rights and opportunities to study, work and provide the necessary academic/social services actively, with the principle of integrating philosophy, and to take an innovative and pioneering role with academic and social studies to be carried out with different disciplines (B.3.4. .2). Within the framework of the Directive updated in 2021, the Disabled Student Commission operates to determine the needs of students with disabilities studying at our University, to plan what needs to be done according to the identified needs, and to coordinate with the relevant units. The Institute/Faculty/School/Vocational School Secretaries work in

coordination with the Disabled Student Commission as the Disabled Student Unit representative of the unit they are assigned to.

A "Guide for Students with Disabilities" has been prepared by the Disabled Students Unit in order to make disadvantaged students active in social life (B.3.4.3). In the guide, there are Service Request Form (B.2.2.18), Instructional Adaptation Letter (B.3.4.4) in order to determine the academic needs of students with disabilities and make the necessary arrangements. The "Instructor and Staff Guide" provides guidance on what academic and administrative staff can do for disadvantaged groups (B.3.4.5).

Accessibility Determination Form is available on the website of our University in order to determine the obstacles related to the physical spaces faced by students with disabilities in the campuses of our University (B.3.4.6, B.3.4.7). Disabled students can benefit from the services provided by the Disabled Unit by directly contacting the Disabled Student Counseling Unit Representative of their faculty.

The Student Advisory, Scholarship and Social Services Unit, which was established in 2019, carries out counseling activities in order to ensure that disadvantaged students become healthy, qualified, successful and contemporary individuals. It provides counseling services to students in order to identify their psychological, social and academic problems and to produce rational solutions to these problems. The unit carries out the procedures regarding the scholarship resources of our University and provides information to the students about the scholarship opportunities of different institutions and organizations. In addition, students in need are provided with a free meal scholarship opportunity once a day. Within the scope of scholarship support services, a total of 6,600 students were given free food scholarships in 2021, 1,844 students from various institutions, organizations and foundations were awarded scholarships, and the total number of our scholarship recipients was 6,730 (B.1.2.3). In addition to the scholarship opportunity, the practice of employing students in part-time status is successfully carried out. In this way, a solution is provided to the personnel needs of both our units to some extent; as well as direct resources are transferred to our students by paying a fee (B.3.4.8). In 2021, 1231 students were provided with the opportunity to work part-time and 833,805 TL was paid to these students, an increase of 11% compared to the previous year (B.1.2.3).

Within the scope of planning studies for disabled access in different campuses and units within our university, it is planned to make the entrance of the Cultural Center suitable for disabled students, to make an induction loop system to the conference halls, to construct a parking lot for the disabled, and to provide sign language training for administrative staff. Studies and project studies, which were prepared with the aim of making all our campuses suitable for disabled access in 2022, were proposed as investment projects in the 2021 budget negotiations. Studies on the subject are carried out by YİDB (B.3.4.9).

The Central Library of our University has been arranged in accordance with the Disabled Regulation with the renovation completed in 2021. Building entrance ramps, stairs and elevators are arranged according to TSE disabled access standards. In the collection of the Visually Impaired Unit, which was established in 2007 in the library, there are printed books, audio books and scanned books written in Braille Alphabet. In this section, there are 5 computers, 2 scanners, and 1 Braille printer as hardware. Our visually impaired students can convert the resources they want to use to Braille printing using scanners or save them in their portable memories (B.3.4.10).

GUZEM, which is responsible for the distance education infrastructure of our university, attaches importance to efforts to provide access to educational opportunities for disadvantaged students. In the distance education process, a Distance Education Assistance Guide was created for our Visually Impaired Students, which explains the screen reading software that can be used for Windows and Android users to add voice command feature to the operating system while using the OYS and Virtual Classroom application from devices such as computers and mobile phones and was shared on the website of both the Disability Unit and GUZEM.

GUZEM also continued its infrastructure improvement works for disadvantaged groups within the framework of the article "**UIF: 2/a:** *Increasing the efficiency of lessons and exams for disabled students*" in the Quality Improvement Plan. ARTICULATE software purchased for content development activities provides the opportunity to produce accessible content for disadvantaged users. It is planned that the materials produced in the next content development processes will appeal to users with different disadvantages. The first studies were carried out on the presentation of the sign language translation feature for the hearing impaired in the training videos prepared for the instructors and students. In this context, simultaneous sign language translation has been added to two videos of Quality Education contents prepared in cooperation with the Quality Commission (B.3.4.12, B.3.4.13).

In order to increase the representation of disabled students in our University's student societies, additional points have been determined for disabled student membership and disabled student administrative board membership in the Scoring Criteria for the Activities of Student Societies (B.3.4.14).

Within the scope of our university's 2021 Quality Improvement Plan;

- **KYİF 51:** *Dissemination of good works on the arrangements needed by the disabled in all campuses*

- **KYİF 52/a:** *Establishing an audiobook archive with the contributions of our academic, administrative staff and students for the visually impaired students and citizens, which have examples in the world and in our country, such as "Talking Library" and "Audio Library" within the central library*

- **KYİF 52/b:** *Receiving the requests of the visually impaired for the book request. Operating the system with software for the disabled*

- **KYİF 52/c:** *Increasing the interest and awareness of the students by taking part in the audio book reading activity as an elective course*

- **KYİF 59:** *Developing the university home page and the internet pages of the sub-units in a way that can appeal to people with disabilities*

activities are planned. Within the framework of these plans, improvement studies are carried out for the use of the disabled in the indoor swimming pool operating within the Youth Sports and Education Center Facilities affiliated to the SKS Department. Within the scope of the Community Service Practices course given at Gazi Education Faculty, the students volunteer at the Thesis and Visually Impaired Unit, sing the books needed by the visually impaired students, scan the books and prepare them both as Braille printed books and in computer formats that can be listened to and added to the collection (B.3.4.15).

In order to make our university website more accessible for the visually impaired, efforts have been initiated by the BİDB. In this context, in order for the newly developed Content Management System (İYS) to be disabled-friendly, investigations are continuing on the operability of the website for individuals who have no vision, low vision, colorblindness, and physical disabilities and can use little motor skills. A meeting was held with the participation of a visually impaired student who is a student of our university and a recent graduate, and the Göreneller Secondary School for the Visually Impaired Turkish Teacher and BİDB experts. Within the scope of the meeting, examination of sample sites and programs that facilitate access to the website, cooperation to test the features planned to be developed were discussed, and the features planned to be developed on the site were determined (B.3.4.16).

Within the framework of the article "TİF.19: Increasing the number of events (congress, meetings, social activities, etc.) for disadvantaged groups" in our Quality Improvement Plan, activities were organized in our University in 2021 to increase social integration, inclusiveness and awareness for disadvantaged groups;

- The Panel titled "We Overcome Obstacles" was held jointly by the SKS Department Headquarters Disabled Student Unit, Technology Faculty Young Green Crescent Society, Health Sciences Faculty Physiotherapy Society and Gazi Education Faculty Barrier-Free Education Society on the occasion of "December 3, World Disabled Persons Day" (B.3.4.17).
- The event titled "Application Processes for Accessible Access Flag Awards" was held by the Disabled Student Unit of the Directorate of Cultural Services of the SKS Department (B.3.4.18).
- Special Education Symposium in Türkiye and in the World was organized by the Barrier-Free Education Society between 21-23 May 2021 (B.3.4.19).

In our academic units, studies are carried out in the units to ensure the accessibility of disadvantaged groups to education and to support these students in response to the difficulties they may experience in campus life. In this context, the "Student Support Committee of the Faculty of Natural Sciences with Special Needs" was established (B.3.4.20). The Faculty of Natural Sciences was nominated for the Orange Flag Award for these studies (B.3.4.21). The Faculty of Applied Sciences applied for the orange flag award on 08.02.2022 (B.3.4.22). Unhindered university application studies are continuing at the Faculty of Health Sciences.

Investments and activities made for disadvantaged groups at our university are monitored annually through our University's Strategic Plan, YİDB Administration Activity Report and GU Administration Activity Report. Considering the realization rates of our University's Strategic Plan for the Term of 2019-2023, the realization rate of the performance indicators "Number of projects for disadvantaged groups" and "Number of events (congress, meetings, social activities, etc.) for disadvantaged groups" was 100%. "The ratio of the investment made for Barrier-Free University studies on university campuses in the total budget" was targeted as 0.003 for 2021, but the desired realization in this target could not be achieved. In line with the realization of the Strategic Plan, studies for the preparation of improvement plans regarding the subject are continuing (B.1.2.3).

Maturity Level: 4

Practices for disadvantaged groups' access to educational opportunities are monitored and improved by taking the opinions of disadvantaged groups.

<u>Evidence</u>

B.1.6.2. GU Updated Strategic Plan

B.3.4.1. Orange Flag Awards 2021

B.3.4.2. Disabled Student Unit Directive

B.3.4.3. Disabled Student Unit Student Guide

B.2.2.18. Service Request Form

B.3.4.4. Instructional Adaptation Letter

B.3.4.5. Disabled Student Unit Instructor and Staff Guide

B.3.4.6. Accessibility Detection Form

B.3.4.7. Disabled Student Unit Workflow Chart

B.1.2.3. 2021 Annual Report

B.3.4.8. Part-time Student Employment Agreement

B.3.4.9. Construction Project Proposal Form for Disadvantaged Groups

B.3.4.10. Workflow for the Visually Impaired

B.3.4.11. Distance Education Assistance Guide for Our Visually Impaired Students

B.3.4.12. Message from our Rector on Quality Processes Screenshot

B.3.4.13. Student Council President's Message to Students on Quality Processes Screenshot

B.3.4.14. Criteria for Scoring the Activities of Student Societies

B.3.4.15. Community Service Practices Course Form

B.3.4.16. Meeting Email

B.3.4.17. Panel on "We Overcome Barriers"

B.3.4.18. Barrier-Free Access Flag Awards Application Process Training

B.3.4.19. Special Education Symposium Report in Türkiye and in the World

B.3.4.20. Faculty of Natural Sciences Special Needs Student Support Committee

B.3.4.21. 2021 Orange Flag Award Nominees List

B.3.4.22. Faculty of Applied Sciences Application Form

B.3.5. Social, Cultural, Sporting Activities
Social Affairs Institutional Coordination Office, which was established in 2019 within our university, is responsible for cultural, artistic and social activities, institutional events, all ceremonies and the functioning and activities of student societies. The Coordination Office aims to make the best use of extracurricular opportunities in order to contribute to the cultural and social development of our University students, to increase their social sensitivity, and to gain skills that will improve their personal skills, and to introduce students and academicians

to and benefit from experts in their fields through panels, conferences and seminars. It contributes to the promotion of theatre, music, social responsibility projects, entrepreneurship, sports and education activities, along with national, international, and regional scientific activities of societies operating in the fields of science, art, culture, and sports at our university (B.3.5.1, B.3.5. 2).

Operating under the coordination of the Social Affairs Institutional Coordinator, SKS Department is a service unit that meets the health, social, cultural, counseling and guidance and sports needs of students. The Cultural Services Unit within the Directorate evaluates the scientific, cultural or sportive activity demands of the students from the academic units and the demands from the student societies, supports those found appropriate, and organizes activities that support the social, cultural, scientific, sportive and personal development of the students (B.3.5.3). The Cultural Services Unit Commission, established within the scope of the Directive, evaluates the activity requests collected by the unit and acts as the decision body (B.3.5.4).

Student Societies Unit affiliated to the Cultural Services Directorate was established to coordinate the decision-making processes regarding student societies and community activities (B.3.5.5). The Unit collects requests from student groups within the framework of its Directive and defined work flow chart (B.3.5.6) and supports those deemed appropriate. The Student Societies Unit Commission, which was formed with the same directive, serves as the decision body regarding community activities. The "Student Societies Establishment and Operation Directive" was entered into force in January 2021 (B.3.5.7). In case of projecting community events within the scope of the directive, necessary materials are provided, vehicles are allocated, and sponsorship opportunities are provided.

In order to improve the support given to student communities, within the framework of the 2021 Quality Improvement Plan, "**EIF.12:** *Allocating physical space for student communities. In addition, it is planned to provide support for the use of computers and printers, obtaining special identity cards for the community, providing financial resources, etc.*" In this context, a letter was sent to all academic units and academic advisors regarding the allocation of physical space to the communities under the coordination of the Social Affairs Institutional Coordinator. In addition, card samples have been prepared for providing identity cards to community members (B.3.5.8). As an example of the interactive and coordinated work of student societies, Career - Industry Days were organized in 2021 under the coordination of eight different student societies and under the leadership of KAPUM (B.3.5.9).

In the evaluation process of student activities, student societies present their annual activity plans to the Student Societies Unit Commission at the beginning of each academic year, in order to close the PDCA cycle. After the approval of the annual activity report examined by the commission, the activities are started. After each event, the community that organizes the event sends the event report together with the photos to the e-mail address ogrencitopluluklari@gazi.edu.tr within five days. Reports on the activities of student societies are published on the Student Societies website (B.3.5.10). The activities of student societies are supervised by the Student Societies Unit Commission and evaluated by scoring in line with the criteria determined at the end of the academic year (B.3.4.14). In this evaluation, the winning communities are rewarded (B.3.5.11).

At the award ceremony held this year, 108 student community members, who were ranked within the scope of the activity "**EIF.13a:** *Providing additional resources in addition to the resources of our University by meeting with external stakeholders and NGOs*" determined within the framework of the 2021 Quality Improvement Plan, were awarded a gift certificate worth 200 TL from Nobel Publishing House as an external stakeholder. . In addition, the financial support of 680.517.71 TL given to 130 student groups operating at our University in 2021 was well above the target of 12.414 TL determined in our Strategic Plan (B.1.2.3 2021).

In order to improve the interaction of our university's senior management with student societies, our Rector met with the academic leaders and community leaders of our university's student societies within the scope of the 2021 Quality Improvement Plan "**KYİF.6:** *Organizing meetings between senior management of the university and Student Societies and reporting these meetings*" activity (B.3.5.12). In addition, in order to increase the visibility of student societies, within the framework of the same plan, "**EIF.13c:** *Providing a place in a central location for Stıdent Societies and allocating an automation system for appointments. Making the automation system, Student Societies Module and the activities of Student Societies visible and accessible on the Institution's website*" activity Student Communities Center on the Main Campus of our University has been opened to ensure comfortable, healthy and favorable working conditions for the socities and continue to work in a highly interactive manner by exchanging ideas with each other. In addition, the "Student Community Activities" link has been added to the internet home page of our University (B.3.5.13).

In order to automate the activities of student societies, the Student Societies Module in ÖBS was opened on April 8, 2021. In our University, which is the first higher education institution that actively uses the Student Communities Module on a regular basis, opening a student community online, creating an event, requesting a lounge and catering, approval by the head of the community, carrying out activities such as becoming a member of student societies are possible with the aforementioned module with the approval of the academic leader and Student Communities Unit. In addition, membership information for student societies is processed on the student cards created for each student in ÖBS, and students can print out these IDs. With this system, it was ensured that the works and transactions of the community were facilitated and bureaucratic delays were prevented (B.3.5.14).

Sports Services Directorate affiliated to the SKS Department, within the scope of the "Directive on the Execution and Organization of Sports Activities", to ensure the participation of the students and staff of the academic unit of our university, national and international universities and other domestic and foreign institutions / organizations in sports activities and organize sports events. In the same Directive, the planning, decision-making and implementation bodies of sports activities in our University are determined and job descriptions are made for each of them (B.3.5.15).

Accessibility and equality of opportunity for intra-university sports competitions are provided by the announcements made on the unit's website, by request letters written to faculties, colleges and institutes, and participation forms (B.3.5.16). Participation in the competitions organized by the Turkish University Sports Federation (TÜSF) is provided by the students determined by the academic staff in charge of the branch determined by the Faculty of Sports Sciences. Competitions organized by the European University Sports Association (EUSA) are held with the participation of teams and administrators determined by the approval of the Vice-Rector (B.3.5.17).

In addition to our units operating for the social, cultural and sportive development of students, as explained in the "D.1.1 Management of Social Contribution Processes" sub-criterion of the "Social Contribution" section, with the protocol signed between our University and TR Ministry of Youth and Sports Ankara Directorate of Youth and Sports, "Youth Office" was established and started to operate in order to develop our students' educational, cultural, volunteering, and sports activities.

In 2021, a total of 636 activities were carried out by our academic units to support the professional development of students, to facilitate their orientation process to our University, and to contribute to their social, cultural and physical development (B.3.5.18). In addition to these activities, as detailed in the "D.1.1 Management of Social Contribution Processes" sub-criterion under the title of "Social Contribution", in order to celebrate the 95th anniversary of our University, the foundations of which were laid in 1926, together with all our academic and administrative staff and students, scientific, artistic and cultural activities were organized with the theme of "95 events in the 95th Anniversary". The calendar of the events organized within this scope has been made available on the 95th Anniversary events website. Within the framework of the 95th Anniversary events, 661 events were organized in 2021 (B.3.5.19). Our Social Affairs Institutional Coordination Office has developed an "Event Application Form" to facilitate the monitoring of the activity proposals from the units and made it accessible on the website. Academic and administrative units that want to carry out any activity with the said form apply to the Coordination Office, so the events organized are recorded by them.

Evaluation of social, cultural and sportive activities for students and staff, both in terms of quantity and quality, is among the issues that our University attaches importance to. Quantitative monitoring and evaluation of these activities on an annual basis are made with the Performance Program and Strategic Plan Evaluation Reports and shared with the public through the Institution's Activity Plan. In 2021, 70 activities were carried out to increase physical activity, 11 courses were held at the University's sports facilities, 39,705 people benefited from the sports facilities, and our University participated in 14 national and international sports activities as a team or individually. The performance indicators included in the Strategic Goal Objective 4, which was developed especially for the dissemination of sportive activities in the 2019-2023 Strategic Plan, were above the values targeted for 2021 (B.1.2.3).

Monitoring of social, cultural and sportive activities at our university is carried out through the performance indicators developed to evaluate the targets in our Strategic Plan, as well as the satisfaction surveys applied to our staff and students. These results obtained from satisfaction surveys and strategic plan evaluation are reflected in improvement plans. With the effect of the improvement activities carried out in academic units regarding the partially low evaluations of social, cultural and sports activities in the Student Satisfaction Surveys implemented in 2021, there has been a realization above the target in the performance indicators determined under the headings of Strategic Goal 4 Objective 4 and Strategic Goal 5 Objective 1 determined in our Strategic Plan. (B.3.3.34, B.3.3.22, B.1.2.3).

Maturity Level 4

Social, cultural and sports activity mechanisms are monitored, activities are diversified and improved in line with needs/demands.

Evidence

B.3.5.1. Social Affairs K.K. Job Description Form

B.3.5.2. Social Affairs K.K. Organization chart

B.3.5.3. Cultural Services Unit Directive

B.3.5.4. Culture Unit Workflow

B.3.5.5. Student Societies Unit Directive

B.3.5.6. Student Societies Unit Workflow

B.3.5.7. Student Societies Directive

B.3.5.8. Place Allocation to Student Societies

B.3.5.9. Student Societies Career and Industry Days

B.3.5.10. Sample Activity Report

B.3.4.14. Criteria for Scoring the Activities of Student Societies

B.3.5.11. Student Societies Award Ceremony

B.1.2.3. 2021 Annual Report

B.3.5.12. Student Societies Rector's Meeting

B.3.5.13. Student Societies Events Link

B.3.5.14. Student Societies and SKS Transactions Screens

B.3.5.15. Sports Services Directive

B.3.5.16. University Sports Competitions

B.3.5.17. Sports Services Workflow

B.3.5.18. GU Student Participation Activities

B.3.5.19. 95th Anniversary News

B.3.3.34. OMA Evaluation Report

B.3.3.22. Quality Improvement Plan

B.4. Teaching Staff

B.4.1. Appointment, Promotion and Assignment Criteria

The processes related to the recruitment, appointment and promotion of academic staff at our university are carried out in a transparent and open manner within the framework of the "Regulation on Determination and Use of Academic Staff Norm Staffs in State Higher Education Institutions", which was published in the Official Gazette dated November 2, 2018 and numbered 30583, and "Gazi University Academic Upgrade and Promotion Criteria Directive " updated in 2021(B.4.1.1, B.4.1.2).

In line with the activity of "**AİF.2:** *Updating the criteria for academic appointment and promotion with criteria that will contribute more concretely to the vision of the research university and research-oriented studies*", which is included in the Quality Improvement Plan, the updating of the "Gazi University Academic Promotion and Appointment Criteria Directive" studies were completed in 2021. In 2021, in order to determine the necessary regulations needed in our University's "Academic Promotion and Appointment Criteria Directive", carry out the relevant studies on the revision of the said criteria as a result of these determinations and, ensure the representation of all fields in our University, the Academic Promotion, Appointment and Training Appointment Criteria Working Group (B.4.1.3) was formed under the chairmanship of the Vice-Rector appointed by the Rector. Our working group presented the General Principles and Field-Specific Criteria and the Academic Promotion and Appointment Criteria Directive Draft, which was formed as a result of the meetings held under the presidency of the relevant Vice-Rector, for the opinion of both faculty members who are internal stakeholders and external stakeholders (B.4.1.4, B. 4.1.5). In line with the opinions of the stakeholders (B.4.1.6), the final draft of the Directive was submitted to the Legal Counsel for legal review, and after the corrections from the relevant unit were reflected in the draft text, it was approved by the Senate of our University and submitted to the Council of Higher Education for approval (B.4.1.7, B.4.1.8).

The defined processes regarding appointment and promotion to teaching staff at our university are shared with the public on the website of the Personnel Department (B.4.1.9). In December of each calendar year, our Personnel Department (PDB) collects requests from all units of our University for the professors, associate professors, assistant professors, lecturers and research assistants they need in the next calendar year, within the framework of the said Regulation, and announces them on the website of our University (B. 4.1.10).

Except for the appointments related to the promotion of the faculty members to a higher academic title, the promotion of other in-house faculty members to the faculty member, and the open or live appointments are made depending on the number of appointment quotas determined by the approval of the Presidency and the distribution of the Presidency of the Council of Higher Education. At the stage of determining the quota for the appointment in question, taking into account the number of demands determined in accordance with the needs in the norm staff planning, retirement, resignation, transfer etc. "Assignment Quota Demand Planning" is carried out simultaneously by PDB, taking into account the vacancies and service expansions that have occurred or will occur in the relevant unit and title. Appointment Quota Requests, which are formed as a result of planning, are forwarded to the Presidency.

The planning phase ends with the number of appointment quotas determined by the approval of the Presidency and the distribution of the Presidency of the Council of Higher Education in

line with the relevant requests. In this context, all faculty members waiting for positions at our University in 2021 were released and appointed (B.4.1.11).

The positions to be announced by the Rectorate are selected among all the requests included in the norm staff planning of our university, taking into account the number of appointment quotas. The determined cadres are sent to the Council of Higher Education in order to obtain a usage permit. The announcement stage is started for the positions whose usage permit is approved by the Council of Higher Education. Unit information (department, USA), title information (research assistant, lecturer, professor, associate professor, assistant professor), explanations containing objective and controllable additional conditions are specified, with the aim of increasing the scientific quality exclusively. Announcements are published simultaneously on the websites of the Official Gazette (https://www.resmigazete.gov.tr/), the Ministry of Family and Labor, Public Personnel Announcements website (https://kamuilan.ailevecalisma.gov.tr/), and our University in an open way to the public (B.4.1.12, B.4.1.13). Applications to the aforementioned published advertisements are received electronically from https://personelilan.gazi.edu.tr via e-government synchronization.

From the applications received electronically within the period specified in the relevant advertisements, applications regarding the recruitment of faculty members are checked by the PDB, and applications regarding the recruitment of faculty members are checked by the relevant unit through the aforementioned system.

All processes regarding control and evaluation of applications for faculty member recruitment and result reporting are carried out through the system. The reports uploaded to the system by the members of the jury are discussed at the University Administrative Board for professor and associate professor appointments, and at the relevant unit administrative board for assistant professor appointments. The appointment process is finalized with the approval of the Board of Directors and the approval of the Rector.

The processes regarding the recruitment of teaching staff other than faculty members have also been announced on the website of the PDB (B.4.1.14). The control of the applications is carried out by the "Entrance Examination Jury" formed in accordance with the 9th article of the "Regulation on the Procedures and Principles Regarding the Central Examination and Entrance Exams to be Applied in Appointments to Academic Staff Except for Faculty Members" by the relevant unit where the announcement was made. Candidates whose applications are accepted at the pre-evaluation stage are determined by calculating the weight ratios of ALES and foreign language scores and undergraduate Graduation grades for Vocational Schools. Pre-evaluation results are announced on the website of the relevant unit on the date specified in the announcement. Our Presidency simultaneously checks whether this action, which should be carried out by the relevant units, is carried out on the date specified in the announcement and whether it is carried out in accordance with the relevant legislation or not, with reference to the "act" stage, and requests to make the relevant regulations when necessary. Candidates who qualify to take the Entrance Exam as a result of the preliminary evaluation are taken to the exam on the date specified in the announcement, and the candidates and substitutes are determined as a result of the calculation of the relevant weight ratios of the candidates' ALES, foreign language scores and Undergraduate Graduation Grades and the scores they have received in the exam. The results of the Entrance Exam are announced on the website of the relevant unit on the date specified in the announcement. Based on the "act" stage, our Department simultaneously checks whether this action, which should be carried out by the relevant units, is

carried out on the date specified in the announcement and whether it is carried out in accordance with the relevant legislation, and relevant arrangements are requested when necessary. The status of the candidates who are entitled to be appointed is discussed in the decision of the relevant unit's board of directors and the proposal for the appointment is sent to our Rectorate by the relevant unit. As a result of the examination of the said proposals by the PDB, the appointment of the candidates whose appointment is deemed appropriate is made with the approval of the Rector, and the said appointment process is completed.

The principles and merits to be applied in the assignments of lecturers to be made in all academic units of our university and the assignments to be made from outside of our university are determined by the "Gazi University Guidelines for Course Appointment and Additional Course Fee Payments" (B.4.1.15) announced on the PDB website. Accordingly, the instructors who will teach the courses to be offered in the relevant semester in a department/program are determined by the proposal of the head of the relevant department/major and the decision of the academic unit board. In assignments to be made from outside the university, the assignment takes place with the proposal of the relevant academic unit manager and the approval of the Rector. In the decision of the Board of Directors of the relevant unit, information on the area of expertise of the person to be appointed and the reason for the assignment must be present. In the proposal of the unit manager, the CV and diploma sample are included in order to show that the person to be appointed is qualified in the field.

While selecting lecturers to give lectures from outside, it is considered that they are experts in their fields with a doctorate title. While assigning lectures to lecturers in the Academic Boards of the Department, requests from lecturers and their areas of expertise are taken into account. When assigning courses to other educational institutions, our department faculty members are allowed if they meet the minimum requirements determined by the Faculty Administrative Board. The procedures and principles regarding the assignment of teaching staff to different public institutions and organizations, foundation universities and private hospitals were determined and shared on the website of the PDB (B.4.1.16).

Assignments of lectures and advisors at the graduate education level are made within the framework of Gazi University Graduate Education Application Principles (B.2.3.4) and Gazi University Doctoral Education Application Principles (B.2.3.5). Assignment for course and postgraduate thesis advisory is submitted to the academic board and the institute administrative board, and an assignment is made by the institute by sending a request letter to the unit where the faculty member's staff is located in each academic year (B.4.1.17).

For the content of the ADS course that will be proposed in the application of ADS courses, the lecturers outside the University can submit course identification forms, petitions, curriculum vitae and documents showing the education information (B.4.1.18), while the lecturers applying to open the existing courses without the need for course description forms, non-university lecturers submit their requests to EDIKK through their units, via petitions, curriculum vitae and documents showing their education information, through the Rectorate's document registration office (B.4.1.19).

Our professors, who have a request to open a course from outside our university, gain the authority to teach after they are first discussed and approved by the Board of Directors of our University (B.4.1.20, B.4.1.21).

The courses to be included in the curriculum, the lecturer who will teach the course, and the course load planning of the lecturers are made with the participation of the academic staff in the academic boards of the departments (B.4.1.22). In addition, the course loads/programs of the lecturers working in different academic units of our University are announced on the unit's website (B.4.1.23).

<u>Maturity Level: 4</u>

The results of appointment, promotion and assignment practices are monitored and measures are taken by evaluating the results of the follow-up.

Evidence

B.4.1.1. Gazi University Academic Promotion and Appointment Criteria Directive

B.4.1.2. Field Criteria

B.4.1.3. Academic Promotion and Appointment Criteria Working Group

B.4.1.4. Working Group Stakeholder Opinion Letter

B.4.1.5. Working Group Faculty Member Opinion E-mail Text

B.4.1.6. Criteria Stakeholder Comments

B.4.1.7. Criteria Directive Senate Approval

B.4.1.8. YÖK Letter

B.4.1.9. Faculty Member Recruitment Process Chart

B.4.1.10. Norm Staff Planning for 2022

B.4.1.11. Assignment Statistics

B.4.1.12. Faculty Member Posting Example

B.4.1.13. Instructor Announcement Example

B.4.1.14. Instructor Recruitment Process Chart

B.4.1.15. Gazi University Course Appointment and Additional Course Fee Payments Directive on Procedures and Principles

B.4.1.16. Assignment Procedures and Principles

B.2.3.4. Gazi University Graduate Education Practice Principles

B.2.3.5. Gazi University Doctorate Education Application Principles

B.4.1.17. Institute Assignment Example

B.4.1.18. New Course Opening Request Petition_External

B.4.1.19. Suggestion for Opening Non-departmental Elective Courses_External

B.4.1.20. Assignment Letter Example 1

B.4.1.21. Assignment Letter Example 2

B.4.1.22. Academic Board Examples

B.4.1.23. GEF Course Announcement Example

B.4.2. Teaching Competencies and Development

Monitoring and evaluating the teaching competence of academic staff and improving them in line with the results obtained are among the issues that our University attaches importance to. In this context, studies to monitor the pedagogical competence of our academic staff were initiated by PDB in 2021. The end-user licensing process of the Personnel Information System (https://pbs.gazi.edu.tr) used by our Presidency has been completed at the end of 2021, and the collection of academic personnel training formation information based on declaration will begin in 2022. With this study, it will be possible to analyze the pedagogical competencies of academic staff.

In-service training activities to increase the competencies of the instructors in the field of education are carried out under the coordination of GUZEM. In 2021, two online trainings were held by GUZEM to increase the technological competence of the instructors. One of the trainings held on March 24, 2021 is "ALMS Virtual Classroom Activity Creation and Virtual Classroom Usage Training" regarding the updates and usage of the Perculus Virtual Classroom Application, and the other is the "ALMS Question Bank Usage and Exam Activity Creation Training" regarding the updates on the exam activity in the LMS and the use of this activity. The trainings were held in the Zoom video conference environment and broadcast live on the Youtube platform. Training registration is open to access on the same platform. These activities are among the improvement activities of the unit.

In 2021, GUZEM started various studies in cooperation with the Institute of Educational Sciences in order to open postgraduate distance education programs. In order to carry out the necessary studies for the program applications to be made in the departments of Classroom Education, History Education, Curriculum and Teaching, Educational Administration, Turkish Language and Literature Education, the instructors who will take part in the process were given a training on the content development process. The "Postgraduate Distance Education Program" training held on April 22, 2021 was held on the Zoom platform.

"Video Conferencing Sessions Security Settings and Precautions" training was held on 29 April 2021 for the unit officials responsible for the videoconferencing (Zoom) software service offered by GUZEM to academic units (instructors assigned by academic units to manage online activities). In the training held with 170 participants, the security settings and precautions to be taken during the online events held on the Zoom platform were shared with the responsible lecturers.

GUZEM organized an International Online Measurement and Evaluation Software Development Workshop on 10-12 December 2021 in Ankara-Kızılcahamam (B.2.2.21). GUZEM administrators and academic staff from our University and representatives of BİDB, EDIKK and Ahmet Yesevi University participated in the workshop. In the workshop, the development process and stages of an online assessment and evaluation software to be developed at an international level, the features of the software according to different types of assessment and evaluation, the features that a software should have that measures the four basic skills (reading, writing, listening, speaking) to be used in language learning, software development experience, opinions and ideas were shared on various topics such as problems

that may be encountered in the process and solution suggestions, software that can be used in the design and coding stages, and the advantages and disadvantages of these software.

Within the scope of the 2021 Quality Improvement Plan "**EIF.17/b:** *Disseminating the Training of Trainers activities in all faculties in cooperation with the Distance Education UAM and the Education-Training and Foreign Relations Institution Coordination Office*", GUZEM, prepared the content of the "Technology Education Distance Education Certificate Program of Educators" within the scope of the Guide for Practices for Education and Training Processes in the Global Pandemic published by the Council of Higher Education in August 2021 and forwarded it to the Education - Training and Foreign Relations Institution Coordination Office (B.2.1.22, B.2.1.23), in order to improve the technological competencies of the instructors. Activities continue on the implementation of the training program.

In order to provide graduate students with a more effective and efficient consultancy service, EDIKK has written a letter to our Institutes in order to provide thesis consultancy trainings for the instructors (B.3.2.10). In this context, all our Institutes completed their thesis advisory training for their instructors in 2021 (B.3.2.11, B.3.2.12, B.3.2.13, B.3.2.14).

In line with the Strategic Plan objectives, cooperation agreements were signed with Edx and Coursera open course providers in order to provide online courses and courses that will contribute to the academic development of the instructors, taking into account the necessity of making applications to meet the educational needs of the instructors and improve their qualifications (B.4.2.1, B. .4.2.2). Edx will provide services to 5,000 users, and Coursera to 20,000 users.

The Course Evaluation Questionnaire, developed by the Quality Commission for the evaluation of the performances of the lecturers in the courses they give, is put into practice through the Student Information System from the 12th week of each semester. In order to report the surveys (B.4.2.3, B.4.2.4), the results of which can be seen by the department heads and the lecturer of the course, on the basis of the University and the departments, for the first time, within the framework of the 2021 Quality Improvement Plan, the "**EIF.5:** *Reporting of course surveys questioning the aims of the course and the satisfaction with the course for the whole university*" activity has been planned and the reporting of the surveys by IDEAM has been completed (B.1.4.16). Studies are continuing to evaluate the results of the survey with the participation of the relevant stakeholders.

The "2020-2021 Academic Year Gazi University Training of Trainers Program for Faculty Members of the University ", which is implemented online by GUZEM in 2020 for the teaching staff of our University, for the education of research/learning and student-oriented teaching methods and techniques that provide active and interactive student participation in the learning-teaching processes, was made available to the instructors on the Youtube page of the Unit in 2021. The activities related to the teaching competency of the academic staff are monitored through the performance indicators determined in the Strategic Plan. In 2021, the said performance indicators "PI.5.3.3. Number of personnel benefiting from organized training of trainers (formal and online) programs" and "PI.5.3.5. The number of organized training of trainers and in-service training activities" showed a realization above the target (B.1.2.3).

In order to increase the technological competencies of our students and academic staff, a comprehensive training preparation is being made by GUZEM for the concept of "Web 3.0", which is expected to affect the whole world in the near future and which is expressed as the

third generation of the internet. In this training, it is planned that current topics such as Web 3.0, Blockchain, NFT, Metaverse will be discussed practically by educators who are experts in their fields.

The Exchange Programs Unit, operating under EDIKK, continues its efforts to improve the competencies of the instructors in line with international experiences with bilateral and multiple cooperation protocols. The said unit provides the necessary support to the academic staff who go to universities abroad for the purpose of teaching within the scope of Erasmus, Mevlana, Farabi and Orhun mobility programs. Three academic staff participated in academic personnel exchange programs to teach in 2021 (B.1.2.3).

<u>Maturity Level: 3</u>

There are practices throughout the institution to improve the teaching competence of the instructors.

Evidence

B.2.2.21. International Level Online Assessment-Evaluation Software Development Workshop

B.2.1.22. Technology Education of Educators

B.2.1.23. Technology Education of Educators EKOM Evaluation

B.3.2.10. Thesis Advisory Education Article

B.3.2.11. Informatics Institute Consulting Training

B.3.2.12. Institute of Science Counseling Education

B.3.2.13. Institute of Educational Sciences Counseling Education

B.3.2.14. Institute of Health Sciences Counseling Training

B.4.2.1. Edx İnstitutional Subscription Agreement Form

B.4.2.2. Coursera Admin Account Screenshot

B.4.2.3. Course Evaluation Questionnaire Student Information System Screenshot

B.4.2.4. Sports BF Course Evaluation Questionnaire Example

B.1.4.16. Course Evaluation Questionnaire Evaluation Report

B.1.2.3. 2021 Annual Report

B.4.3. Incentive and Reward for Educational Activities
Gazi University, as one of the most well-established educational institutions of our country, attaches great importance to educational activities and has been training the leading education staff of the Republic for generations. However, the expected improvement in the development of incentive and reward mechanisms for the educational activities of academic staff could not be achieved due to the creation of public resources necessary for the creation of incentive and reward mechanisms for the educational activities of academic staff and the regulations that can be made are limited by the legislation. In addition, plans continue to develop alternative solutions to encourage creative and innovative educational activities throughout the institution.

The issue of developing the incentive and rewarding system for educational activities at our university was included in our improvement activities for 2021, and a plan was made in the Quality Improvement Plan "**EIF.19/a:** *An incentive and rewarding directive for educational activities should be prepared and put into effect*". EDIKK and the Education Commission have initiated the preparation of the "Incentive and Reward Directive for GU Education-Training Activities". In this context, the Education Commission Sub-Working Group consisting of six members was formed. Education Commission Sub-Working Group held two meetings and an expert representing PDB attended the last meeting (B.4.3.1, B.4.3.2). A draft of the "Incentive and Reward Directive for GU Education and Training Activities" has been prepared and it is planned to enter into force in the spring term of the 2021-2022 academic year.

In addition, the activity of "**EIF.19/b:** *Harmonization of the incentive directive to be prepared for educational activities with the Academic Performance System*" is planned. With the Academic Data Management System (AVESİS) program, which is currently in use to monitor the academic activities of the academic staff of our university, educational activities are also monitored in addition to titles such as publications, citations, scientific collaborations, projects, intellectual property (B.4.3.3). However, AVESİS is a system limited to data entry of academic staff. When the Academic Performance Evaluation Process Management System (APSİS) application, which is detailed in the "C.3.2 Evaluation of Academic Staff/Research Performance" sub-criterion in the "Research and Development" title, is started, the data entered by the academic staff will be sent to a certain number of Department / Department Incentive Commissions. It will be examined and decided within the framework of the calendar. Thus, it will be possible to give performance-based awards to academic staff in seven different fields.

The first example of this is APP 1 and APP 2, which include the titles of "Publication" and "Project, Patent, Artworks and Designs", while selecting the members of the Sub-Working Groups in Guided Projects. In addition, it is planned to provide BAP Projects support to academic staff by making an evaluation based on their performance under the headings of APP 1-2-3-4-5-6 in Performance-Based Project Supports, which will be implemented for the first time in our university.

On AVESİS, under the Professional Experience tab, the lectures given by the instructors, clinical / field training, the theses managed, the courses and trainings given, the activities to create the educational infrastructure, the designed courses / programs, etc. Data collection is enabled and studies continue to create an incentive mechanism for APP 5 – "Educational Activities", which is a sub-criterion in the Academic Performance Program.

"The Most Successful Doctoral Thesis Award" competition was organized by the institutes within the scope of our University's 95th Year 95 Events 95 Works project in 2021 in order to reward consultants and students in the postgraduate doctoral education processes and to initiate competitive development. In this context, the Award Procedures and Principles were determined (B.4.3.4) and announced on the website of our Institutes, and an award ceremony was held after evaluating the applications. Awards were given to the top three students and advisors in the Informatics, Education, Science and Health Sciences Institutes. (B.4.3.5).

Maturity Level: 2

There are plans to establish incentive and rewarding mechanisms in a competency-based, fair and transparent manner.

Evidence

B.4.3.1. Education Incentive Awards 1st Meeting Letter

B.4.3.2. Training Incentive Award Criteria 2nd Meeting

B.4.3.3. APP Screenshots

B.4.3.4. Procedures and Principles

B.4.3.5. Award Ceremony

RESEARCH & DEVELOPMENT

C.1. Management of Research Processes and Research Resources

C.1.1. Management of Research Processes

As per Gazi University Research Policy, in line with its vision of being a respected and leading research university at national and international level with its interdisciplinary and qualified research, entrepreneurship, high-level education and the services it provides to the society, bearing the name of Gazi Mustafa Kemal Atatürk and educating the pioneer teachers and researchers of the Republic, with the honor of hosting education, training and research institutions, Gazi University prioritizes work in line with social development goals, tries to reach the highest value with research and development (R&D) studies supported by external funds gained through national and international cooperation, R&D, and product development equipment. It makes entrepreneurship and innovation sustainable by transforming the outputs of research carried out in university-industry-public cooperation, which is shared with the awareness of social contribution and directed in accordance with our strategies, and its internal and external resources are carried out in priority areas. It uses R&D studies with a holistic point of view, uses it efficiently to support research, organizes activities to develop the competencies of researchers, monitors research outputs and achievements to achieve the goals specified in the strategic plan, prioritizes continuous improvement, increases scientific wealth,and contributes to lifelong education and development process, and has adopted the principle of being a leading and guiding University in education and science (C.1.1.1).

Gazi University, within the scope of the "Mission Differentiation and Specialization in Higher Education Project - Research-Oriented Mission Differentiation Programme, carried out by the Council of Higher Education (YÖK) in order to carry out the trio of national research, higher education and innovation systems in a balanced way and to provide qualified human resources in our country, which brings diversity to higher education", Gazi University was declared as "Research University" in 26 September 2017. "Candidate Research University" status in 2021, when the Research Universities were divided into 3 performance groups, A1, A2 and A3, according to their performance, our University maintained its Research University title in the "A3" category.

In the next stage of the "Mission Differentiation and Specialization in Higher Education Project", research universities within the scope of the goal of "matching Research Universities with priority sectors taking into account their competencies, putting into practice business models based on projects created to achieve the determined targets and supporting these collaborations" included in the 11th Development Plan they are paired with priority sectors (C.1.1.2). For this purpose, the sector and field preferences of the universities were taken from the universities (C.1.1.3), the interviews with the University Rector and the "Competence Analysis of Universities by Field" of TÜBİTAK, the Scientific and Technological Research Council of Türkiye, were evaluated and it was tried to bring together the preferences of the universities with their competencies. In this context, the food supply security sector, whose importance has emerged once again during the global epidemic, with the sectors of chemistry, medicine, medical devices, electronics, machinery-electrical equipment, automotive, rail system vehicles, and 39 sub-fields within the scope of these sectors were matched with universities within the framework of their competencies (C.1.1.4, C.1.1.5). These pairings are evaluated by the Presidency of Strategy and Budget to be used in decision-making processes, especially in investment programs, and it is based on facilitating more efficient and

competency-based spending of public resources. It has become possible to encourage universities to establish academic units such as research centers, departments, and programs related to the matched specialization fields, and to encourage universities in the same priority sector and field to carry out joint studies.

The priority sectors with which our university is matched were shared with the public on 7 June 2021. Gazi University is matched with nine research universities in three priority sectors and six sub-studies (C.1.1.6). Our University has been matched with

- Hacettepe University, Boğaziçi University in the field of Biomaterials in the Medical Devices priority sector;

- ITU and Gebze Technical University in the field of Organic Chemistry in the chemical sector;

- In machinery-Electrical Equipment priority sector,

   o ITU and Çukurova University in the field of Additive Manufacturing;

   o Yıldız University and ITU in the field of Energy Systems and Fuel/Combustion;

   o METU and Selcuk University in the field of Factory Automation Systems;

   o Yıldız University and Erciyes University in the field of Machine Design and Manufacturing.

In addition to the sector matching carried out by YÖK, our University has determined its priority research areas with an exemplary practice in which stakeholder participation was ensured for the effective and efficient management of research processes. Thus "**KYİF 15:** *Defining areas (compatible with the Research University vision) in which the institution is strong and effective short-term results can be achieved by constituting priority research area titles (focus areas in research) exclusive to the university with the participation of internal and external stakeholders and prioritizing projects in these areas*" activity within the scope of Improvement Plan defined by Quality Commission was realized (C.1.1.7).

Considering the field-based competencies of the Science and Technology High Council (BTYK), the Council of Higher Education and our university, the subjects that may be the priority area of our university were determined by our BAP Commission, stakeholder views were compiled through a survey implemented by Gazi University Distance Education Application and Research Center (GUZEM) through learning management system in order to carry out the process with a participatory, democratic and scientific approach. 2028 faculty members participated in this survey were asked to choose 3 areas for our University from among the priority areas offered to them (C.1.1.8). Twenty areas determined by the opinions of our academicians were first submitted to the evaluation of Gazi University Science, Art, Education, Technology, Entrepreneurship and Innovation Board (Gazi BEST) and then to the Senate's approval (C.1.1.9). Twenty priority areas determined as Gazi University's Priority Research Areas were decided at the meeting of our University Senate dated 16.04.2021 (C.1.1.10, C.1.1.11).

Our University's Strategic Plan for the Term of 2019-2023 was prepared by the Gazi University Strategy Development Board, which was formed in 2017 and whose Directive came into force, with a study spanning two years and entered into force on July 22, 2019 (C.1.1.12). However, within the framework of the deficiencies identified in the plan during the preparation of the

2019 Evaluation and 2020 Monitoring Reports of the Strategic Plan, the need for a change that will both highlight the Research University identity of our University and cover the distance education process, which has gained importance as of 2020, has emerged. With the decision taken at the meeting of the Strategy Development Board of our University on October 21, 2020, it was decided to update the Gazi University 2019-2023 Term Strategic Plan for the remaining years (2021-2022-2023), and in this context, a comprehensive and well-attended update study was carried out in line with the vision of the Research University (C.1.1.13, C.1.1.14).

Research orientations and priorities determined as a result of senior policy documents, regulatory authorities and internal evaluations, our University's policy documents, experiences gained in monitoring and evaluation processes, institutional external evaluation reports and Research University Monitoring and Evaluation Criteria and Higher Education Quality Board (YÖKAK) Criteria, Our University's Strategic Plan has been a guide in the process of updating the plan (C.1.1.15) (In the A.2.2. sub-criterion of the report, our University's Strategic Plan update studies are comprehensively explained).

[Gazi University's Updated Strategic Plan for the Term of 2019-2023](#) was approved by the Senate decision numbered 2021/169 and took its final form as a result of the Evaluation Report of the Presidency Strategy and Budget Department appreciating the work of our University and entered into force on 04.08.2021 with the approval of the Rectorate (C.1.1.16, C. .1.1.17). The updated Strategic Plan includes new targets and performance indicators on distance education, research capacity and quality, entrepreneurship, environment, health and stakeholder engagement. In the plan update study, each objective within the scope of our University's fields of activity such as education and training, research and development, entrepreneurship, social contribution, and institutional capacity development was referenced to the relevant policies, and our University's policies were taken into account both in the targets and in the determination of performance indicators (C.1.1.18).). Thus, the activity of the Improvement Plan determined by the Quality Commission "**KYIF.21:** *Continuing the monitoring and evaluation processes with the relevant indicators in the current Strategic Plan of the Institution by determining the objectives, targets and indicators for the policy*" has been completed.

In order to carry out qualified and high value added R&D studies that will strengthen the vision of the Research University, the following strategic objectives are included in the Plan:

- Investments for strengthening the physical and technological infrastructure of laboratories and research centers will be increased by at least 20% for research and development activities that are compatible with our country's science strategies, open to international competition and within the scope of priority areas.
- In line with the Research Policy, which encourages cooperation with internal and external stakeholders and benefiting from external funds, financial resources will be increased by 10% in order to carry out research and development activities that are compatible with the academic priorities and strategies of our University, can generate value and can be transformed into social benefit.
- The number of activities carried out in order to maintain and improve the research competence of the academic staff will be increased by 20% in order to support researchers who can do internationally qualified and interdisciplinary work at our university.
- By developing processes for the periodic measurement and evaluation of research and development activities and the use of the results for the continuous improvement of the

University's research and development performance, qualified publications from Gazi University (in the 50% range) and citation numbers in international and national indexed scientific publications will be increased by at least 25%.

- In order to increase scientific wealth by making research the main component of education for both academicians and students in education programs, the concept of "research student" will be developed and the participation of students in research projects will be increased by 15%.
- In addition, the following strategic objectives are included in the Plan in order to encourage and expand entrepreneurial activities;
- The efficiency of University Technology Development Zones, which are the basis for the participation of students and graduates in research, development and innovation processes, will be increased by 20%.
- University Technology Development Zones activities will be increased by 20% in order to transform information and technology into social contribution through entrepreneurial activities.
- University-industry-public cooperation will be increased by 20% with an understanding that makes entrepreneurship and innovation sustainable, by transforming the outputs of high-level scientific research directed in line with our policies into economic value.
- The number of patent, utility model and industrial design applications and registrations will be increased by 10%.

Within the framework of the integration of strategic planning and quality studies at our university, it was found appropriate for a team of members of the Strategy Development Board and the Quality Commission to review the updated Strategic Plan Target Cards in line with the Institutional External Evaluation and Monitoring Reports (C.1.1.19). Suggestions regarding the reflection of Evaluation Reports and YÖKAK criteria to the Plan were submitted to the Strategy Development Board, and these suggestions were adopted by the Board and reflected on the Goal Cards (C.1.1.20, C.1.1.21). In this way, the improvement in the direction of "**KYİF.14:** *Establishing strong relations between the plan and the quality assurance processes*", developed in cooperation with the Strategy Development Board and the Quality Commission, was also achieved. YÖKAK External Evaluation Gazi University Institutional Feedback and Institutional Monitoring Report includes additions and adjustments in the Updated Strategic Plan for all of the following recommendations regarding research and development:

- Establishing strong relations between the strategic plan and the quality assurance processes, emphasizing the "research university",
- The institution's emphasis on indicators in the "Research Universities Performance Monitoring Index", especially in the field of "Research Quality",
- Increasing the projects produced for the priority areas of the university to the desired level,
- Employment of academic staff with master's and doctorate degrees abroad,
- The centers to carry out their activities effectively with the cooperation of internal and external stakeholders and to announce these activities to a wider audience,
- Completing the process of revising the Academic Promotion and Appointment Criteria, taking into account the research vision,
- Developing incentive mechanisms that will enable the academic staff to participate in projects with international cooperation and to take an active role as researchers abroad.

In the development of performance indicators for the Strategic Plan, which has been updated for nearly ten months, besides the "Strategic Plan Preparation Guide Performance Indicator Set for Universities", "Mission Differentiation and Specialization Program - Research Universities Indicators", "Higher Education Quality Board Indicators", "University Monitoring and Evaluation Criteria" and "Quality Assurance Criteria in Distance Education" were evaluated together (C.1.1.22, C.1.1.23, C.1.1.24, C.1.1.25, C.1.1.26). The fact that 9 out of 14 Basic Performance Indicators determined within the scope of our University's Updated Strategic Plan are indicators related to research and development processes, is a reflection of our university's determination to act in accordance with the mission of the Research University. In this context, among the indicators determined to measure research and development goals, the following indicators were prioritized as Key Performance indicators (C.1.1.27):

- Number of ongoing international collaborative projects per faculty member
- Ratio of the number of accredited undergraduate programs to the total number of undergraduate programs
- Number of interdisciplinary graduate programs
- Total budget of externally supported projects completed in the relevant year
- Average budget of ongoing externally supported projects (total of project budgets/number of projects)
- Number of projects received in the relevant year within the scope of National R&D and Innovation Support Programs
- Number of students in YÖK 100/2000 and YÖK-Overseas Doctoral Research Scholarship (YUDAB) Scholarship Programs
- Number of Scientific Publications in the Top 50% of Incites Journal Impact Value per faculty member (Number of publications in article and criticism types [Q1-Q2], which are in the top 50% of Incites Journal Impact Value [excluding publications over 1000 authors])
- Number of projects carried out within the scope of private sector and university-industry cooperation
- Total number of national and international patents addressed to the university.

The improvement proposal "**KYİF.16:** *Completion of the evaluation studies of the Unit Strategic Plans*", which was developed within the scope of the proposal to use the feedback obtained from the measurement, monitoring and evaluation studies in the quality assurance system for the improvement of the process and to close all the cycles, and where the Strategy Development Board was determined as the Responsible Unit, was renewed. It was put on the agenda again in 2021 by the Strategy Development Board. Following the updating of the Institutional Strategic Plan, all units were informed that it is possible to revise the Unit Strategic Plans for 2022 and 2023 in accordance with the University Plan, and some units updated their strategic plans, especially considering the research university title and monitoring evaluation criteria, and submitted them to the Board (C.1.1.28). Academic units of our university have also included in their plans the targets that will strengthen the vision of the Research University within the framework of the Gazi University Updated Strategic Plan for the 2019-2023 Term (C.1.1.29, C.1.1.30). It was decided by the Strategy Development Board to review the units' strategic plans in terms of format and content, to identify the units that need correction or update as a result of the examinations, and to notify them of this situation with the decision of the Board (C.1.1.31). The improvement cycle of the strategic planning process carried out in the units will be closed with the presentation of the evaluation reports to be prepared by examining

the "G.U. Strategy Development Board Unit Strategic Plans Evaluation Form" within the framework of the task distribution determined in accordance with the work areas of the Board Members (C.1.1.32).

Our university, within the framework of the 11th Development Plan objectives, updated the Research Policy and Strategic Plan in line with the mission of the research university, which was deemed worthy of it by the Higher Education Council, and determined the management principles, as well as ensuring the creation of the necessary structures in order to make this mission sustainable in the Institution. Existing Boards and commissions such as Strategy Development Board, Quality Commission and Gazi BEST have actively worked in determining the research policy, goals and strategies in our university in line with the country's strategy and development plans, systematically monitoring the research and development performance of the University, and developing improvement action plans in line with the results obtained. At the same time, new structures such as the Research University Monitoring, Evaluation and Execution Board and the Application and Research Centers Board were established in order to increase the efficiency in research management. In this way, it is aimed to implement the Gazi University Quality Commission (GUKK) Improvement Plan "**AIF.1:** *Preparing a roadmap to increase our efficiency in research, developing mechanisms that will unite internal forces and put forward new projects, especially in areas where we are strong*".

In order to monitor our university's policies on science, education, art, R&D, technology and innovation in line with universal developments and country strategies, to determine academic priorities for the future, to further support R&D activities and to carry out related procedures, [Gazi University Science, Education, Art, Technology, Entrepreneurship, Innovation Board (Gazi BEST)](#) was established in 2017. Through its Science Group, Education Group, Art Group and Technology Entrepreneurship and Innovation Group, the Board executes activities like effectively monitoring global-scale science, education, art, social and technological developments, determining academic priorities for the future, closely monitoring the development plans and technological goals of our country and determining the academic roadmap for achieving these goals, ensuring the coordination between the academic units of the University in a way that can support the determined academic roadmap, and encouraging and maintaining interdisciplinary work in harmony, determining the university units that can contribute to the development of our country and national/international academic accumulation, and the research and development activities of these units, and carrying out its studies in order to develop policies for further support (C.1.1.33). In the Gazi BEST Board, which actively adopts a communication-oriented working approach with all academic and administrative units, the research and artistic processes that are put on the agenda are meticulously examined, decided, and followed up (C.1.1.34).

As a result of the adoption of the mission of the Research University by our University, it has also been structured as an improvement activity in order to protect and improve the current position, as well as carrying out its studies effectively throughout the year, determining the roadmaps of the University in research and entrepreneurship, and making outstanding improvements in the planning and taking measures. One of the most important initiatives to make the title of Research University sustainable in our university has been the structuring of a special Board for this purpose.

In order to increase the academic performance of Gazi University in the fields of education, research and development and social contribution activities, research capacity and quality,

interaction and cooperation, economic contribution and commercialization, and intellectual property, in accordance with the decision of our University Senate No. 2021/46, Research University Monitoring, Evaluation and Executive Board (İDY Board) was established (C.1.1.35). It prepares an action plan to ensure the development of the university in the fields of research capacity and quality, interaction and cooperation, economic contribution and commercialization, and intellectual property, conducts, monitors and supervises the activities in the plan. The IDY Board, which develops policies for the collection and increase of data, establishes working groups related to the activities of the Board when necessary and regulates their duties, works to ensure the effective participation of units and personnel within the University, evaluates its performance, monitors performance indicators, takes necessary measures to increase research performance, evaluates graduate education programs, prepares reports of all processes, fulfills other duties and responsibilities required by the process of increasing research university performance (C.1.1.36, C.1.1.37). Within the body of the University Research University Monitoring, Evaluation and Executive Board, in order to ensure that all processes related to sector matching carried out by the Council of Higher Education, by taking into account the competencies of research universities in line with the policy measures in the 11th Development Plan, operate correctly and that the highest level of output can be obtained by systematically following up, Priority Sectors Working Groups were formed, and the Directive amendment allowing the relevant regulation was accepted by the Senate on 23 June 2021. In the process of determining the personnel to be included in these groups, great importance was given to stakeholder participation, and information was requested from all academic units in Gazi University who wanted to take part in priority sectors working groups (C.1.1.38, C.1.1.39). The members to be included in the Priority Sectors Working Groups formed within the Monitoring, Evaluation and Executive Board of the Research University were selected according to the highest academic performance scores. In accordance with the Research University Monitoring, Evaluation and Executive Board Directive, the appointment of members to the working groups was carried out with the proposal of the Vice-Recor and the approval of the Rector (C.1.1.40). The Board has implemented many detailed activities that are elaborated in the C.3.1. Monitoring and Evaluation of Research Performance and C.3.2. Evaluation of Instructor/Research Performance sub-criteria like developing public-university-industry cooperation, increasing internal and external research and development resources, supporting priority sector projects and the scholars who will take part in these projects, putting into effect the Academic Performance Evaluation Process Management System (APSIS), updating Academic Promotion and Appointment Criteria and conditions for graduation from the institutes to contribute more to the qualification of a research university.

In a systematic structure determined by the relevant regulations and directives of the University's Research Management, Gazi University Application and Research Centers Board was established by the decision of our University Senate, numbered 2021/291, in order to regulate the procedures and principles regarding the establishment and operation of application and research centers affiliated to our Rectorate, in addition to the existing structures in 2021, in order to carry out the execution of our university in line with its goals and in a way that will ensure the effective and efficient use of resources, (C.1.1. 41). With the Application and Research Centers Directive, the principle of presenting the establishment, performance evaluation and all kinds of transactions regarding the centers to the Senate after the examination of this Board has been adopted (C.1.1.42). In this way, for the first time in our University, the processes of opening, running and closing the Application and Research Centers were carried out by the Committee, in accordance with the Directive. In addition, the Application Evaluation Form for the new application and research centers to be established in our University and the Activity Monitoring & Evaluation Form for the centers within the University were accepted by the University Senate (C.1.1.43). Centers will be awarded with "Certificate of Appreciation"

and "Certificate of High Achivement" as a result of the evaluation of these forms, the details of which are given in the [C.3.1. Monitoring and Evaluation of Research Performance](#) sub-criterion. In line with the suggestion in the direction of "restructuring the application and research centers that are idle, do not carry out research activities or work on similar subjects in accordance with its purpose, through the monitoring/evaluation process to help monitor, coordinate and support the activities of application and research centers" expressed in the institutional external evaluation processes, this institutional transformation towards opening the Centers, maintaining their activities in a way to use public resources in the most efficient way and monitoring the studies carried out, has been an important improvement work in terms of making the monitoring process at our University a systematic structure.

The research management team and units, which are decisive in the management and direction of research processes at our university, gave great importance to the improvement of research and development processes in every aspect in the evaluation year, and implemented improvements to rapidly adapt to global developments with an agile leadership approach. Undoubtedly, one of the critical studies in this sense has been the revision of our University's Academic Promotion and Appointment Criteria from the perspective of a research university.

In line with the importance of improving the competencies of academic staff in order to transform the Institution within the framework of changes in the higher education system, local, regional and national development goals and stakeholder expectations, and national and international trends, the necessity of updating our University's Academic Promotion and Appointment Criteria Directive has emerged (C.1.1.44). Studies have been initiated to update the Academic Promotion and Appointment Criteria, taking into account the indicators graded under the headings of Research Capacity, Research Quality and Interaction and Cooperation, which are determinants of the performance of our University's Research University. The Academic Promotion and Appointment Criteria Working Group was formed under the chairmanship of the Vice-Rector, who was appointed by the Rector, in order to determine the necessary regulations needed in the directive and to revise the said criteria as a result of these determinations (C.1.1.45). As a result of the meetings held by the Working Group under the chairmanship of the relevant Vice-Rector, our University has prepared the Academic Promotion and Appointment Criteria Directive Draft. The Academic Promotion and Appointment Criteria Directive Draft, which was prepared in accordance with the future vision and goals of our university, was submitted to all academic units and faculty members of our university, and they were asked to express their opinions (C.1.1.46, C.1.1.47). The opinions of the academic units and faculty members of our university were evaluated by the academic members of the Academic Promotion and Appointment Criteria Working Group under the chairmanship of the relevant Vice-Rector, and the necessary changes were reflected in the Directive. The draft directive, which was revised in line with the opinions of the academic units of our university, was presented to the academic unit administrators of our university (C.1.1.48). After the regulations, final revisions were made within the framework of the opinions of our University Legal Counsel on the Academic Promotion and Appointment Criteria Directive Draft (C.1.1.49). The draft directive, which was approved by the decision of our University Senate, numbered 2021/356, was submitted to the Presidency of the Council of Higher Education for approval (C.1.1.50, C.1.1.51, C.1.1.52).

With the Gazi University Academic Promotion and Appointment Criteria Directive, which determines the principles and merits to be taken as a basis for the evaluation of the applications of the candidates who fulfill the conditions specified in the Higher Education Law and the

"Regulation on Promotion and Appointment of Faculty Members", the necessary conditions for promotion and appointment of faculty members are determined for each title level. In the academic promotion and appointment practices of Science, Engineering, Social Sciences, and Architecture, field-specific criteria have been determined separately, and candidates are required to meet the minimum criteria required within the scope of "Field-Specific Criteria" specified in the relevant science field. In addition to the fact that all of the mandatory criteria determined for each position title have been met by the candidate, the minimum score to be obtained according to the "Activities and Scoring Table" presented in the annex of the Directive has been determined in accordance with the title levels. Considering the research university monitoring and evaluation criteria in the scoring table, the publications scanned in the indexes, which play a decisive role in increasing the international recognition of our academicians, are scored according to their position in the Q1, Q2, Q3, Q4 quarters. All academic studies of our researchers, such as their participation in projects and scientific/artistic events, citations, patents, utility models and designs, are scored in detail; many activities such as education and consultancy activities, participation in exchange programs and administrative duties were included in the score table.

As a part of our university's research and development policy, the update study regarding the change in the directive, which will determine the research competence of the newly recruited and promoted academic staff in the institution, has been significantly revised with stakeholder opinions, taking into account criteria such as research capacity, research quality and international cooperation. It is in a new process in which it has shifted its structure, which it put forward as "education-oriented in the historical development process" in the Feedback Report, to a research-oriented structure with the transformation process it is in. The improvement activity of the GUKK Improvement Plan "**AİF.2:** *Updating the Gazi University Academic Promotion and Appointment Criteria Guidelines with criteria that will contribute more concretely to the vision of the research university and research-oriented studies*", which was developed within the framework of the proposal to ensure that this change is embraced within the institution, has also been completed. At the same time, the activity of "**AİF.24:** *Getting opinions from our researchers about the parameters that are or may be important in increasing our effectiveness in research at our Research University, and contributing to the processes by analyzing these opinions*", which was planned in line with the aim of improving the research competence of the academic staff, was carried out with the participation of the stakeholders.

The follow-up of the processes regarding the evaluation of the inventions discovered at our university and deciding on the right ownership is carried out by the Gazi University Invention Evaluation Commission. After the Industrial Property Law came into force, the Invention Evaluation Commission, which was established in line with the 2017/39 numbered decision of the Senate of our University and presented its opinion to the Board of Directors, aims to encourage the transformation of scientific research outputs at Gazi University into social benefit by providing economic use as a result of the implementation (C.1.1.53). Gazi University Intellectual Property Policy and its annexes were accepted on 12.12.2019, and due to the need for a design notification form for design notifications, the Design Notification Form was added to the Gazi University Intellectual Property Policy annexes at the University Administrative Board meeting dated 16.04.2021, and the policy took its final form. This policy is about the rights ownership, protection and commercialization of intellectual property that researchers have uncovered within the framework of their duties and activities at the university, and it determines the rules of cooperation of Gazi University with the industry and the basic principles

of sharing the economic benefits resulting from the commercialization of intellectual property (C.1.1.54, C.1.1.54, C.1.1.55).

In our university, the research management team and job descriptions have been determined in accordance with the effective execution of the processes. Following the change in the management of our university, the distribution of duties regarding the work and transactions to be carried out by the Vice-Rector in charge of research and the units he is associated with have been communicated to all units in an official letter (C.1.1.56, C.1.1.57). The Vice-Rector in charge carries out the duties of Chairman or Deputy Chairman in the relevant Boards and Commissions at the University, personally leading these studies to be carried out in different tracks but in line with a common goal. Research and Development Institutional Coordination Office, Scientific Research Projects Unit, Gazi Technopark, Gazi Teknoloji Inc. and the Revolving Fund Management Directorate operates in line with the research policies of the Institution under the leadership of the responsible Vice-Rector (C.1.1.58).

Research and Development Institutional Coordination Office was established in 2019 in order to increase the efficiency of research units by ensuring the coordination and harmony of research and development activities with a central organization at our university (C.1.1.59). Scientific Research Projects (BAP) Coordination Unit, Application and Research Centers and Technology Transfer Office Inc., which was established in 2021, are under this coordinatorship. While the Coordinatorship continues its efforts to carry out research and development activities at the University in integrity, it provides secretariat support to the IDY Board and the Application and Research Centers Board, and also carries out information activities to the units in order to increase scientific activities at the University (C.1.1.60, C.1.1.61). The Research and Development Institutional Coordinatorship supports the monitoring, coordination and support of the work of the Application and Research Centers and the restructuring of the Centers in accordance with their purpose. In order to increase the efficiency of Gazi University application and research centers, the activities of the units were examined, and problems were identified. In this context, together with the process that started with the Efficiency Meetings in 2020, activity reports and six-month targets were periodically requested from the application and research centers; Application and Research Centers Workshop preparatory meeting was held.

Gazi Technopark, which has a closed area of approximately 20 thousand m2 in Gazi University Gölbaşı Campus, has taken its place among the leading technoparks of Türkiye with the support of the academic power and technical infrastructure of Gazi University. In Gazi Technopark, besides important software projects for various sectors, studies are carried out to create economic and social benefits in subjects such as renewable energy, solar energy systems, plasma technologies (C.1.1.62).

The Technology Transfer Office, which started its activities at our University in 2007 with the Information and Documentation Units protocol signed between the Turkish Patent and Trademark Office within the body of Gazi University, and which was entitled to receive support under the TÜBİTAK 1513 Technological Transfer Offices Support Program in 2013, was established in 2015 in line with its academic staff's requests on generating more income from the R&D projects they carry out within the framework of he university-industry cooperation and avoiding bureaucratic procedures.

For supporting for transferring innovative technological R&D outputs made by Gazi University Technology Transfer Office Inc. to the production sector, organizing awareness, promotion,

information and training activities, supporting companies to be established by academicians and university students to bring new products and technologies into the economy, incorporation and entrepreneurship. Support services for its activities, determination of works that can be evaluated within the scope of intellectual property, activities to support the protection and commercialization processes of Gazi Technopark, ensuring the sustainability of the Gazi Technology Transfer Office, which is the product of a project carried out by Gazi Technopark, due to the expiration of TÜBİTAK's support, and transferring the ongoing experience since 2007, the structure of the unit was reconstructed in 2021. For this purpose, Gazi Technology Inc., whose shares all belong to Gazi Technopark company was purchased by Gazi University in 2021 and transformed into Gazi University Technology Transfer Office; thus, TTO Inc. gained legal personality as a company belonging to our University, and its new title was registered in November 2021 (C.1.1.63, C.1.1. .64, C.1.1.65). In this way, the GUKK Improvement Plan "**AİF.3/a:** *Restructuring the TTO, which operates under the Research and Development İnstitutional coordinator, in a way that effectively brings university researchers together with R&D and design centers*" activity, which was developed with the aim of "reviewing the organizational structure and processes, together with the research university focus, and carrying out improvement activities in the areas of need it has determined" was implemented in line with the Institutional Feedback Report and Satisfaction Survey determinations.

Project Coordination Application Research Center (PKUAM), which carries out its activities in order to increase the ability of our university staff to make and execute national or international projects and to support them in project management processes, announce domestic and international project calls to all relevant academics and units, has undertaken the task of ensuring interpersonal communication and coordination between people preparing and people who want to prepare projects. For this purpose, dissemination workshops at the end of the project and summary information of the project are shared on the website of the project center and on the page of the Turkish National Agency on the Erasmus+ Project Results Platform in order to transform the projects it carries out into social benefit. In this context, PKUAM ensures that calls for grants regarding the management of research processes are announced to university faculty members via the website and e-mail (C.1.1.66). Within the center, processes related to projects carried out by the National Agency of the Center for European Union Education and Youth Programs, supported by Erasmus+(School Education, Higher Education, Vocational Education, Adult Education, Youth, Knowledge Partnerships, Sectoral Skills Partnerships, Jean Monnet, Sports Supports), Brussels-based Erasmus+, and Horizon2020 Programs, as well as projects belonging to various Ministries, projects carried out jointly with the European Union (EU) and different organizations are managed (C.1.1.67).

All internal research projects at our university are carried out within the framework of the current Gazi University Scientific Research Projects Implementation Directive and Higher Education Institutions Regulation on Scientific Research Projects (C.1.1.68, C.1.1.69). Gazi University Scientific Research Projects Coordination (BAP) Unit, which is responsible for the evaluation, acceptance and support of the project proposals and the execution, monitoring and conclusion of the services related to them, made a performance-based project application process using Scientific Research Projects Process Management System (BAPSIS) software in accordance with the application principles updated in 2021 (C.1.1.70, C.1.1.71). The Project Processes Management System, as a process management system that allows all academic, administrative and financial processes carried out within the Higher Education Institutions

Scientific Research Projects (BAP) Coordination Units to be carried out electronically, has been put into use as of the end of 2020. By working in integration with the Academic Data & Performance Management System (AVESİS), it provides a relationship between the projects of the researchers and the publications produced from the projects. University resources are managed in an accessible manner to support priority research areas. It is considered as an important improvement that the priority areas determined by the Gazi University Senate are defined in the Scientific Research Projects System and taken into account in the "Priority Area Research Project (ONAP)" applications by the BAP Commission. Applications for Priority Field Research Projects have started to be received through BAPSIS as of April 29, 2021, and all kinds of support are given to researchers regarding the preparation and evaluation processes of scientific research projects (C.1.1.72). While the projects presented in the priority area accepted by our Senate received 170,000 TL support in 2021, it is planned to increase this figure to 250,000 TL in 2022 and to be among the projects supported with the highest budget after the Guided Projects.

Our university attaches importance to the follow-up of research processes, and for this purpose, activities are monitored, reported, evaluated and improvement suggestions are developed through the Academic Incentive Allowance Process Management System (ATOSİS), Academic Data Management System and Institutional Data Management System (KVYS) (C.1.1.73, C). .1.1.74). Scientific activities monitored by the Institution and Unit Managers through AVESİS were evaluated throughout the year at the Efficiency and Research University Monitoring Meetings attended by the Rector and the Vice President for Research, and the necessary improvements were determined with the participation of the stakeholders and implemented immediately (C.1.1.75, C.1.1.76). Studies on monitoring research performance are described in detail in the C.3.1. Monitoring and Evaluation of Research Performance sub-criterion.

In addition to the studies carried out at the institutional level, the units also play an active role in research and development studies. Research strategy, objectives and targets have been determined and updated in order for the academic units to plan research activities, carry out effectively and evaluate performance within the framework of the 2019-2023 Strategic Plan (C.1.1.77). There are Quality and R&D Teams in academic units, whose duties and responsibilities are determined by the directives, in order to monitor the execution of studies in accordance with the vision of the Research University on the basis of units (C.1.1.78, C.1.1.79, C.1.1.80, C.1.1.81, C.1.1.82). These committees develop suggestions for improvement in terms of disseminating the culture of quality and increasing research university indicator levels and present them to senior management (C.1.1.83, C.1.1.84, C.1.1.85, C.1.1.86).

Research and development activities in the Application and Research Centers are carried out according to the work flow charts defined within the scope of the projects carried out, and are managed according to short and long-term goals with the appropriate use of the center infrastructures. Documentation, material procurement processes and R&D service activities provided for the realization of these activities are carried out in a systematic order according to the organizational structure and work flow definition, including the central infrastructure. Activities are carried out regularly every year within the framework of the goals and objective cards determined in the centers, and performance criteria are followed on an annual basis (C.1.1.87, C.1.1.88 C.1.1.89). The research process is considered as a process in which the objectives of the units and their targets are realized by the central staff, the objectives are

monitored and evaluated in terms of quality and quantity, and the necessary improvements are made by checking the results achieved (C.1.1.90).

<u>Maturity Level: 4</u>

Results related to the management of research processes and the operability of the organizational structure in the institution are monitored and precautions are taken.

Evidence

C.1.1.1. Gazi University Research Policy

C.1.1.2. Mapping List with Priority Sectors and Sub-Fields

C.1.1.3. Act_AGKK_21.04.2021-E.79509_Research Oriented Specialization Program

C.1.1.4. Act_AGKK_16.06.2021-E.106899_Mapping with Priority Sectors

C.1.1.5. Competency Analysis of Universities by Field

C.1.1.6. YÖK priority sector meeting

C.1.1.7. Gazi University Quality Commission 2021 Improvement Plan

C.1.1.8. Act_AGKK_18.03.2021-E.55513_Identification of Priority Areas

C.1.1.9. Act_AGKK_08.03.2021-E.46074_Identification of Priority Areas BEST

C.1.1.10. BEST Priority Area Committee Decision

C.1.1.11. Priority Area Senate Decision

C.1.1.12. G.U. Strategic Plan for the Period 2019-2023

C.1.1.13. Strategy Development Board Meeting Minutes_2020.10.21

C.1.1.14. G.U. Updated Strategic Plan for the Period 2019-2023

C.1.1.15. Top Policy Documents Analysis

C.1.1.15. Top Policy Documents Analysis

C.1.1.16. 2021.07.16-E.131310-CSBB Evaluation Report

C.1.1.17. 2021.08.04-E.138044-SGK_Rector's Consent

C.1.1.18. Policy, Purpose, Goal Alignment

C.1.1.19. SGK_Minutes_2021.06.04

C.1.1.20. Record_SGK&KK_2021.06.07

C.1.1.21. SGK_ Minutes_2021.06.11

C.1.1.22. Strategic Planning Guide for Universities

C.1.1.23. Mission Differentiation and Specialization Research Universities

C.1.1.24. YÖKAK Indicators

C.1.1.25. University Monitoring and Evaluation Criteria

C.1.1.26. Quality Assurance Criteria in Distance Education

C.1.1.27. G.U. Key Performance Indicators

C.1.1.28. 2021.10.11-E.189540-Units_Updated SP

C.1.1.29. Faculty of Education Updated Strategic Plan

C.1.1.30. Target Cards

C.1.1.31. SGK_Minutes_2021.12.28

C.1.1.32. Unit Strategic Plans Evaluation Form

C.1.1.33. BEST Board Directive

C.1.1.34. BEST Annual Report

C.1.1.35. IDY Senate Decision...

C.1.1.36. Research University Monitoring, Evaluation and Executive Committee Directive

C.1.1.37. Act_AGKK_15.03.2021-E.51984_IDY Member

C.1.1.38. Press_İDY Meeting_Priority Sectors Working Groups

C.1.1.39. Press_İDY Meeting_Priority Sectors Working Groups are Established

C.1.1.40. Press_IDY_02.11.2021-E.203812_Priority Sectors Working Groups Selection

C.1.1.41. Press_PDB_03.12.2021-E.232712_UAM Board

C.1.1.42. Application and Research Centers Board Directive

C.1.1.43. UAM Application Mod. Form and Activity Monitoring Senate Decision

C.1.1.44. Academic Promotion and Appointment Criteria Changes

C.1.1.45. Act_AYAK_02.08.2021-E.136307_Working Group List

C.1.1.46. Act_AYAK_10.05.2021-E.87853_Unit Opinion

C.1.1.47. E-mail_Academic Promotion and Appointment Criteria Opinion

C.1.1.48. Act_AYAK_25.05.2021-E.93050_Görüş Replies

C.1.1.49. Act_AYAK_11.10.2021-E.189104_HukukM

C.1.1.50. Act_AYAK_29.12.2021-E.250604_Senate Decision

C.1.1.51. Act_AYAK_11.01.2022-E.261837_YÖK Directive

C.1.1.52. Academic Promotion and Appointment Criteria Directive

C.1.1.53. Invention Evaluation Committee Senate Decision 2017-39

C.1.1.54. Invention Evaluation Directive Senate Decision 2020-74

C.1.1.55. Gazi University Intellectual Property Policy

C.1.1.56. 2020.08.17-E.85502_PDB-Asst.

C.1.1.57. 2020.08.18-E.86316_PDB-Assistant Rector

C.1.1.58. Gazi University Research Ecosystem

C.1.1.59. AGKK Organization Chart

C.1.1.60. Act_AGKK_07.09.2021-E.160588_TET Project Market

C.1.1.61. Act_AGKK_25.08.2021-E.152215_TUSAŞ BAP

C.1.1.62. 1513 TTO Support Program Annual Report-2021

C.1.1.63. Gazi Technology Inc. Official Gazette

C.1.1.64. Gazi TTO AS Official Gazette

C.1.1.65. TTO AS YÖK

C.1.1.66. PKUAM Website

C.1.1.67. PKUAM 2021 Annual Report

C.1.1.68. Gazi University Scientific Research Projects Implementation Directive

C.1.1.69. Regulation on Higher Education BAP

C.1.1.70. BAP 2021 Application Principles and Researcher Information Guide

C.1.1.71. BAPSIS Announcement

C.1.1.72. Announcement_Priority Area Research Projects_2021.04.29

C.1.1.73. ATÖSİS Management System

C.1.1.74. KVYS Information Presentation

C.1.1.75. KVYK 2021 Annual Report

C.1.1.76. Research University Monitoring Meetings

C.1.1.77. Unit Strategic Plans Preparation and Update Status

C.1.1.78. Dentistry F. R&D Commission

C.1.1.79. Science F. R & D and Infrastructure Sub-Working Group

C.1.1.80. GUZEM Organization Chart

C.1.1.81. Health BF Boards and Commissions

C.1.1.82. TBMYO Working Groups and Teams

C.1.1.83. Quality Commission Stakeholder Information Meeting News

C.1.1.84. Quality Commission Year-End Evaluation Meeting News

C.1.1.85. Quality Commission Cooperation Meeting News

C.1.1.86. Quality Commission Improvement Studies Cooperation Meeting News

C.1.1.87. EKTAM Workflow Charts

C.1.1.88. EKTAM 2021 Meetings

C.1.1.89. EKTAM Operations Reports

C.1.1.90. Design Application Research Center Workflow Charts

C.1.2. Internal and External Resources
Working with the aim of becoming a leading science and technology center in scientific projects by using its interdisciplinary programs, public-university-industry collaborations and internal and external resources, our University, in the [Updated Strategic Plan for the 2019-2023 Term](#), has defined its main goals on research and development as implementing research and development activities with high quality and added value and encouraging and disseminating entrepreneurial activities. It uses internal and external resources effectively and efficiently in order to achieve the performance targets included in the Strategic Plan. Scientific Research Projects (BAP) fed from revolving funds constitute the internal financial source, while external national and international project supports, donations, sponsorships etc. are also formed as external financial resources. Infrastructure resources for research can be listed as academic units, research equipment and equipment in research and application centers, central and unit research laboratories, and library printed and electronic resources and databases.

In order to gather research and development activities under one roof, the Research and Development Institution Coordination Unit includes the BAP Coordination Unit, application and research centers and the Central Research Laboratory. All these units work together to ensure that our University's physical, technical and financial research resources work in harmony with our University's mission, goals and activities, and their activities are monitored by the responsible Vice-Rector and Research and Development İnstitutional coordinator. The changes in the university's resources over the years, the effectiveness of these opportunities, their adequacy, their openness to development and their level of meeting expectations are monitored by the support units working to support our university's orientation to external resources. The types and numbers of internal and external projects carried out by the academic staff of the institution and the centers are monitored, and the measures to increase the research performance are evaluated together with the stakeholders at the efficiency meetings.

The purpose of the BAP Project support provided to our researchers by the BAP Coordination Unit is to encourage and disseminate research in the academic units of the University, and to enable research in new and priority areas (C.1.1.68, C.1.1.69, C.1.1.70, C.1.1.71, C.1.1.72). In this framework, the basic principle in spending the BAP budget is to use the budget to provide support to a large number of researchers on a project basis, and the processes in BAP projects are published. Many research projects in different categories, such as the Independent Research Project (BAP), Multidisciplinary Research Project (ÇAP), Priority Area Research Project (ÖNAP), Graduate Thesis Project (TEZ), Post-Doctoral Researcher Project (DOSAP), Guided Project (GDM), Participatory Research Project (KAP)), International Research Cooperation Project (UIP), Career Start Support Project (KBP), Rapid Support Project (HZP), Undergraduate Student Participation Research Project (LKP), Co-Funded Scientific Research Project (EFP) and many research projects in different categories are supported at our university in order to further the vision of the research university (C.1.2.1, C.1.2.2). In order to continue the research and development activities of the institution, internal resources (BAP) are managed in an accessible way to support priority research areas. The BAPSIS program, which was started

to be used by our university in 2021, allowed scientific research project processes to be carried out faster and more effectively. With the BAPSİS program, a performance-based (increased with publication support) budget application was started in 2021 in order to create incentives for project applications. In order to harmonize BAP activities with the legislation and to use resources efficiently and effectively, [Gazi University Scientific Research Projects Implementation Directive](#) was renewed and detailed information was provided to researchers. With the update in the directive, project diversity (project type) has been increased in line with the aim of increasing the scientific research capacity of our University, and original projects have been included in the priority support. "Performance Based Budget Limit Application" was introduced to the BAP System. As a result of the scientific evaluation process, it has been made possible to increase the budget for researchers who meet the necessary conditions for the projects, provided that they are found suitable for support by the BAP Commission (C.1.2.3).

Participatory Research Project (KAP), which is one of the newly added project types with the change in the directive, is research projects that will be prepared by researchers from our University with the participation of national or international institutions and organizations, and in such projects, the collaborating institution contributes to the project budget at a certain rate and provides human resources support. It is expected to contribute in-kind or in-cash, such as making use of research infrastructures that are not available in our university, and/or within the scope of the project. **Post-Doctoral Researcher Projects** (DOSAP) are scientific research projects where faculty members need to employ highly qualified researchers who have the potential to achieve high value-added outputs and who have completed their doctorate. **Guided Projects (GDM):** These are the projects that the BAP Commission will have specialist scientists prepare for research on issues that are important to our university and/or our country, or that will be supported by invitation by determining their subject and conditions. **International Research Collaboration Projects (UIP):** These are research projects that the researchers of our university will carry out in cooperation with researchers from the world's leading universities in internationally recognized ranking systems or in important research centers that are internationally recognized in their field. **Rapid Support Project (HDP):** These are projects aimed at supporting short-term and small-budget researches that have the potential to turn into General Research Projects. Project duration is limited to a maximum of 12 months. **Undergraduate Student Participation Research Project (LKP):** These are the research projects implemented in order to create a R&D culture in the successful students enrolled in formal education programs, to encourage research activities and to encourage them to do research in the units of our university that provide undergraduate education for 4 years or more. Only undergraduate students who meet the conditions determined and announced by the BAP Commission can take part as researchers in these projects undertaken by the faculty members. **Co-Funded Scientific Research Projects (EFP):** These are the support projects for the provision of cash co-financing support required by the institutions providing support for scientific research projects supported by national or international institutions and organizations in which the researchers from our university act as executives. Project type with Undergraduate Participation also supports the aim of increasing the number of **'research students'** of our university. In the type of **Participatory Research Project**, the participation of other national or international institutions and organizations to the project and in-kind or in-cash contributions such as human resources and/or research infrastructure support to the project budget are both outsourced. It serves our goals both to provide infrastructure and to strengthen our cooperation. Within the scope of the projects, conferences, travel supports and scholarship opportunities are

provided. It is anticipated that applications for these new project types will increase in the coming years.

In the 2019-2023 Strategic Plan, the indicators that include the strategies for outsourcing are ensured, and our researchers are informed about projects such as TUBITAK, Turkish Health Institutes Presidency (TÜSEB), Development Agency, Small and Medium Enterprises Development and Support Administration (KOSGEB), European Union Erasmus. In the BAP Coordination Unit, all kinds of goods and services are purchased within the scope of projects supported by the TR Presidency of Strategy and Budget, TUBITAK, the Disaster and Emergency Management Presidency and the Ankara Development Agency. Within the Project Coordination Application and Research Center, in addition to the projects supported by Erasmus+ (School Education, Higher Education, Vocational Education, Adult Education, Youth, Knowledge Partnerships, Sectoral Skills Partnerships, Jean Monnet, Sports Supports), Brussels-based Erasmus+ and Horizon2020 Programs carried out by the National Agency of the Center for European Union Education and Youth Programs, processes related to projects belonging to various Ministries and projects carried out jointly with the EU and different institutions are managed.

One of the funding sources of our university within the scope of externally supported projects is the Research and Development, Design and Innovation projects carried out within the scope of "Revolving Fund University-Industry Cooperation". In order for the projects of our academics to be evaluated within the scope of Article 58, the "Revolving Fund University-Industry Cooperation Research and Development, Design and Innovation Projects/Activities" Application Form is filled in by the project coordinator and sent via EBYS and submitted to the Revolving Fund Operations Directorate with a wet-ink signature. The Directorate of Operations notifies the applicant's petition and the completed application form, together with all its attachments, to the Project and Activity Evaluation Commission within one week and ensures that it is processed. The decision made by the commission is sent to be discussed at our University's Administrative Board and action is taken according to the result. In the applications made for clinical studies, since "clinical studies whose at least two stages were not performed in the country before the drug production permit and clinical studies performed after the production permit" cannot be evaluated within this scope, the above-mentioned conditions must be documented during the application. Taking into account the provisions of clause (k) of Article 58 of the Higher Education Law No. 2547, with the decision of the Gazi University Executive Board, 85 percent of the income to be paid for the studies that are decided to fall within the scope of "Research and Development, Design and Innovation Projects and Activities within the Scope of University-Industry Cooperation", while it is paid to the related academic staff without any tax deduction, 15% is the University Share (C.1.2.4).

Thanks to the studies carried out in 2021, our University has increased the ongoing internal and external project funds. The average budget of ongoing internally supported projects increased from 49,789.88 TL to 120,820.42 TL, and the average budget of ongoing externally supported projects increased from 1,139,303.03 TL to 1,791,534.94 TL. The number of internally supported projects per faculty member increased from 0.08 to 0.10, and the number of externally supported projects completed per faculty member increased from 0.027 to 0.028. In this way, in line with the "Research Policy that encourages cooperation with internal and external stakeholders and benefiting from external funds, which is included in the Updated

Strategic Plan for the 2019-2023 Term, financial resources will be increased by 10%.", 100% performance was achieved in this objective (C.1.2.5).

Detailed data on the research funds of our university are followed through comparative tables and evaluated by the relevant units and improvement studies are carried out (C.1.2.6). While 494 projects with a budget of 52,704,937 TL were carried out in 2019 in the Scientific Research Projects Coordination Unit, the budget of 494 projects in 2020 was 66,617,428 TL. With 187 newly added and 160 completed projects in 2021, 556 active projects with a total budget of 80,451,512.35 TL were carried out (C.1.2.7, C.1.2.8, C.1.2.9). In the Scientific Research Projects unit, the Strategy and Budget Directorate, TÜBİTAK, AFAD/UDAP and Ankara Development Agency Projects are followed. A total of 112,069,248,75 TL external funds provided for 6 projects supported by the Strategy and Budget Department constitute one of the largest funding sources for our University. In TÜBİTAK projects, 20 new projects were added to 38 projects carried over from the previous year, 19 projects were completed during the year, and the amount of resources handled was 20,771,893,70 TL. The amount of funds for one Ankara Development Agency and AFAD/UDAP Projects was 125.325.11 TL and 12.077.32 TL, respectively. Undoubtedly, one of the important external resources of our university is the European Union funds, followed by the Project Coordination Application and Research Center. In our university, 7 EU projects were completed in 2021 and the amount transferred to our researchers for a total of 51 EU projects, 43 of which are ongoing and 8 added during the year, was 116,722.930,29 TL. Within the scope of two other international projects, QNRF and BAA, which started to be implemented for the first time this year, 931,467,00 TL of funds were provided (C.1.2.5). In addition, within the scope of ERASMUS+ 2021 Mobility Projects, a fund of 5,352,018.00 TL was provided to our university. In addition, the total budget of 33 research and consultancy projects, which are being followed up in the Revolving Fund Directorate, was 10,180,707.58 TL. 7 projects with a total budget of 3,339,074.11 TL, whose processes are being carried out by the Project Coordination Application and Research Center, which supported the launch of 8 projects in 2020 and 15 projects in 2021, were completed in 2021. The total budget of the externally supported PKUAM projects continuing in 2021 was 111,194,719,10 TL. In addition, the total budget of 15 projects carried out in 2021 by Gazi TTO Inc. was 10,376,684.75 TL. Technopark's total R&D revenue was 852,399,073 TL for 2021 (C.1.2.10, C.1.2.11, C.1.2.12, C.1.2.13). The amount transferred from the university budget for research and development has increased over the years and while it was 41,318,826,00 TL in 2019, it became 44,495,108,06 TL in 2020 and 65,879,972.11 TL in 2021 (C.1.2.14).

In 2021, 187 new BAP projects started to be supported at our university. An important improvement achieved with the BAPSIS software in 2021 was the transition to a performance-based (increased with publication support) budget application in terms of creating incentives for project applications. We have 106 projects with performance-based budget increase. A total of 22 projects benefited from the incremental budget in 2021, including 5 Multidisciplinary, 5 General Research, 5 Doctoral Thesis, 6 Priority Field and 1 Specialization in Medicine Project. In 2021, 72 Master's Degrees, 37 Medical Specializations, 7 Priority Areas, 3 Undergraduate Thesis Projects, 10 Career Startups, 140 Doctoral Thesis and 15 Dentistry Specialization Projects were supported. As the scope of project support expands, project applications increase. In addition to the 20 newly acquired TÜBİTAK projects in 2021, 3 publicly supported university-industry cooperation R&D Projects, 3 Internationally Supported R&D Projects, and 15 industry-financed contracted R&D Projects were initiated.

Gazi Technopark is an environment that hosts university-industry cooperation mechanisms and institutions that appeal to various disciplines in the field of advanced technology, that will enable the development of creativity, innovation and entrepreneurship culture, and a professional technopark of quality that will provide international competition to academics, entrepreneurs, companies and employees in this environment. It has been operating since May 2008 to provide services, to encourage entrepreneurship, to establish new companies and to enable existing companies to grow based on innovation. Developing mechanisms such as Key Incubation Center and Key Pre-Incubation Center that will enable the development of creativity, innovation and entrepreneurship culture, Gazi Technopark offers effective technopark services to entrepreneurs from the idea stage to the commercialization stage of their projects. As of 2020, the number of companies within Gazi Technopark increased from 123 to 135 in 2021, the number of employees increased from 806 to 1015, and the occupancy rate of Gazi Technopark reached 99%. Within Gazi Technopark, the number of companies in incubation in 2021 is 59, the number of companies owned by students is 5, the number of companies with academic partnerships is 44, and 29 of these companies are partnerships with Gazi University academicians.

One-to-one interviews were held with Gazi University academics and students and Gazi Technopark companies, and detailed information was provided regarding the needs of those who received consultancy. Developing mechanisms such as Key Incubation Center and Key Pre-Incubation Center that will enable the development of creativity, innovation and entrepreneurship culture, Gazi Technopark offers effective technopark services to entrepreneurs from the idea stage to the commercialization stage of their projects. Individual Young Entrepreneurship (BIGG) Key is an entrepreneurship program in which Gazi Technopark provides TÜBİTAK 1512 Techno-entrepreneurship Capital Support Program 1st Stage services. 400 entrepreneur candidates applied to the program in 2021, and 111 entrepreneur candidates were provided with Technology Entrepreneurship Training, Canvas Business Model Training, Business Plan Preparation Training, one-to-one Business Idea Development Mentoring, one-to-one Business Plan Development Mentoring. Within the scope of the BIGG program, which received support from 3 research assistants from Gazi University in 2021, Gazi Technopark was awarded 314,000 TL by TUBITAK for its entrepreneurs who received support.

Solar Energy Power Plant (GES), which was established in 2013 within the scope of the Industrial Theses (SANTEZ) project in order to increase the use of renewable energies and create awareness among the companies within Gazi Teknopark, both creates an important external resource and joins Teknopark as an important social contribution project with high environmental awareness. It stands out as an exemplary application by providing the opportunity to produce its own energy. The GES system is a system with a total power of 280 kWp, which was put into use on different dates as two separate parts. The working structure of the GES-I system was created by first providing the energy consumed by Teknopark from solar energy and then selling this amount to the energy company if there is an excess of energy (self-consumption). Thanks to the system, in addition to the electricity bill paid to the energy company in return for the energy amounts consumed, an invoice is issued to the Electricity company for the energy sold in excess of the energy produced. GES-I and GES-II systems, established within the framework of the protocol signed between Gazi Technopark and Başkent Electricity Distribution Inc, show the success of meeting approximately 32% of the total power of the Technopark building, 1000 kWp, when operating at full capacity. Gazi Technopark has

two different projects, which are ongoing in 2021, jointly with Başkent Elektrik Dağıtım Inc (BEDAŞ) regarding the existing solar energy system and energy infrastructure. The first project is called the Project of Conducting Pilot Project Studies in Our Distribution Networks, Comparing the Studies, Providing After-Sales Technical Support Service (KEDEP) by Examining Chemical Energy Storage Technologies supported within the scope of EMRA R&D fund carried out by BEDAŞ. This project was initiated with the aim of transforming a renewable energy-supported system into a microgrid, breaking new ground in Türkiye. Within the scope of the project, a lithium battery-based energy storage system with a power of 410 kWh was installed in Gazi Technopark. Studies are carried out to investigate the potential of this system to provide uninterrupted and affordable energy to the Technopark building. In addition, within the scope of the IVME entrepreneurship program carried out with BEDAŞ, efforts to ensure energy efficiency with smart lighting systems and to illuminate the Technopark ecosystem more efficiently continue.

Due to the global epidemic, an international trade delegation organization could not be organized in 2021 within the scope of Gazi ICT Informatics Cluster. However, a 2-day "Commercial Cooperation and Internationalization Event in the USA and Mexico" was held in order to prepare the companies in a sense before the commercial delegation organizations for the year 2022 (C.1.2.15). In Gazi Technopark, which attaches importance to the investment of companies, 2 companies received private sector investments in 2021.

In addition to providing external support to the University through the activities carried out by support units such as BAP Coordination Unit, Gazi TTO Inc, Gazi Technopark, Project Coordination Application Research Center and partnerships and collaborations with various institutions and organizations, external resources are effective in the establishment and operation of our application and research centers. In this way, significant gains are provided to our University and our country. Our centers with large budgets, supported by the funds of the European Commission and the TR Presidency of Strategy and Budget (SBB), stand out from their counterparts in terms of scientific activity and social output with the critical projects they carry out.

Centers such as Additive Manufacturing Technologies Application and Research Center (EKTAM), Neuroscience and Neurotechnology Excellence Joint Application and Research Center (NÖROM) and Photonics Application and Research Center (Gazi Fotonik), TÜBİTAK, TR Presidency of Strategy and Budget, Turkish Academy of Sciences (TÜBA), ERANET, and the National Boron Research Institute (BOREN) Project use non-university resources with different projects. EKTAM, one of the application and research centers of our university, has been awarded with 2.39 Million Euros by the European Commission within the scope of the A2M2TECH COFUND project. For the same project, the project budget received with the support of TÜBİTAK was 4.84 Million Euros. A2M2TECH, of which Gazi University EKTAM is the coordinator, was funded by COFUND, a highly competitive program, and achieved the success of being the first university supported from Türkiye in this program (C.1.2.16).

Within the framework of the "**research student**" emphasis in our University's Strategic Plan, internal and external resources are used to support future researchers at undergraduate and graduate levels. TUSAŞ Scientific Research Program (TUSAŞ BAP) was established in order to support graduate students' thesis studies on the Technology Roadmap of Turkish Aerospace Industries (TUSAŞ) and their fields of activity, with budget and industry consultancy. TUSAŞ BAP project topics, which were opened for application in 2021, were published and

applications were announced in our units (C.1.2.17). The upper budget limit for the purchase of machinery-equipment, consumables and services approved for TAI BAP has been determined as 20.000TL for master's theses and 40.000TL for doctoral theses. In addition, with the Military Electronics Industry (ASELSAN) Academy SEED Support Program, which will be implemented soon, it is aimed to treat the thesis studies as an ASELSAN-University cooperation project, to determine the additional material/infrastructure needs and to provide them quickly, thereby accelerating scientific studies.

With the university-industry cooperation opportunities, it is possible to outsource our undergraduate students as well as our graduate students. LIFT UP Industry-Oriented Undergraduate Graduation Projects Program was opened for applications in the 2021-2022 academic year in order to support the final year undergraduate students of universities with the budget and industry consultancy to carry out their graduation project studies within TUSAŞ-Turkish Aerospace Industries (C.1.2.18, C.1.2. 19). Two projects of our Faculty of Engineering Computer Engineering Department faculty member received support within the scope of TUSAŞ LIFT-UP program (C.1.2.20). In order to support similar studies, it is planned to provide project writing trainings for undergraduate students by the Project Coordination Application and Research Center.

Supported by the [TÜBİTAK STAR-Trainee Researcher Program](), which is prepared for our undergraduate students to gain an R&D culture, take the first step into the research ecosystem and encourage them to do research, students are supported by the research ecosystem at an early stage and gain scientific research experience, as well as having an opportunity to receive a monthly scholarship of 750 TL for 6 months. Announcements are made to support the participation of our University students in the STAR Program, which was developed in order to convey the excitement of project-based research to all segments of the society and to make significant contributions to the dissemination of project-making efforts in our country. According to the results of the TÜBİTAK STAR-Trainee Researcher Program, our students were encouraged to work by bringing them together with the Rector (C.1.2.21, C.1.2.22).

Withing the scope of GUKK Improvement Plan "**AİF.15/a:** *... Encouraging the units by informing the units about the support of TÜBİTAK Undergraduate Graduation Project*". 2241 Industry Oriented Undergraduate Graduation Projects Competition, 2209A University Students Research Projects Support Program, which aims to encourage undergraduate students to conduct research with an academic advisor, and 2209B Industry Oriented Undergraduate Research Projects, which are organized to encourage students, are announced in our academic units and the participation of our students is supported (C.1.2. .23, C.1.2.24).

According to the results of the 2021 1st term call of the 2209-A University Students Research Projects Support Program and the 2021 2nd term call of the 2209-B University Students Industry-Oriented Research Projects Support Program carried out by the Scientific and Technological Research Council of Türkiye (TÜBİTAK) and the Scientist Support Programs Presidency (BİDEB), 13 undergraduate students under 2209-A and 7 undergraduate students under 2209-B were entitled to have support (C.1.2.25, C.1.2.26, C.1.2.27). According to the results of the 2211-A General Domestic Doctorate Scholarship Program, 2211-B Transition to Social Sciences Domestic Doctorate Scholarship Program and 2211-E Direct Domestic Doctoral Scholarship Program conducted by the Scientific and Technological Research Council of Türkiye (TÜBİTAK) and the Scientist Support Programs Presidency (BİDEB), a total of 35 students across Türkiye, 33 from 2211-A General Domestic Doctoral Scholarship Program and

2 from 2211-E Direct Domestic Doctorate Scholarship Program among 620 students in total, were entitled to receive support, and our university ranked fourth among the universities that received the most support with 35 students (C.1.2.28).

Project-based education models carried out at our University's Vocational School of Technical Sciences and Vocational School of TUSAŞ Kahramankazan is recommended by the Advisory Board to be spread in other universities by showing an example of "Successful models of university-industry cooperation in order to help the country become a country of development and prosperity by providing information and technology to the industrialists" (C.1.2.29). In addition to being a source for the Framework Regulation on Applied Education in Higher Education, these models, which provide an important source of funds for our University, enable students to carry out cooperation projects with the industry at the undergraduate level.

Our University's Vocational School of Technical Sciences, located in the OSTİM Organized Industrial Zone, provides an important external resource to our University by being one of the 9 vocational schools of 8 universities established in the Organized Industrial Zone that are supported by YÖK within the scope of the "Qualified Labor Force Project from Higher Education to Industry Project" that aims for university students receiving industrial education to receive applied education and for graduates of vocational schools (MYO) and faculties of sciences and engineering to meet the needs of the industry and business world, to increase the business skills of the students, to get to know the job market, to increase applied education and workplace training in higher education and to increase the university-industry cooperation.

The project, which is of great importance in terms of "University-Industry" cooperation, has the qualifications required by the industry. It ensures the training of people with high application and skill competence and the creation of employment-oriented policies in higher education. Establishment of vocational schools in organized industrial zones, supporting and encouraging students to receive vocational education in the industrial environment are at the forefront. As Gazi University Vocational School of Technical Sciences, students who receive undergraduate education in science and engineering sciences are supported to do a one-term applied education in private sector enterprises, technoparks, research infrastructures, R&D centers or industrial establishments related to their fields. There are studies to increase employment, especially applied training, such as the employment rate of graduates, the satisfaction rate of businesses with workplace training, and the number of projects carried out to develop the sector. 11 projects with industry partners were carried out in 2021 within the Vocational School of Technical Sciences, which continues to receive support from the program with its success in the evaluations made by considering such performance criteria (C.1.2.30).

In order to meet the labor force needs of the developing industry and service sectors, Gazi University and Turkish Aerospace Industries Inc. **Gazi University TAI-Kazan Vocational School** was opened in 2014. University-industry cooperation between Gazi University and TUSAŞ, workplace training and employment of students, Ankara Development Agency project named 'Hybrid Training Applications in Aviation Field', training and research laboratory installations and 'Technician and Mechanician Development Program' continue with each passing day. . Within the framework of the protocol signed between our university and TUSAŞ, the students of the Aircraft Technologies Program within the body of TAI-Kazan Vocational School receive **on-the-job training at TUSAŞ** two (2) days a week throughout their education life and receive a scholarship equal to two-fifths of the minimum wage during their education. Within the scope of the cooperation, internship, workplace training, course materials,

employment opportunities have been created for our associate degree students at TUSAŞ, and workplace training and internship practices are carried out in accordance with the operating conditions, increasing the quality of education and contributing to the increase of students' knowledge and skills. Students who receive training in the Aircraft Technology program can be employed in companies serving in the aviation sector in line with the qualifications they have gained.

Students who successfully complete the program can have the opportunity to be employed as an aircraft technician at TAI after their graduation. In 2019, 67 students graduated from the Aircraft Technology program for the first time, 93 students in 2020, 68 students in 2021 were employed as Aircraft Technicians in TAI. Within the scope of the Hybrid Training Applications in the Field of Aviation project carried out in cooperation with TAI, 3D material, animation, game engine, C# programming and AR-VR 3D stereo application development trainings are provided. Students can make the learning action more permanent by practicing the applications they experience in the AR / VR environment in the Virtual Reality Laboratory established within the scope of the project, the workplace training in TAI, where they go two days a week during their education, and the activities in the Manufacturing Laboratory and Assembly Laboratory established within the scope of the vocational school project. Thus, it is planned to increase production efficiency by minimizing errors and accidents that occur in production and assembly lines, thanks to qualified personnel trained on production and assembly lines with AR/VR at TAI. In addition, with the employment of graduates who have received AR / VR training within our Vocational School, significant savings are achieved in TUSAŞ personnel training costs and times (C.1.2.31).

Maturity Level: 4

The adequacy and diversity of research resources are monitored and improved in the institution.

Evidence

C.1.2.1 BAP Process Workflow Charts

C.1.2.2 Project Call and Acceptance Process

C.1.2.3. Innovations in Scientific Research Projects Processes

C.1.2.4. Revolving Fund Article 58 (k) Clause

C.1.2.5. Gazi University 2021 Administrative Activity Report

C.1.2.6. Project Income Expenditures Table

C.1.2.7. BAP 2019-2023 SP-G

C.1.2.8. Distribution of Projects by Academic Units

C.1.2.9. BAP 19-20-21

C.1.2.10. BAP Resources

C.1.2.11. TTO AS Resources

C.1.2.12. ERASMUS Mobility Resources

C.1.2.13. Revolving Funds 2019-2020-2021 R&D Resources

C.1.2.14. Cost Schedule

C.1.2.15. News_Business Cooperation and Internationalization in the United States and Mexico

C.1.2.16. News _EKTAM Received Project Support from the European Union for the Second Time

C.1.2.17. Act_MühF_27.08.2021-E.153561_TUSAŞ BAP Announcement

C.1.2.18. Announcement-TUSAS LIFT-UP

C.1.2.19. TUSAS LIFT UP

C.1.2.20. News _MFBM- TUSAŞ LIFT-UP support

C.1.2.21. TÜBİTAK STAR Meeting Poster

C.1.2.22. News _Efficiency_TUBITAK Star

C.1.2.23. Announcement_2209-A University Students Research Projects Support

C.1.2.24. Announcement_2209-A University Students Research Projects Support 2

C.1.2.25. Admission to News _TÜBİTAK 2209-A_B support program

C.1.2.26. News _ TUBITAK BİDEB 2209-A and 2209-B Project Success of Undergraduate Students

C.1.2.27. News _TÜBİTAK 2209-B support

C.1.2.28. News _The 4th University with the Most Doctoral Scholarship Support in Türkiye

C.1.2.29. Act_2022.01.19-E68802_GenSek_DanışıK

C.1.2.30. TBMYO Industry Partnership Projects

C.1.2.31. TUSAŞ-KAZAN Vocational School Protocol

C.1.3. Doctoral Programs and Post-Doctoral Opportunities
In line with the mission, vision and strategic plan goals and strategies in our University doctorate programs are carried out with an approach that adopts the principle of educating distinguished academicians, researchers and experts in their fields who are investigative, inquiring, have analytical and critical thinking, open to innovations in the field, have advanced perceptive and interpretive communication skills, use knowledge by adhering to ethical rules, have a lifelong education awareness, are constructive in the field of health and are creative. Our university, which mediates the integration of education-teaching and research processes with its comprehensive and up-to-date graduate programs, and supports the training of many researchers who are open to innovations, have advanced academic formation and are directed to the right fields with the experience of experienced consultants, who question both higher education and other fields with these programs. It also provides students with the opportunity to conduct multi-dimensional research through interdisciplinary graduate programs, supporting the training of qualified labor force needed by our country, scientific development and development with its value-added research.

Gazi University offers graduate programs within the Institute of Informatics, Institute of Educational Sciences, Institute of Science and Health Sciences. Graduate education processes in our institutes are carried out in accordance with YÖK Graduate Education and Exam Regulations and Gazi University Graduate Education and Exam Regulations (C.1.3.1, C.1.3.2). For the admission of doctorate students, Academic Committees in the Departments meet to determine the application criteria and are shared with the public by publishing on the website on the dates determined in the academic calendar with the decision of the Graduate School Administrative Board. The departments of our institutes, the Academic Committee and the quotas, the type of examination, the departments/majors to be accepted into the departments and the ALES score and type required for the admission of the students, the weighted grade point averages, the percentages of the foreign language scores are determined. The international student quota and criteria are also determined and the process is allocated according to the Foreign Student Admission Directive (C.1.3.3).

All of the 19 programs carried out in 7 departments at the Informatics Institute of our university, namely Forensic Informatics, Computer Sciences, Information Systems, Health Informatics and Management Information Systems, are interdisciplinary. A total of 695 students are studying in these programs in 2021, of which 643 are master's and 133 are doctoral students. In the Institute of Natural and Applied Sciences, graduate and doctorate education is given in 16 interdisciplinary programs in the departments of Smart Grids, Information Security Engineering, Environmental Sciences, Advanced Technologies, Environmental and Technical Research of Accidents, Traffic Planning and Application and Photonics Science and Engineering. Big Data Analytics, Security and Data Privacy (English), Engineering and Technology Management, Energy Systems Engineering (English), Data Science, Process Security and Planning and Geographical Information Systems graduate programs and interdisciplinary Photonics Science and Engineering graduate and doctorate programs in 2021 programs are opened. The number of registered students in the Institute of Natural and Applied Sciences was 4004 in 2021, 2737 of which were master's students and 1267 doctoral students. At the same time, 25 students continue their postgraduate education within the scope of ATO, Eti Minery, and EÜAŞ Protocols. At the Institute of Health Sciences, 9 programs under the titles of Occupational Health and Safety, Demography and Epidemiology of Accidents, ENT Audiology and Speech Voice Disorders, Social Pediatrics, Neuroscience, Medical Education, Psycho-Social Fields in Sports, Sports and Health Sciences are interdisciplinary. As of 2021, the number of students is 1286 in total, of which 383 are master's and 903 doctorate students in all programs. In the Institute of Educational Sciences, 39 master's and 32 doctoral programs are implemented in 10 departments. A total of 3137 students, 1819 master's and 1318 doctoral students, received education in the Institute of Educational Sciences in 2021. The Institute has an interdisciplinary Child Development and Education master's and doctorate programs (C.1.3.4, C.1.3.5, C.1.3.6, C.1.3.7).

As a result of its focus on research, the number of interdisciplinary graduate programs increased from 44 to 45 in 2021, in line with the objectives in our University's Strategic Plan, and the targeted performance indicator value was reached. Within the scope of "**AİF.8:** *Opening new interdisciplinary graduate programs through collaboration processes in line with the information received from external stakeholders*" activity in the GUKK Improvement Plan that is developed in line with the suggestion of "Increasing the number of interdisciplinary graduate programs due to being a research-oriented university" shared in the Institutional Feedback Report, stakeholder views are taken into account with the efforts to increase the number of

interdisciplinart postgraduate programs, and EDIKK provides information to the institutes in line with the information received from the stakeholders. Sports Pharmacy Non-Thesis Master's Program, Forensic Pharmacy Non-Thesis Master's Program, Audiology Master's Program, Nuclear Technologies Master's Program are some of the programs that were evaluated for opening.

Studies for the accreditation of graduate education programs are also ongoing. Our Health Sciences Institute has been a member of the European Doctorate Organization in Biomedicine and Health Sciences (Organization of PhD in Biomedicine and Health Sciences European System)-ORPHEUS which is an international organization of higher education institutions that aims to develop and disseminate basic standards and best practices in Doctoral Education conducted in Biotypes and Health Sciences, and aims to raise the standards of qualifications that graduates of doctoral programs will have since 2018. Institutions that certify that their Doctoral Programs comply with ORPHEUS standards are entitled to receive the ORPHEUS label. Our Health Sciences Institute has received the ORPHEUS certificate with its ORPHEUS membership and continues to work to obtain the ORPHEUS label (C.1.3.8).

Postgraduate education programs are enriched and diversified through collaborations with various institutions and organizations. ASELSAN Academy Postgraduate Education Program, which was started in 2017 with the participation of Gazi University, Gebze Technical University, Istanbul Technical University and Middle East Technical University under the coordination of YÖK, continues to be implemented as a fourth generation university model that ensures the uninterrupted continuity of industry and academy cooperation. With the cooperation between the Council of Higher Education and ASELSAN, a Cooperation protocol between Universities and ASELSAN was signed for the "ASELSAN Academy Graduate Education Program". Thanks to the Postgraduate Training Protocol, which contributes to the defense industry of our country with its expert and innovative structure in technology and engineering and allows the restructuring of programs in this field, ASELSAN employees have the opportunity to complete their postgraduate education from the fields/projects they work in, without leaving their own campuses (C.1.3.9). ASELSAN personnel who graduate from this program are entitled to receive a master's or doctoral diploma equivalent to the diploma on the main campus of the relevant university. With the ASELSAN Academy Graduate Education Program, besides the development and continuity of ASELSAN's technology and knowledge, an applied technological project environment is provided to research university academics. Faculty members with academic experience are directly involved in the projects of the industry, increasing their industrial experience and contributing to the education and technology of our country. In line with ASELSAN's mission and vision, personnel are provided with training in master's/doctorate thesis and research in the field of defense industry, while at the same time, the nationalization and successful conclusion of critical technologies in the field of defense industry is accelerated by assigning personnel with academic qualifications to defense projects (C.1.3. 10). Student admission to the Mechanical Engineering, Computer Engineering and Electrical-Electronics Engineering Departments of the Institute of Natural and Applied Sciences with the ASELSAN Academy protocol is done in accordance with the "ASELSAN Academy Graduate Education Program Application Procedures and Principles", which was approved with the decision numbered 221/224 taken at the University Senate meeting dated 23/09/2021 and numbered 18 (C.1.3.11). While the first advisors of our students who are placed with the ASELSAN protocol are appointed by our University, the second advisors are the doctoral graduates working in ASELSAN. Students enrolled in our university within the scope

of the relevant protocol can take courses from partner universities in accordance with our University's Postgraduate Education and Examination Regulations. As of the 2021-2022 Spring Semester, there are 142 active students enrolled in ASELSAN Academy master's programs and 16 students enrolled in doctoral programs. Within the scope of the ASELSAN protocol, 26 students graduated from master's programs, but the doctoral program has no graduates yet.

With the TÜBİTAK 2244 Industry Doctorate Program, it is aimed to train qualified human resources with doctorate degrees needed in the industry through university-industry cooperation, to encourage the employment of researchers with doctorate degrees in the industry, and to develop university research infrastructure-industry cooperation within the scope of 2023 targets of our country. Within the scope of TÜBİTAK 2244 Industry Doctorate Program, which enables the training of critical human resources with doctoral degrees in cooperation with companies within the framework of their needs, scholarships of 4,500 TL are provided to the scholars during their education, employment support is provided by the relevant industry partner for 3 years after the completion of their doctoral education, and our University has the opportunity to benefit from this support in their programs (C.1.3.12). Within the scope of TUBITAK 2244 Program, PhD students were admitted to the Department of Mechanical Engineering, Institute of Natural and Applied Sciences, for the 2021-2022 Fall Semester (C.1.3.13).

All processes for the 100/2000 YÖK Doctoral Scholarship Program, which was initiated by the Council of Higher Education to support the students studying in doctoral programs in state higher education institutions in order to meet the need for human resources with doctorates in the priority fields of our country, are carried out by the YÖK Scholarships Unit under the Education and Foreign Relations Coordination Office. On behalf of our University from the Presidency of the Council of Higher Education within the scope of the 100/2000 YÖK Doctoral Scholarship Program; For the Spring Semester of the 2020-2021 Academic Year, quota was requested in 5 priority areas, and quotas were given in 3 areas. For the Fall Semester of the 2021-2022 Academic Year, quota was requested in 5 priority areas and it was deemed appropriate to give quotas in 4 areas. For 100/2000 YÖK Doctoral Scholarship, the number of students eligible for scholarship in the 2021-2022 Fall semester is 12, and these fields are Special Education, Biomaterials and Tissue Engineering, Energy Storage, and Human Brain and Neuroscience. In our institutes, the 100/2000 Doctoral Scholarship program supported by YÖK is implemented and within this scope, 85 active doctoral students received scholarships in 2021 (C.1.3.14).

Significant support is provided by our application and research centers to the master's and doctorate programs conducted by our university in priority areas. It is aimed to train experienced researchers in fields such as Human Brain and Neuroscience, Biomaterials and Tissue Engineering, Biomedical Technology and Equipment, Hydrogen and Fuel cells, Molecular Biology and Genetics, Micro and Nano Technology, Stem cell studies, Molecular Pharmacology and Pharmaceutical Research, Optical-Electrooptics and Photonics, Cybersecurity/Cryptology, Fuels and Combustion, New 3D Additive Manufacturing and to contribute to the scientific and economic development of our country. Especially application and research centers offer important opportunities to our students for postgraduate education. Gazi, Middle East Technical University (METU) and Ankara University doctoral students and postdoctoral researchers can benefit from the facilities of our Neuroscience and Neurotechnology Excellence Joint Application and Research Center (NÖROM). Ankara

University Interdisciplinary Neurosciences and Gazi University Neuroscience doctorate programs are carried out under the Institutes of Health Sciences. Electrical-electronics, computer engineering and doctoral programs affiliated to the Institute of Informatics are carried out at METU. A total of 50 doctoral students from three universities benefit from the research opportunities at the center, and 24 students are Gazi University students. In the field of "Human Brain and Neuroscience", which is among the priority fields, 3 students from Ankara University and 9 students from Gazi University receive education with YÖK 100/2000 scholarship. There are 17 doctoral students in total in the neuroscience program. In line with GUKK Improvement Plan "**AIF.20:** *Supporting the theses of students who have won 100/2000 PhD scholarships with BAP and other project opportunities*" activity within the priority area planning of our University, with YÖK 100/2000 scholarship in the field of Anatomy, Biophysics, Medical Biochemistry and Neuroscience in the field of Human Brain and Neuroscience a total of 9 students continue their doctoral studies in their branches. Neuroscience doctoral program is included in the [Network of European Neuroscience Schools NENS](#). In this way, our doctoral program students had the opportunity to learn new techniques by visiting the neuroscience laboratories of the association for a short period of time for research and education purposes. Similarly, in addition to the national and international projects carried out at the Additive Manufacturing Technologies Application and Research Center, it is tried to contribute to the qualified labor force resource that our country needs with the full-time doctoral program carried out with domestic and international university stakeholders. There are 22 doctoral students in the field of Advanced Materials and Advanced Manufacturing Technologies within the scope of A2M2TECH-Advanced Materials and Advanced Manufacturing Technologies Project, coordinated by Gazi University EKTAM and in which METU, Istanbul Technical University (ITU) and Izmir Institute of Technology (IYTE) are involved as subsidiaries. While the students are employed by these universities and carry out their doctorate, at the same time, have the chance to receive education in TUSAŞ (Türkiye), ERMAKSAN A.Ş. (Türkiye), TeknoHAB A.Ş. (Türkiye), Universidad Carlos III de Madrid (uc3m) (Spain), FIT Additive Manufacturing Group (Germany), and University of Southern Denmark (SDU) (Denmark).

Our graduate students are offered opportunities to enrich their education abroad as well as in the country. In accordance with Article 39/1 of the Law No. 2547, the number of faculty members who went to post-doctoral research in 2021 is 5 at our university. The work to be carried out within the scope of the Selection and Placement of Candidates to be Sent Abroad (YLSY) Scholarship Program, which is offered to meet the qualified human resources needs of universities and public institutions and organizations by sending students abroad to receive postgraduate education with a scholarship status through an exam conducted by the Ministry of National Education, and in order to carry out the procedures, YLSY Scholarship Program Coordination Office of our University was established within the scope of the Law on Requests to be Sent to Foreign Countries with the Senate Decision No. 07 dated 07.04.2021 and numbered 1416 (C.1.3.15). The YLSY Scholarship Program Coordination Office, which was established to ensure coordination with the Ministry of National Education, and the coordination between the students who are entitled to be sent abroad on behalf of our University and their domestic academic advisors, to carry out the related works and procedures, regularly followed the progress of our scholars who completed their doctorate abroad in cooperation with the Ministry of National Education (MEB) in order to meet the academic staff need of our university in the priority areas of (C.1.3.16). Within the scope of the scholarship program, the consultancy of the scholars who do their doctorate abroad is provided by the faculty members assigned at our University. The procedures of the scholars selected in 2021 are continuing and

an official letter from the Ministry of National Education is awaited for the appointment of their advisors. Students are informed about international doctorate scholarships by organizing "YLSY Promotion Meetings" in our university units (C.1.3.17). Doctorate, medical specialization and minor education students and research assistants have the opportunity to go to universities abroad through the ERASMUS program (C.1.3.18, C.1.3.19, C.1.3.20). In addition, faculty members can go abroad for research purposes. (C.1.3.21) In the framework of the Erasmus program guide for the 2021-2027 period, announcement and budget planning are made for the new mobility type that started under the name of doctoral mobility (C.1.3.16). Our university's BAP directive for post-doctoral researchers is included in Article 24(1). According to this, post-doctoral researcher can be employed on a contractual basis for a maximum of 3 years, provided that he/she stays within the first six years after specialization or proficiency in art, in medicine, dentistry, pharmacy and veterinary medicine with a doctorate. It is also possible to work as a post-doctoral researcher in TÜBİTAK projects. There are also graduate, doctoral and post-doctoral Foreign Government Scholarships coordinated by the European Union and Foreign Relations Directorate of the Ministry of National Education. In addition to the opportunities of our university's graduate students to receive education abroad with the Ministry of National Education and EU resources, it is also possible to accept students from abroad to our University. Gazi University Foreign Student Admission Directive, which shapes the legal infrastructure in this context, was updated and approved by our Senate at the meeting of the Education Commission on 22.06.2021 (C.1.3.22).

Gazi University Research University Monitoring, Evaluation and Executive Committee has carried out important studies on increasing the quality and efficiency of our university's postgraduate education. In the meetings held with the participation of the Institute Directors, it was evaluated that an increase in efficiency in postgraduate education should be ensured for the development of our University in the fields of education, research and social contribution, within the scope of our goals to further our position in national and international rankings with the responsibility of being a research university. In this context, it was decided to re-determine the goals of our academic units and to start studies immediately (C.1.23).

In order to increase the academic efficiency of our institutes, the studies, related to the preparation of academic evaluation reports of interdisciplinary departments, preparing an action plan for the next term with the current situation analysis of the 100/2000 Doctoral Scholarship Program, 2020 realizations and determination of 2021 targets, completion of studies for assigning advisors in graduate studies and determining student graduation criteria in accordance with our research university identity, are carried out by taking decisions and followed up (C.1.3.24). Interdisciplinary studies and reports prepared for YÖK 100/2000 Doctoral Programs were discussed at the İDY Board. (C.1.3.25).

The Career Planning Application and Research Center (KAPUM), which was established with the aim of creating career awareness in Gazi University students from the first year they stepped into the university, to develop their knowledge and skills and to guide them in making career plans, aims to guide students in the process of raising well-equipped, preferred individuals with high employability in our country and in the world. (C.1.3.26, C.1.3.27, C.1.3.28, C.1.3.29, C.1.3.30, C.1.3.31, C.1.3.32, C.1.3.33). Graduates of our university's graduate education and specialization training, benefits from the services of postgraduate sectoral mentoring of Gazi University Career Planning Application and Research Center career planning service in cooperation with other universities, individual consultancy service, assisting in the process of

applying and getting a job, bringing together managers and/or representatives, graduates of private and public institutions, and organizations.

Maturity Level: 4

The outputs of doctoral programs and post-doctoral opportunities are regularly monitored and improved in the institution.

Evidence

C.1.3.1. YÖK Graduate Education and Examination Regulations

C.1.3.2. Gazi University Postgraduate Education and Examination Regulations

C.1.3.3. G.U. Foreign Student Admission Directive

C.1.3.4. Graduate_InformaticsE.

C.1.3.5. Postgraduate_EducationBE

C.1.3.6. Postgraduate_Science

C.1.3.7. Graduate_HealthBE

C.1.3.8. G.U. SBE Orpheus Label

C.1.3.9. ASELSAN Academy Protocol

C.1.3.10. News_ASELSAN Academy

C.1.3.11. Act_ÖİDB_ASELSAN Academy Procedure and Principles

C.1.3.12. FBE_ Tübitak 2244-Industry Doctorate Program

C.1.3.13. FBE _ TUBITAK 2244 Industry Doctorate Program student admission

C.1.3.14. 100-2000 YÖK Doctoral Scholarships

C.1.3.15. Law on Requests to be Sent to Foreign Countries

C.1.3.16. EDIKK BIDR_2021

C.1.3.17. Physics _ YLSY Introduction Meeting

C.1.3.18. ERASMUS KA107

C.1.3.19. ERASMUS KA107 Lectures

C.1.3.20. ERASMUS KA107 Training

C.1.3.21. Acceptance from the USA National Institute of Health (NIH)

C.1.3.22. Foreign Student Admission Directive

C.1.3.23. Act_AGKK_26.04.2021-E.81408_2021 Goals

C.1.3.24. Yazı_AGKK_06.05.2021-E.87075_Institute Efficiency Increase

C.1.3.25. Yazı _AGKK_16.06.2021-E.106878_Institute Efficiency Increase

C.1.3.26. KPUAM 2021 Annual Report

C.1.3.27. Ankara İŞKUR Job Club Online Training Announcement

C.1.3.28. 1-2 February 2021 Job Club Training Announcement

C.1.3.29. Career Education -7 Announcement

C.1.3.30. "Career and Industry Days 2021" at our university

C.1.3.31. Technology Faculty Visit News

C.1.3.32. Science Faculty Visit News

C.1.3.33. Engineering Faculty Visit News

C.2. Research Competence, Collaborations and Supports
C.2.1. Research Competencies and Development
Our university works with its Board and Commissions, research support units, academic units, application and research centers and all administrative units, in harmony and cooperation, with the principle of continuous improvement in line with the principle of "organizing activities that will improve the competencies of researchers in order to ensure their participation in domestic and international Research and Development support programs and the effective use of funds", which is included in our Research Policy for the sustainability and improvement of research and development competence.

999 Professors, 364 Associate Professors, 209 Assistant Professors, 532 Instructors, 1364 Research Assistants and 3467 research staff, with the deep-rooted history of our University, with research university mission and the vision of the future, successfully carry out education, research and development and social contribution activities in line with the development goals of the country. With the title of "Research University" within the scope of YÖK Future Project, we have been given the opportunity to allocate staff in priority research areas. In the research determined by YÖK, a total of 38 faculty members (Gazi Faculty of Education 1, Faculty of Pharmacy 5, Faculty of Natural Sciences 4, Faculty of Engineering 13, Faculty of Technology 15) were allocated for the first time in 2020 for the priority areas. The distribution of personnel working in the units, age-gender-foreign language statistics, the number of researchers studying abroad and personnel distribution according to research fields can be reported and shared with the public on the AVESİS system.

In our University's Strategic Plan, "The number of activities carried out to maintain and improve the research competence of the academic staff will be increased by 20% in order to support researchers who can do internationally qualified and interdisciplinary work at our university." In line with its goal, "training on research and development processes (project preparation, funding sources, etc.), increasing the activities, improving foreign language levels, increasing the number of teaching staff working within the scope of priority areas, and at least at least one graduate student abroad after a doctorate/specialization. The development of academic staff's competencies is monitored with indicators aimed at increasing the number of teaching staff who work abroad for at least two months.

Our University was chosen as a Research University in 2017 by the Higher Education Board within the scope of the Research-Oriented Mission Differentiation Program, which was initiated to produce qualified information, to carry out interdisciplinary studies and

collaborations, to strengthen international cooperation and to increase visibility in the international arena in order to achieve the priority goals of our country. As a Research University, the performance of our University was evaluated within the scope of 32 indicators under the titles of Research Capacity, Research Quality, and Interaction and Collaboration. In this context, the number of scientific publications of our university, the number of citations, the number of national / international projects, the funding amount of national / international projects, the number of national / international patent applications, the number of national / international patent documents, the number of utility models / industrial design documents, the number of doctoral graduates, Number of doctoral students, rate of scientific publications that fall within 50% of Incites journal impact value, rate of scientific publications that fall within 10% of Incites journal impact value, number of national science awards, number of faculty members, number of student/graduate companies, YÖK 100 /2000 Ph.D. Scholarship Program students, TUBITAK 2244 Industry Doctoral Program students, TUBITAK 1004 Technology Platform Project fund amount, open access percentage of scientific publications, open access percentage of theses, number of entering the top 500 in the world academic general success rankings and accredited number of programs, university-university collaborative publication rate, university-industry collaboration rate, the international rate of collaborative publication, the number of patent documents with university-industry cooperation, the number of patent documents with international cooperation, the ratio of the amount of funds received from university-industry cooperation R&D and innovation projects within the scope of public funds to the number of related projects, contracted university-industry cooperation Research, the ratio of the amount of funds received from development and innovation projects to the number of related projects, the ratio of international students, the ratio of international faculty members and the number of faculty/student in circulation are taken into account. As a result of the new regulations and evaluations carried out within the scope of the Research-Oriented Mission Differentiation Program on 3 December 2021, our University maintained its title as a research university.

In addition to the criteria determined by YÖK, the competence of the research personnel currently recruited/assigned at our university is determined, identified and secured by the Gazi University Directive on the Principles of Appointment and Promotion of Faculty Members, the Gazi University Academic Promotion and Appointment Criteria Directive and the Regulations on Other Faculty Members to be Appointed to Staff other than Faculty Members determined by the Higher Education Council. Academic Promotion and Appointment Criteria for each faculty in the fields of Science, Social Sciences and Health Sciences at our university have been determined separately and announced on the Institution's website. However, in order for our University to successfully maintain its responsibility as a research university and to be promoted to the top performance groups of the Research University, the current Academic Promotion and Appointment Criteria need to be updated in order to respond to the needs of the developing and changing science and technology within the framework of our University's Research University mission. In order to ensure the competence of the research staff at our university, Gazi University Academic Promotion and Appointment Criteria have been updated in line with the mission of the Research University (C.2.1.1). Studies aimed at renewing the Academic Promotion and Appointment Criteria have been determined with a participatory approach and meticulousness by shaping them according to the objectives in the updated strategic plan and the mission of being a Research University. Studies have been initiated to update the Academic Promotion and Appointment Criteria, taking into account the indicators graded under the headings of Research Capacity, Research Quality and Interaction and

Cooperation, which are determinants of the performance of our University's Research University. For this purpose, the Academic Promotion and Appointment Criteria Commission, which was formed with the participation of internal stakeholders, held meetings in three sessions in 2021. As a result of these meetings, the Academic Promotion and Appointment Criteria Directive was prepared, which covers publications in the journals in the Q1, Q2, Q3 quarters, taking part in national/international projects and many different activities, which play a decisive role in increasing the international recognition of our academic staff in accordance with the requirements of the Research University mission. In addition to the mandatory criteria on the basis of scoring, the prepared directive includes diversified activities that can contribute points to our academic staff. Gazi University Academic Promotion and Appointment Criteria Directive was submitted to the Higher Education Council with the approval of the Senate after the completion of the studies.

There are sufficient opportunities for participation in national/international congresses, symposiums, conferences, panels, exhibitions, concerts, etc., in order to develop and improve the competence of the research staff at our university. With the transition to distance education during the pandemic period, conferences, seminars and trainings began to be organized online in our institution and faculty members were able to participate in similar events. An official application was made to the Gazi BEST Board by the organizing committees for all events to be held in 2021 within the scope of our university's 95th anniversary events, and permission was obtained from the board. In this way, it was possible to ensure the institutional follow-up of all activities by a single board.

It is considered that the TS EN ISO 9001:2015 Quality Management System Certificate studies, which were initiated with the aim of increasing information sharing, standardization and transparency by establishing a quality management system in education, research and social contribution activities carried out at our university, and increasing the satisfaction of the University performance and stakeholders, will make significant contributions to the development of the quality of research units in particular (C.2.1.2, C.2.1.3).

One of the important issues in terms of the competence of the academic staff is the awareness of scientific ethics. Continuing to work under different names since 2013, G.Ü. Scientific Research and Publication Ethics Committee, Faculty of Dentistry Clinical Research Ethics Committee, Clinical Research Ethics Committee and Animal Experiments Local Ethics Committee evaluate the ethical suitability of research conducted at our University. Continuing its activities since 2013 in order to examine and express opinions in line with ethical principles, the research activities that do not have the characteristics of "experiment on humans and animals" carried out by our university and its members. The Ethics Commission Directive has been updated with the decision of our University Senate no. 2020/194. It has been provided that the thesis applications received through the Institutes are received online, to eliminate the faults in the work flow of applications made to the commission and to accelerate the process (C.2.1.4). A software has been developed with the support of the IT Department in order to receive new scientific research and thesis applications made to the Ethics Commission online (C.2.1.5). The software program created was introduced to our researchers with the "Ethics Commission Information System Promotion Program" (C.2.1.6). As of 01 June 2021, all applications made within the scope of Scientific Research and thesis to be evaluated by the Ethics Commission, are listed in the Information Systems section of our university's home page. It is received through the "Ethics Committees Information System", the results of the applications are notified

to the researchers by e-mail during the meeting, the approval letters are sent via the EBYS. Incoming applications are finalized at the first meeting by the Commission President, by assigning a Rapporteur. Commission meetings have been held every year since April 2020 due to the pandemic process. Due to the high number of applications and the pandemic process, the monthly Commission meetings have been planned to be held twice a month as of December 2020, and the meeting calendar has been announced on the Commission website (C.2.1.7). Thus, the GUKK Improvement Plan "**AIF.22:** *Regular meeting of human and animal ethics committees, announcement of meeting days and times on the internet sites at least three days before" was put into practice. The software was updated and the system became more efficient in order to eliminate the problems experienced in the "Ethics Committees Information System*".

With the "Experimental Animal Practice and Ethics Courses" organized by Gazi University Laboratory Animal Breeding and Experimental Research Center within the framework of the program determined by the Regulation on the Working Procedures and Principles of the Animal Experimentation Ethics Committees of the Ministry of Agriculture and Forestry, researchers are trained under the Ministry of Agriculture and Forestry. In accordance with the regulations and the Animal Protection Law, it is certified by experienced veterinarians by explaining theoretical and practical courses. Researchers with undergraduate or graduate degrees are accepted to these certificate programs. In addition, Gazi University Faculty of Medicine undergraduate students are informed about how experimental research is done and their contributions to science, by giving the elective course "Scientific Animal Experiments" by veterinarians at Gazi University Laboratory Animal Breeding and Experimental Research Center, theoretically and practically.

The Central Publication Commission, which carries out the processes related to the publication of scientific, cultural and literary works prepared by the academic and administrative staff actively working at our university, makes the necessary plans in terms of publications, takes all kinds of decisions and monitors the practices in accordance with the principles determined by the University Senate. The Central Publication Commission, whose members and job description were renewed, accelerated the process of examining and approving the publication of University journals and obtaining ISSN numbers through the Central Library. Academic and Scientific Journals approved by the Senate of our University continue their publication life by increasing the quality in evaluating the thesis, project and research and development outputs as publications. In general, it meets the needs of scientists in prestigious indexes such as SCI, ESCI, SCOPUS, PUBMED, EBSCO, TR Index, and contributes to the rise of our University and our country in the rankings.

Gazi University Central Library, which stands out with its capacity and opportunities by offering rich opportunities to researchers and students of our University in terms of access to academic resources, provides significant support for the development of competencies. In order to support the education, training and research activities of our University, the Central Library develops its collection, taking into account the needs and wishes of our users, within the framework of the collection development policy (C.2.1.8, C.2.1.9). In the collection development phase, electronic versions of the resources are preferred in order to allow unlimited people to access publications from wherever they are, without coming to the library at the same time, taking into account the developing technology (C.2.1.10).

Our library cooperates with the international professional organization OCLC (Online Computer Library Center). With the ILL (Interlibrary Loan) service, publications that are not

available in Türkiye are borrowed from other libraries with OCLC cooperation abroad for our academic staff. With the interlibrary cooperation and resource sharing service of our library with foreign libraries through the OCLC Interlibrary Loan (OCLC-ILL), both the resources of our Library are given to foreign academicians and the publications that are not available in the country are brought from abroad for the research of the academic staff of our University. Thanks to international cooperation, it is aimed to reduce the research costs of researchers in many fields and to contribute to the country's economy as a result. The Interlibrary Collaboration service is carried out by the Lending and Interlibrary Collaboration Unit, and the job description and processes of this service were announced to the stakeholders on the Library website, and the information letter about the collaboration was announced to the stakeholders via the EBYS (C.2.1.11, C.2.1.12). In line with the demands of our University academicians and students, the Reference Unit provides trainings on the use of the Library website, database usage, information access, etc., the trainings are recorded through the "training program participant form" and the training photos are archived (C.2.1.13) . Within the scope of the access to electronic resources service carried out by the Central Library, trainings such as EndNote, Incites, Web of Science, iThenticate & Turnitin, Open Access and Open Science Seminar are given to academicians on a regular basis in order to ensure a more effective and efficient use of databases. Through the University Central Library, the Turkish Standards Institute provides the opportunity to scan online and obtain free of charge in the agreed standards. Gazi University Central Library Research Facilities and Scientific Databases User Guide has been published on the library website and presented to researchers.

Gazi University Basic and Engineering Sciences Central Laboratory Application and Research Center (GUTMAM) was established on with the decision taken at the meeting numbered 2021/78 dated 07.01.2021 appointed by the Gazi University Senate and started its activities in 2021 (C.2.1.15). In order to carry out advanced scientific activities of the center, the construction and modification processes are continuing, and although the tender for the device has been carried out, the work continues on the completion of the deficiencies of the center and the purchase of the necessary devices. One of the main priorities of our university in research and development, the Central Laboratory, which was established as an important improvement work in 2021, will be put into service in 2021 in line with the goal of providing a suitable environment for R&D studies within the university and other researchers by gathering similar devices in different units of the University under one roof. Significant progress has been made in terms of both installation and construction and infrastructure (C.2.1.16).

Thus, progress has been made in the activity of the GUKK Improvement Plan "**AIF.6:** *Improvement of the activities and promotion of the Gazi University Central Laboratory*" developed within the framework of the proposal "Immediate creation of a research infrastructure inventory, considering that the number of graduate students and therefore the needs will increase in the near future, both in terms of ensuring the efficient use of equipment within the scope of research infrastructures and in the context of research university status".

In order to monitor and evaluate the critical performance criteria determined for measuring research performance, Information Technologies Department (BİDB) has developed and put into use Laboratory Information System software that can be accessed by the instructors, in order to monitor the existing infrastructure and to identify the deficiencies (C.2.1.17). With the joint work of Gazi University Basic and Engineering Sciences Central Laboratory Application and Research Center and G.Ü. IT Department the activities of "creating the infrastructure

inventory immediately and putting it into service", software development studies for the laboratories within our University have been initiated within the scope of "**KYIF.35:** *In particular, the laboratories, equipment, etc. of the faculties and departments that overlap with each other*" and "**AIF.7:** *Establishing an Inventory Information System accessible to faculty members, making in-house inquiries about which research infrastructures are in which unit/laboratory*" activities which were included in the Quality Commission Improvement Plan (C.2.1.17, C.2.1.18). Laboratory information (117 laboratories, 141 analyzes, 660 devices, 242 publications) previously compiled from our academic units and opened for use at the GU Laboratory Information System (https://labs.gazi.edu.tr) is uploaded to the system and the usage authorization is Gazi University Basic and Engineering Sciences Central Laboratory Application and Research Center. As a result of the joint work of our University's Computer Center and GUTMAM, the devices and their usage purposes in the Chemistry Department of the Faculty of Natural Sciences were added to the Central website, and their integration with the address labs.gazi.edu.tr has been ensured, and the necessary studies are continuing to keep the inventory up-to-date. All devices in the inventory of our university were examined one by one and devices that could be used directly or indirectly in the central laboratory were determined, and the relevant units were contacted for some idle devices. In addition, opinions from third parties are taken for the usability of these devices. Work continues with precision for the devices requested to be taken to the central laboratory. With the studies carried out in this context, it is aimed to prevent public damage and it is aimed to make the Center a preferred unit in analysis requests with the devices purchased. Efforts are underway to eliminate the functional deficiencies of automation and to update the inventory information and ensure its sustainability (C.2.1.19).

In order to use our own resources in the research of our university's academic staff, the Survey Management System has been opened to the use of our staff at https://anket.gazi.edu.tr/ for the application of different surveys throughout our University, such as scientific studies and satisfaction surveys, and has been developed by adding a reporting module in line with the requests received. The analysis was made by applying the User Satisfaction Questionnaire for internal stakeholders (C.2.1.20).

With the scientific research project support offered for the development and improvement of the competence of the research staff, academicians are provided with the opportunity to take part in domestic and international joint studies. In all projects carried out in the Scientific Research Projects Coordination Unit, support for domestic and international congresses/conferences, fair participation, etc. is provided within the scope of assignment. Participation of lecturers in scientific and artistic activities is supported financially. Gazi University faculty members both contribute to international recognition and benefit from external funds by taking part in international projects as well as national projects. Project resources are explained in detail in C.1.2. the Internal and External Resources sub-criterion.

International opportunities, project cooperation studies and calls are sent to the e-mails of the faculty members to inform them. The Project Coordination and Implementation Center, which works to increase participation by announcing the project grant calls through various methods such as the website and e-mail, continues its activities to inform the faculty members of the Institution about the processes, through the online seminars on project cycle management training and project preparation processes. Project writing training and project days are organized for project stakeholders and faculty members who want to write projects by the

Project Coordination Application and Research Center, which supports project coordinators in the execution of their projects in accordance with the relevant legislation in internationally funded projects. In order to increase the research and project preparation culture in 2021, the Center has sent a request letter to all units of our University regarding the project preparation processes, and information meetings are held on online project preparation processes in line with the incoming requests. In this context, numerous information meetings were held by the Project Coordination Application and Research Center of our University in 2021 (C.2.1.21).

Within the scope of academic cooperation protocols signed by our university with universities in different countries, our academic staff are assigned to study and conduct research in these countries within the framework of the Academic Staff Domestic and International Assignment Directive (C.2.1.22). The processes regarding the cooperation protocols that our university will conclude with domestic and foreign higher education institutions and other institutions/organizations on academic, scientific and educational issues are carried out by the Protocols Unit established within the Education-Training and Foreign Relations Coordinatorship (EDIKK) for this purpose. In 2021, 65 protocols were signed with public and private institutions, and bilateral agreements were signed with 9 universities in Türkiye and 27 universities abroad (C.2.1.23). The development of research competencies is supported by the cooperation protocols in question, and with the principle of "partnerships with foreign universities, cooperation, research, increasing the number of scientific, cultural and social activities" within the scope of Gazi University Internationalization Policy contributes to the realization of GUKK Improvement Plan "**KYIF.37:** *Monitoring and improving the Gazi University Internationalization Policy processes*" activity.

Participation in programs such as Erasmus+ is supported at our university and it is aimed to improve the knowledge and skills of the research staff. Academic staff interact with stakeholders at the international level by making use of the mobility programs run by the exchange programs units (Erasmus and Mevlana Programs). Staff are regularly informed and their participation is encouraged through announcements, e-mails, official letters and promotional meetings about Erasmus+ Student and Staff Mobility Programs (C.2.1.24).

In order to carry out the commercialization processes of our university more easily, it was restructured as Gazi University Technology Transfer Office Inc in 2021 and gained continuity and efficiency by transforming the experience gained since 2007 into a company with legal personality of our university. GU Technology Transfer Office Inc. carries out very comprehensive activities such as promoting national and international R&D funds within the University, organizing training, seminars, workshops and similar events in order to benefit more from these funds, providing support in project preparation, application, execution and monitoring to contribute to the development of the management culture, cooperating with the public and private sector regarding R&D and innovation, providing promotion, information and training services on technology transfer within and outside the university, developing university-industry cooperation on the side of university and industry, carrying out analysis, promotion, event and similar studies that reveal the potential, opportunities and similar activities, as well as mediating contracted projects, to provide in-house incorporation and entrepreneurship services and to support them in this context, working in cooperation with the Technology Transfer Offices of international universities, preparing working environments for its stakeholders (such as domestic/foreign companies, universities), informing about intellectual

and industrial rights in order to protect the information created as a result of R&D studies in higher education institutions.

Gazi TTO Inc. supports the processes of identification, protection and commercialization of works that can be considered within the scope of intellectual property at our University; academicians are informed through training, seminar and [digital training contents](#) (C.2.1.25). Information and coordination regarding TÜBİTAK national and international support programs were carried out. All academic units were visited and briefed on many issues regarding the determination of the needs in the academic units, how to get support and which items to support. Gazi TTO Inc., which is the Information and Documentation Unit of the Turkish Patent and Trademark Office (TÜRKPATENT) and the European Patent Office (EPO) PATLIB, carried out 3 information activities and seminars in 2021 within the scope of the management of Intellectual and Industrial Rights. Gazi University Technology Transfer Office Inc. carried out its activities under three main headings, namely, information activities, activities and collaborations attended, activities related to industrial property protection and commercialization activities in order to increase the number of invention notifications under Module 4 (C.2.1.26). "Patent Processes and Invention Notification Obligation Seminar" was held at our university to increase industrial property awareness, and awareness of the obligation to notify higher education institutions of inventions made in Higher Education Institutions within the framework of Industrial Property Law No. 6769 was increased (C.2.1.27, C.2.1.28).

National/international patent application costs, which our university is entitled to, are covered by Gazi Technopark within the scope of a revenue sharing agreement signed between our university and Gazi Technopark, and the budget was increased to 200,000 TL in 2021 in order to further support inventions and designs. The invention notification process was carried out as defined in the Gazi University Intellectual Property Policy, and commercialization studies were carried out for 2 inventions and patents in 2021. While only 1 design notification was received before 2021, 17 service inventions and 17 free inventions were notified to the Invention Evaluation Commission in 2021. Again in 2021, 10 national patent applications, 9 national patent documents, 11 international patent applications, 4 utility model applications and 2 design applications were made. The formulation of the inventor was commercialized on 27.12.2021 and the first commercial patent of our University was obtained (C.2.1.29).

Technopark Promotion Days were held in 10 faculties in order to promote Gazi Technopark activities and create collaborations. Along with the introduction of the Technopark, the questions of the academicians about Law No. 4691, entrepreneurship and Technopark activities were answered at the meetings (C.2.1.30, C.1.2.31, C.2.1.32). G.U. Within the framework of the proposal "**AİF3/c:** *Planning studies to increase the recognition and effectiveness of Technopark and TTO, carrying out activities within the scope of promotional activities in September, sharing Technopark activities from the Gazi Announcement System as a bulletin*", which is among the Quality Commission Improvement Plans, Gazi Technopark e-bulletin started to be published every four months. In line with GUKK Improvement Plan "**AIF.17:** *Receiving stakeholder opinions with surveys in the field of research and development*" activity, the recognition of Gazi Technopark was evaluated with a survey conducted for Gazi University academics (C.2.1.33).

Numerous in-house and external trainings, conferences and national and international congresses were held by our Academic Units and Application and Research Centers in order to improve the research capacity and competence of the academic staff in 2021 and in line with

the needs of the relevant unit. In this context [trainings](#) and [activities](#) like, "Basic Research Techniques Workshop for Doctors, Medical Students and Young Researchers", "VII. Lysosomal Diseases Congress, "22. National Anatomy Congress", "International Medical, Health and Communication Sciences Congress", "I. Microbiota and Probiotics (MicroBiome) Congress with International Participation", "Gerontology Workshop", "Aging Physiology Panel", "9th International Conference on Electrical and Electronics Engineering (ICEEE 2022)", "International Gazi Health Sciences Congress", "6. International Computer Sciences and Engineering Conference", "International Pegem Conference on Education (IPCEDU)", "Gazi University Institute of Educational Sciences International Young Researchers Congress", "Gazi University Turkish World Educational Sciences Congress", "7. International Congress of Measurement and Evaluation in Education and Psychology", "5. International Sustainable Buildings Symposium", "International Conference on Mathematics and Mathematics Education" (ICMME 2021), "2021 International Conferences on Computer Engineering Technologies and Applications", "2nd International Symposium on Automotive Science and Technology", "3. International Gazi Pharma Symposium Series (GPSS 2021)", "The Sixteenth International Conference on Management Science and Engineering on Management", "International Conference on Informatics and Computer Science (ICI-CS2021)" can be listed among the prominent events. Scientific R&D Project (Tübitak 1001, 1002, 1005, 3501) Writing Applied Training in Health Sciences, TÜBİTAK- TEYDEB Project Writing Trainings for SMEs and Entrepreneurs, Interdisciplinary Study in Health Sciences by our Academic Units and Application and Research Centers, open to researchers of our University Open training and activities such as Capacity Building Workshop, Patent Processes and Invention Notification Obligation Seminar, Academic Writing Seminars, "Educational Science Diary" series, "Educational Conferences" and Life Sciences Application and Research Center Laparoscopic and Robotic Surgery Training were held.

Important studies have also been carried out for the development of postgraduate students as the academic staff of the future. With the vision of a prestigious and pioneering university at national and international level with its interdisciplinary and qualified research, entrepreneurship, high-level education, community service, and in order to improve the R&D competency of our academic staff, with the decision of the Institute of Health Sciences Board of Directors, students have to take project writing training in order to move on to the thesis study. C.2.1.34). In order to improve the education process of graduate students at the Institute of Health Sciences, it was planned to carry out the process more healthily by providing our faculty members with a compulsory consultancy training, and at least one consultancy training was organized in each academic year and no new consultancy was given to our faculty members and staff who did not receive this training (C.2.1.35, C.2.1.36, C.2.1.37). In order to improve doctorate programs, studies have been initiated within the scope of ORPHEUS good practices. ORPHEUS certificate was received on June 29, 2020 and it is planned to increase the conditions for publication of the doctorate for the diploma label.

This year, a rewarding mechanism has been developed at our University in order to promote qualified doctoral theses. Within the framework of Procedures and Principles accepted by the Senate, it was carried out in the Institutes affiliated to Gazi University within the scope of the "95. Year 95 Events 95 Works Project" and by the decision of the Executive Board, a competition was organized among the doctoral theses that were registered to the National Thesis Center (YÖKTEZ) of the Council of Higher Education after graduation procedures were completed and Institute of Informatics, Institute of Educational Sciences, Institute of Science,

Health and Institute of Natural and Applied Sciences graduates were presented with the "The Most Successful Doctoral Thesis First, Second and Third Place" awards (C.2.1.38).

For this purpose, the application criteria were determined by the relevant Institutes with the decision of the Board of Directors, within the framework of the condition that the activities used in scoring were carried out as a result of doctoral thesis studies or in a way to include doctoral thesis studies, and the Institute announced on the internet (C.2.1.39). In order to make the evaluation within the framework of the determined criteria, the "Award Evaluation Jury" consisting of five full professor and/or associate professor and two substitute faculty members has been established by the relevant Institute Administrative Board. It is possible for one of the Members of the Award Evaluation Jury to be a person with a Ph.D./Art proficiency degree from public/private sector organizations in order to benefit from their opinions on subjects that require special expertise, and it is possible to assign a maximum of two faculty members from outside Gazi University (C.2.1.40). Within the framework of these principles, the necessary preparations and announcements were made in our Institutes, and the thesis students or their advisors were evaluated by making award applications, and among the students who received the most successful thesis award, 5,000 TL was awarded to the first, 3,000 TL to the second and 1,000 TL to the third (C.2.1.41, C.2.1. 42). In this way, the award idea was brought to life in the year when the proposal "**AİF.15/b:** *Organizing graduate thesis competitions*", which is among the improvement suggestions in the field of research and development of the Quality Commission Improvement Plan of our University, was adopted (C.2.1.43).

Gazi University Academic Writing Center provides one-to-one consultancy services, faculty-based academic writing trainings and improving English presentation skills as of 2020, as it aims to increase our university's academic staff to become independent and competent writers and ultimately to increase the qualified publication capacity of our university (C.2.1.44). Lecturers who have newly joined the academic staff of the center are subject to the orientation process. There are applications in the orientation program to gain research competence related to academic writing (Academic Writing Orientation Program) (C.2.1.45). The lecturer who completes the orientation process is interviewed by the administration and the lecturer who successfully completes the process begins to take part in the activities in the unit. At the end of each semester, the lecturer is evaluated in line with the answers given to the satisfaction survey. In 2022, it is planned that the software named PoolText will be distributed to academic staff and managed by the Center.

Statistics Consultancy, Education, Research and Application Center (IDEAM) provides consultancy services within the scope of research strategy and objectives processes, with the academic staff taking more part in interdisciplinary research, as well as following the researches and gaining experience of undergraduate and graduate students (C.2.1.46) . IDEAM provided statistical consultancy services to units such as the Quality Commission, Faculty of Applied Sciences, Technopark, Occupational Health and Safety Coordinatorship, Vocational School of Technical Sciences and the Republic of Türkiye National Transport Master Plan (UUAP) project in cooperation with the TR Ministry of Transport and Infrastructure. In order to provide publications from doctoral studies within the scope of SCI-Expanded, university research opportunities are tried to be introduced to our faculty members and students, and the use of these opportunities through meetings with senior management is tried to be expanded. A national academic working environment has been created within EKTAM, which allows the participation/access of researchers from related academic units, who are engaged in scientific

research activities in all fields required by additive manufacturing in our country, to the studies of the Center.

Maturity Level: 3

Practices are carried out throughout the institution to improve the research competence of the academic staff.

Evidence

C.2.1.1. GU Academic Promotion and Appointment Directive_Senato_2021-356

C.2.1.2. Act_KVYS_08.10.2021-E.187561_ISO Training Request

C.2.1.3. Act_KVYS_18.10.2021-E.194668_ISO Training Plans

C.2.1.4. Act_29.01.2021-E.18022_G.U. Ethics Commission application

C.2.1.5. Act _02.02.2021-E.20521_G.U.Ethics Commission Software

C.2.1.6. Act _28.04.2021-E.82818_G.U.Ethics Commission Information System Introduction

C.2.1.7. GU Ethics Committee Meeting Calendar

C.2.1.8. KDDB Collection Development Policy

C.2.1.9. KDDB Collection Development Unit Request

C.2.1.10. Proxy Settings

C.2.1.11. Library Working Principles Directive

C.2.1.12. Central Library Workflow Charts_2021

C.2.1.13. Central Library Training Program Participant

C.2.1.14. KDDB BIDR

C.2.1.15. Basic and Engineering Sciences Central Laboratory UAM Regulation

C.2.1.16. Act _AGKK_01.02.2021-E.19219_MerLab Inventory

C.2.1.17. Act _AGKK_10.12.2021-E.235625_Laboratuvar About Development of Information System.

C.2.1.18. Act _AGKK_07.07.2021-E.123309_Bilgi Process LABS Request

C.2.1.19. Act _AGKK_09.12.2021-E.234341_GUKKİP Lab. Information System

C.2.1.20. CC 2021 User Satisfaction Survey Analysis

C.2.1.21. PKUAM BIDR

C.2.1.22. Academic Staff Domestic and International Assignment Directive

C.2.1.23. Protocols Unit - 2021 Protocols

C.2.1.24. Erasmus+ Mobility Promotion Meeting

C.2.1.25. Intellectual and Industrial Property Rights Awareness Training I

C.2.1.26. TTO Periodic Activity Report

C.2.1.27. Patent Processes and Invention Notification Obligation Seminar Poster

C.2.1.28. News_Patent Processes and Invention Notification Obligation Seminar

C.2.1.29. News _First Commercial Patent - Theraphyto

C.2.1.30. Announcement_GEF_Teknopark Presentation Seminar

C.2.1.31. Announcement_MF_Teknopark Presentation Seminar

C.2.1.32. Announcement_SBF_Gazi Technopark Establishment Processes and Advantages

C.2.1.33. Gazi Technopark Stakeholder Survey

C.2.1.34. Health BE Institute Board Decision

C.2.1.35. Health BE Graduate Counseling Training (1)

C.2.1.36. Health BE Postgraduate Counseling Training (2)

C.2.1.37. Health BE Postgraduate Counseling Training (3)

C.2.1.38. News _The Most Successful Doctoral Thesis Award Ceremony

C.2.1.39. Act_AGKK_03.05.2021-E.85519_Doktora Thesis Competition Criteria

C.2.1.40. Act_AGKK_17.05.2021-E.88460_Doktora Thesis Competition Procedures and Principles

C.2.1.41. Act_AGKK_06.12.2021-E.231071_The Most Successful Doctoral Thesis Award Competition

C.2.1.42. The Most Successful Doctoral Thesis Award Ceremony Presentation

C.2.1.43. Act_AGKK_22.11.2021-E.220374_GUKKİP Thesis Award

C.2.1.44. Academic Writing Seminars

C.2.1.45. Academic Writing Orientation Program

C.2.1.46. IDEAM Consulting Types

C.2.2. National and International Joint Programs and Joint Research Units

Our university emphasizes national and international collaborations in many strategic targets and performance indicators in its aims determined for education and research development in the Updated Strategic Plan for the 2019-2023 Term, and ensures the systematic implementation and measurement of these studies. "G1.O.2 In line with our University's Internationalization Policy, student and academic staff mobility and scientific cooperation with universities, institutes, research centers and other institutions abroad will be increased by 10%." Within the scope of its objective, "Number of international collaborative publications and projects per faculty member" is monitored. "G2.O2 In line with the Research Policy that encourages cooperation with internal and external stakeholders and benefiting from external funds, financial resources will be increased by 10% in order to carry out research and development activities that are compatible with the academic priorities and strategies of our University, that can generate value and that can be transformed into social benefit." Within the scope of its

target, the number of ongoing and completed internal and external supported projects and the number of projects received within the scope of National R&D and Innovation Support Programs" are monitored. Similarly, in the field of entrepreneurship, "University-industry-public collaborations will be increased by 20% with an understanding that makes entrepreneurship and innovation sustainable by transforming the outputs of high-level scientific research directed in line with our policies into economic value." In line with its target, the number of projects and publications for public institutions and organizations, private sector and industry collaborations, as well as student and teaching staff participation are questioned. Within the framework of these strategic goals, our university directly or indirectly supports and systematically monitors initiatives that will create synergy between institutions and disciplines.

The establishment of the "Priority Sectors Working Group" within the Research University Monitoring, Evaluation and Executive Board, following the sector matching made by the Higher Education Council (YÖK) within the scope of the 11th Development Plan, has undoubtedly been a critical step in determining the cooperation processes of our university. It is aimed to prepare an action plan for the next term by analyzing the current situation of our University in priority sectors, and to carry out activities in the determined areas of these Working Groups. It is aimed to develop joint working models with other universities that have been matched, and to develop new cooperation opportunities by analyzing industry collaborations for priority sectors. For this purpose, it was decided to form working groups and sector representatives for 6 sub-study topics/fields of 3 priority sectors that we matched under Gazi University Research University Monitoring, Evaluation and Executive Board. Priority Sector Working Groups were determined by choosing 2 faculty members with the highest Academic Performance Scores (APP) and representing different faculties, from the pool created by determining our faculty members working in the determined priority sectors. Analysis of the current situation of our university in terms of priority sector targets in the 11th Development Plan, proposals for project-based business models with paired universities, proposals for the priority sector of the 11th Development Plan, together with the other member in the priority sector selected as a member of the working group within the Research University Monitoring, Evaluation and Executive Board. They were asked to prepare a report containing BAP support package proposals for the service capacity it can provide to the industry, cooperation with academic staff, and projects in priority sectors and scholarship holders who will work in these projects. Planning, implementation, monitoring and improvement activities carried out on Priority Sector Working Groups are detailed in the [C.3.1. Monitoring and Evaluation of Research Performance](#) sub-criterion.

Application and research centers are important structures that carry out multiple research activities with national and international cooperations alongside taking active role in the imrpvement of competencies of researchers through infrastructure, trainings and activities in line with measurements "350.4. Research projects with high commercialization potential of high-tech platforms created by research infrastructures in cooperation with private sector R&D centers and public R&D units will be supported within the scope of the Centers of Excellence Programme" and "441. The effectiveness of research infrastructures in the R&D and innovation ecosystem will be increased with a structure that conducts preliminary research, employs qualified labor force and works in cooperation with the private sector." defined in 11th Development Plan under R&D and Innovation section. In order to realize the objectives in the Development Plan, 7 new application and research centers were established in 2021 to carry out research and social contribution activities in different disciplines. The total number of

centers in our University with the start of the work of Basic and Engineering Sciences Central Laboratory UAM, Technological Dyes and Materials UAM, Artificial Intelligence and Big Data Analytics, Security UAM, Turkish World UAM, Autism and Developmental Disorders UAM, Social Work Studies UAM and Computer Sciences UAM increased to 39.

In order to increase the effectiveness, efficiency and cooperation of our university's application and research centers, meetings were held with the Central Advisory Boards and the Quality Commission Consultant Members in 2021. It was carried out in 2021 as an application that spreads throughout the institution, where the issues of education and training, research and development and social contribution were evaluated in the structuring of advisory boards and meetings held with internal and external stakeholders (C.2.2.1, C.2.2.2, C.2.2.3).

In parallel with the recommendation of the Advisory Board of our University, that the application and research centers of the university-industry cooperation should be in contact with the relevant sectors, our application and research centers such as Photonics, EKTAM, NÖROM, through the projects they carry out, both ensure the development of the country in critical technologies and they mediate the upbringing qualified specialist personnel in line with the needs of the industry. (C.2.2.4). In this way, the recommendations of the Advisory Board members are implemented within the framework of the activity of the GUKK Improvement Plan "**KYİF.41:** *The recommendation decisions of the University Advisory Board ... and the presentation of the evidence that these decisions are taken into account in the University administration to internal and external stakeholders*".

EKTAM, which was designed as a National Research and Development Center to meet the need for trained personnel in the field of new generation manufacturing technologies in our country, to be a pioneer in the use of advanced manufacturing technologies by the country's industry, and to contribute to university-industry cooperation by ensuring that all stakeholders benefit from the established infrastructure in the most effective way, has been structured to produce high value-added products for our country and to create qualified labor force with the partnership of our universities. The center carries out production in accordance with ASTM F42, ISO TC261, TSE Standards for additive manufacturing in line with the demand from industrial companies and universities, especially TUSAŞ AŞ. The center will be located in the TeknoHAB Technology Development Zone and will be moved to its building located in the Production Technology Center of Excellence (ÜRTEMM); thus, accessibility of additive manufacturing research infrastructure, which is important for our country, will be ensured by both universities and industry. The industry stakeholders of EKTAM, which can be considered as an example for the effective and complementary construction of public resources, are Turkish Aerospace Industries Inc. (TUSAŞ), Military Electronics Industry Inc. (ASELSAN), Roket Sanayii ve Ticaret Inc.(ROKETSAN), FNSS Defense Systems Inc. (FNSS), and TUSAŞ Engine Industry Inc. (TEI). EKTAM's university stakeholders are Gebze Technical University, Yıldız Technical University, Istanbul Sabahattin Zaim University, TOBB Economy and Technology University (TOBB-ETU). EKTAM's overseas stakeholders are Michigan State University (East Lansing/USA), AGH Science and Technology University (Krakow/Poland), and Bulgarian Academy of Science (Sofia/Bulgaria).

Gazi University, Research Program Manager Organization (APYÖK) for the High Technology Platforms Call within the scope of the TÜBİTAK Center of Excellence Support Program (1004 Program), which was developed for the purpose of specializing the research infrastructures of higher education institutions in cooperation with research and development design centers and

public research and development units and becoming a center of excellence. EKTAM has undertaken the management of the New Generation 3D Printer Manufacturing Technologies Platform Research Program on behalf of Gazi University. The project is carried out on behalf of Gazi University with 3 Universities and 6 Companies: EKTAM, Erzurum Technical University, Sabancı University, TUBITAK Marmara Research Center, ASELSAN Inc., ERMAKSAN Inc., ROKETSAN Inc., TUSAŞ, TUSAŞ Motor Industry Inc..

Thanks to the domestic/foreign academic and industrial collaborations established, the COFUND project titled "A2M2TECH-Advanced Materials and Advanced Manufacturing Technologies" was brought to our country. Supported by the European Commission and TÜBİTAK and under the Scientific Excellence component of the Horizon 2020 Program under the Coordination of Gazi University, the field of "Marie Sklodowska-Curie Scholarship and Circulation Supports", the project supported under the Contribution to Scholarship Programs Fund (COFUND) offers great opportunities to researchers (C.2.2.5 , C.2.2.6, C.2.2.7). At the same time, METU, ITU and IYTE took part in the project under the coordinator of Gazi University EKTAM. Within the scope of the project, 22 doctoral students in the field of Advanced Materials and Advanced Manufacturing Technologies were employed by these universities and carried out their doctorate, while at the same time, TUSAŞ (Türkiye), ERMAKSAN Inc. (Türkiye), TeknoHAB Inc. (Türkiye), Universidad Carlos III de Madrid (uc3m) (Spain), FIT Additive Manufacturing Group (Germany), and University of Southern Denmark (SDU) (Denmark) will have the chance to receive education.

"Neuroscience and Neurotechnology Excellence Joint Application and Research Center NÖROM" became operational in 2021 under the coordination of Gazi University, which is a first in our country by YÖK, and in partnership with Ankara University and Middle East Technical University. In addition to researchers from 3 partner universities, a total of 68 researchers from 17 different universities take part in NÖROM, where interdisciplinary research will be carried out. A multidisciplinary unit has been established by combining the fields of medicine, education and engineering at NÖROM, the infrastructure of which is being established with the joint protocol of our University, Ankara University and Middle East Technical University, which is supported by the TR Presidency of Strategy and Budget Department as a national joint research example. Neuroscience and Neurotechnology Excellence Joint Application and Research Center (NÖROM) Center benefits from a total of 50 students and post-doctoral researchers enrolled in Gazi University Neuroscience doctoral program, Ankara University Interdisciplinary Neurosciences doctorate program, and METU electrical-electronics, computer engineering and Informatics Institute doctoral programs. Gazi University, Ankara University, and METU researchers are entitled to free use of the TRUBA system, established by NÖROM-ULAKBİM with the cooperation of NÖROM-ULAKBİM for central researchers, and training on the use of the system has been provided. As part of the "Brain Awareness Week" chaired by NÖROM, Gazi University Neuropsychiatry Center and Genmet, Türkiye's first local brain training module produced with the Virtual Reality application was exhibited in the "General Neuroanatomy" course (C.2.2.8).

The "Turkish Brain Project", which is a technology that will serve as a decision support system in cooperation with the TR Presidency's Digital Transformation Office Artificial Intelligence and Big Data Unit, Gazi University Faculty of Medicine and Engineering, was implemented in September 2020 and continues in 2021. The MR images taken within the scope of the project were analyzed with the developed artificial intelligence algorithms, and the detection,

estimation and classification of abnormal regions in the brain with the developed scientific methods became possible in 5 to 10 seconds (C.2.2.9). Universities in the field of neuroscience at the Gazi University Neuropsychiatry Education Research and Application Center (NPM Center), which was established to make Gazi University an institution where disciplines working in the field of neurosciences will interact, and to ensure that neuroscience researches within the university and faculty work in an institutional framework, and interdisciplinary research is carried out, joint projects are carried out within the scope of cooperation protocols with non-governmental organizations and professional associations. Faculty members of our Neuropsychiatry Education, Application and Research Center serve on the advisory board of Ankara University Brain Research Application and Research Center (BAUM). The scientific background and academic staff of the NPM Center were the driving force in the initiation of the National Center for Neuroscience and Neurotechnology (NÖROM) project. Our Neuroscience doctoral program, which continues its education using NPM infrastructure and laboratories, is included in the European Neuroscience Schools Network (NENS), so that our doctoral program students had the opportunity to learn new techniques by going to the neuroscience laboratories included in the network for research and educational purposes for a short time.

Gazi Photonics was established as a "Thematic Center" open to all researchers in order to increase the competitiveness of various industrial products in the markets, to increase the qualified labor force needed by the industry, and to contribute to the national development and increase the welfare level of our people, by transferring the innovative products developed within the scope of semiconductor and photonic technologies to the industry. Gazi Photonics carries out research and development activities for the development of production methods and technologies of photonics and semiconductor materials, device components and systems in the field of photonics, which is the key technology of the future, and continues its activities in order to acquire the production technologies of these devices and to contribute to the training of qualified researchers. An international and a national conference was held in 2021 in order to introduce and evaluate the research and development activities of the central and internal stakeholders and to determine the needs of the stakeholders (C.2.2.10, C.2.2.11).

Research opportunities and R&D infrastructure in the Life Sciences Application and Research Center located on our University's Gölbaşı Campus are open to the use of our university's academic staff and contribute to thesis studies with its extensive R&D infrastructure in postgraduate thesis studies. There are seven different research and analysis laboratories: a Laparoscopic and Robotic Surgery Education and Research Unit, Biochemistry-Chemistry Research Unit, Molecular Medicine and Genetic Research Unit, Microbiology Research Unit, Cell (Stem Cell) Laboratory, Cell/Tissue Imaging Techniques Research Unit, Experimental Animal Production and Research Unit within the center.. The construction of the Life Sciences Application and Research Center Laparoscopic and Robotic Surgery Training and Research Unit was completed and opened for use, and trainings open to the participation of all researchers who want to receive training in the field have begun (C.2.2.12). In addition, thanks to the announcements made through the related Faculty Deans within the framework of the determined plan, Literature Discussion Days were organized, in which the academic staff of Gazi University participated, and an international webinar and congress open to the participation of academic staff were held (C.2.2.13, C.2.2.14, C.2.2.15).

G.U. Distance Education Application and Research Center (GUZEM) took part in two different consortia in order to ensure the mobility of the lecturers and post-doctoral students and improve their competencies. The first of these is the KA130 project, which is within the scope of the Erasmus+ Program and will last for 7 years, including GUZEM for Higher Education Mobility Consortium Accreditation (C.2.2.16). Contribution will be made to the professional and individual development of the personnel working in the field of distance education and the potential individuals who will work in this field will be provided with field-specific professional and individual competence. With the project, an innovative and pioneering distance education model will be created and it will be expanded in the national and international arena. With the consortium formed in line with this goal, staff and student mobility will be ensured. Programs and practices that provide future-oriented knowledge, skills and competence to staff and students working in the field of distance education will be carried out. Again, within the framework of improvement activities planning, the Distance Education Application and Research Centers Student Staff Mobility Project was accepted (C.2.2.17).

There is a great need for research and application projects in the field of marine and aquatic sciences in our country, and water management is one of the most important and prioritized issues. Marine and Aquatic Sciences Application and Research Center (DENAM), a) gathers data and sets database for current data, b) implements special hydrodynamic morphologic and quality activities on water masses, c) determines the cleaning time of water bodies, d) understands the interactions of water bodies and land use and takes necessary protection measures in all kinds of surface, coastal and transitional water bodies of our country. The Center has a numerical model for the sustainable management of hydrodynamics, transport processes and water quality of coastal-transition and surface water bodies, which is accepted at national and international level, and the model is recognized by academicians, public institutions and private sector, national and international projects carried out, organized congresses, workshops, webinars and seminars are important social contributions (C.2.2.18, C.2.2.19, C.2.2.20, C.2.2.21).

Gazi University Clean Energy Research and Application Center (TEMENAR) continues its studies on energy and hydrogen technology, production of advanced materials required for fuel cells and components, reduction of air pollution, renewable energy sources.

With the establishment of Gazi University Turkic Studies Research and Application Center (TÜRKDAM) which aims to conduct research on the cognate and related communities that make up the Turkish World, and neighboring cultures and civilizations, to support researchers, to follow research on the values of the Turkish nation, to contribute to the dissemination of studies by cooperating with institutions and organizations operating in the same field, to identify the customs, traditions, and cultural values that are the common denominator of the Turkish World through scientific and artistic activities to carry out educational activities in this field, to introduce them by sharing them with the scientific world and the public through various publications and activities, to disseminate them and to transfer them from generation to generation, GUKK Improvement Plan "**KYİF.22:** *Establishment of Turkic Studies Research and Application Center in order to ensure integration with the Turkish World and our nearby geography, and to form a basis for studies on the exchange of lecturers and students*" was also realized.

In order to support the Research Groups in our university and to pave the way for new research groups to be established, "Thematic" and "Multidisciplinary" research groups were established

over the AVESİS system, followed by research areas and units, and the visibility of these groups was ensured. Information of all research groups, team members and announcements can be accessed through the AVESİS system under the heading "Research Groups", and updates can be made by accessing the group information with a password by the research group manager. There are 282 researchers within the 19 Research Groups registered in the system, among them Advanced Manufacturing Technology Research Group, Nuclear Science And Engineering Research Group, Smart/Innovative Materials and Powder Metallurgy Research Group, The Synthesis Group Of Target Organic Molecule, Sports Sociology Interdisciplinary Research Group, Alternative Energy Researches, Banoğlu Research Group, Neuroscience and Neurotechnology Excellence Center Research Group, Artifical Intelligence and Big Data Analytics, Security And Privacy Research Group, Online Learning Community: Research and Development and Food, Nutrition and Health groups can be counted.

In order to meet the need for human resources with doctorates in our country in priority areas determined by the Council of Higher Education, YÖK Doctoral Scholarships are given at domestic state universities. There are 85 active scholars in 21 thematic areas in our Institutes in the priority areas determined within the scope of YÖK 100/2000 Program. 5 scholars in the fields of Biomedical Technology and Equipment (Design-Manufacturing-Procurement) and Cybersecurity / Cryptology in the 2020-2021 Fall Semester benefited from the program, and a total of 7 scholars in the fields of Smart and Innovative Materials, Human Brain and Neuroscience and Fuels and Combustion.

"Gazi University International Joint Undergraduate Programs Education-Training Directive" was prepared with the joint work of Education-Training and Foreign Relations İnstitutional coordinator and Student Affairs Department and presented to the Education Commission. It was approved by the Education Commission on 29.11.2021 and by the Senate on 30.11.2021. In this context, the "International Joint Programs Unit" was established within EDIKK and the organization chart of EDIKK was updated.

Our university supports the studies of our researchers with national and international collaborations and guides the studies in line with the institutional goals of our university. Collaborations with national and international universities, public institutions and organizations and private institutions are established in accordance with Gazi University Cooperation Protocol Preparation Procedures and Principles. The Protocols Unit under the Education, Training and Foreign Relations Institutional Coordinatorship plans the studies to be carried out in line with the internationalization policy and strategic plan of our university in order to strengthen scientific and technological cooperation and contribute to R&D studies at our university. Protocols sent to the Protocol Unit via EBYS are examined in accordance with the template and within the framework of content, language expression, legal and financial compliance. After obtaining the opinion of the Legal Counsel and, if necessary, the Strategy Development Department, the protocols brought to the agenda of the Protocol Commission are approved by the University Senate, the protocols approved by the Senate are submitted for the signature of the Rectorate, and a cover letter is sent to the relevant institution. In international protocol processes, the same procedures are applied after asking the recognition of the universities to be cooperated by YÖK. In order to strengthen academic and scientific cooperation at our University, 10 national and 26 international cooperation protocols were signed and put into effect in 2021 with national and international universities within the body of the Protocols Unit. The Protocol Commission, which was established to supervise the

proposal, regulation and review processes of national and international protocols, met regularly and continued its work. The protocols determined in line with the decisions taken in the commission were submitted to the approval of our University Senate.

In 12 universities (Cumhuriyet University, Ordu University, Dicle University, Zonguldak Karaelmas University, Erciyes University, İzmir Katip Çelebi University, İnönü University, Van Yüzüncü Yıl University, Gaziantep University, Kırıkkale University, Mersin University and Bülent Ecevit University) in accordance with the "Regulation on the Establishment of Joint Postgraduate Education and Training Programs of Higher Education Institutions with Higher Education Institutions in Türkiye" within the scope of bilateral agreements between universities, joint master's and doctorate programs are carried out. Conducting joint programs within the scope of Gazi University Institute of Health Sciences programs is very valuable in terms of social contribution and allows the institution to set an example for peripheral institutions and to lead scientifically.

In different units of our university, in the fields of smart and innovative materials, energy and power conversion, biotechnological drug technologies, human brain and neuro-science, cyber security, artificial intelligence and machine learning, software technologies and digital content, resources (academic) Intra-institutional and inter-institutional collaborations are developed in order to ensure the effective use of human resources and laboratory infrastructure resources. With the cooperation protocol signed between our university and HAVELSAN Inc, the needs, course contents and course materials of the Computer Programming, Information Security Technology, Control and Automation programs within the body of TUSAŞ Kazan Vocational School, as well as the workplace training courses of the students and other course applications during the semester are within the time intervals specified in the academic calendar. The principles and procedures regarding the employment of industrial establishments at the workplaces of the industrial establishments and the priority recruitment/employment opportunities after graduation (in case the industrial establishment fulfills the recruitment criteria) have been determined.

An international joint diploma program is carried out with the bilateral agreement between our University's Engineering Faculty Civil Engineering Department and Montana State University's Civil and Environmental Engineering Department. Civil engineering students who win and successfully complete the program are entitled to a joint diploma from Gazi University and Montana State University. In order to increase the competence of the researchers, the lecturers carried out researches in various countries under the TÜBİTAK Postdoctoral Research Scholarship Program abroad, Erasmus and 39 articles.

The TUBITAK-supported project with the code 118C092 and named "TUSAŞ and Gazi University Industry Doctorate Program" is carried out jointly with TUSAŞ-Turkish Aerospace Industries INC. Within the scope of the proposed project, it is aimed to train 3 qualified human resources trained in accordance with the needs of TUSAŞ-Turkish Aerospace Industries INC at Gazi University and then to gain them within TUSAŞ. TÜBİTAK supported project with the code 118C097 "Development of Metal Additive Manufacturing Technologies for the Defense Industry and Research of Application Areas" is carried out in partnership with ROKETSAN Inc. The protocol signed with the university where the doctoral scholars are planned to receive education is a part of this project. TUBITAK supported 119C075 "Development of Innovative Metal Additive Manufacturing Technologies, Design, Analysis and Test Methods for the Aviation and Space Sector" is carried out in cooperation between Gazi University and TEI

(TUSAŞ Engine Industry Inc.). The doctoral research topic of these 3 candidate doctoral researchers, on which their work is planned within the scope of the project, has been determined as "Development of Aviation Materials for Additive Manufacturing Method". Successful scholars will be able to be employed in TEI engine projects, and the training of qualified researchers with design, analysis and testing skills who can apply additive manufacturing methods in the production of important parts used in aerospace applications will meet the necessary human resource needs in this field. The project named 118C127 "Data Collection, Verification and Querying from Heterogeneous Data Sources on the Internet" supported by TÜBİTAK is carried out in partnership with HUAWEI Telecommunication Foreign Trade Co. In this project, a framework will be developed for collecting data from heterogeneous data sources on the internet, measuring its consistency, automatically calculating and indexing the accuracy of the collected data, and making fast and effective queries on the indexed data.

Project Coordination Application and Research Center, which ensures the rate of benefiting from national and international funding sources of Gazi University, increasing the quality and number of scientific and social projects, providing consultancy to the public and private sector on projects, facilitating the access of faculty members to grant resources, and coordinating the projects carried out within the university. In order to realize these strategies, it provides the necessary support and informing the University Faculty Members about the grant resources. It cooperates with public and non-governmental organizations that are in contact with youth and youth workers through the EU supported KA1, KA2, ESC projects and Eurodesk Türkiye Unit in order to make European opportunities accessible to young people and youth workers at the Center. Working as the Eurodesk Türkiye Contact Point since 2018, the Project Coordination Application and Research Center contributes to the internationalization of our university and our country, thanks to the cooperation established with international partners in the projects carried out (C.2.2.23).

In order to increase the benefit of Health Sciences students from the Erasmus program, the number of countries-universities with bilateral cooperation has increased from 4 to 7 new universities in 2021 (University of Tetova, Macedonia; Universitatea "Constantin Brancuşi" din Targu-Jiu, Romania; Universita di Foggia, Italy; Bronislaw Markiewicz State Higher School of Technology and Economics in Jaroslaw, Poland; Trakia University, Bulgaria; Akademia Kaliska im. Prezydenta Stanislawa Wojciechowskiego Calisia University, Poland; University of Patras, Greece). With the EU Project, which was accepted within the scope of the Erasmus+ Strategic Partnerships in the Fields of Vocational Education activity of the Faculty of Health Sciences in 2021, it is aimed to establish new international cooperations. Our university has signed an Erasmus KA171 agreement in the fields of engineering with the National Technical University "Kharkiv" Polytechnical Institute, one of the leading technical universities in Ukraine. Institute of Educational Sciences and L.N. Cooperation agreements were signed between Gumilev Eurasian National University, Turkish Cooperation and Coordination Agency (TIKA) and Presidency for Turks Abroad and Related Communities (YTB). Gazi Faculty of Education faculty members are individually members of national and international research networks and act as researchers or referees. These research networks can be classified as TUBITAK, National Agency and National Science Foundation. Joint international R&D studies are carried out by establishing a strategic partnership with the Woodworking Industrial Engineering Department of the Faculty of Technology and Poznan University in Poland. Institute of Science and Technology, Ministry of Transport and Infrastructure, Eti Minery, Ankara Chamber of Commerce (ATO), Electricity Production Inc.

(EÜAŞ) and Turkish Sugar Refineries Co. signed [protocols](#) in 2021 that allow the personnel to do postgraduate education. Ankara Chamber of Commerce members and employees and ATO personnel have the right to enroll in graduate programs within the framework of the protocol signed in March 2021 with the additional quota given to them if they fulfill the necessary application conditions at the Institute of Science and Technology.

With TAI-TUSAŞ Lift-Up at the Faculty of Engineering, university-industry cooperation undergraduate projects are produced on various subjects, interdisciplinary studies are carried out in the departments, participation in competitions such as TEKNOFEST is ensured. Phase studies are carried out with Gazi University Faculty of Medicine, Pediatric Metabolic Diseases Phase 1 Drug Research Center. Phase 1-2-3 drug research is carried out in different units of the medical faculty with international collaborations. In addition to vocational education, Erasmus + Projects are carried out in cooperation with different national and international institutions for adult education. In the international Erasmus + projects of the department of public health, multi-sectoral projects are carried out, including non-university associations and official organizations from at least 3 countries. Digital contents, which are among the priority areas in the projects, are also being developed.

Gazi Technopark runs the TÜBİTAK 1512 Techno-enterprise Capital Support Program with the support of TÜBİTAK 1601, the GAZİ BİGG-Key Program, as the entrepreneurship program in which the 1st Stage services are carried out. While grant support was provided by TUBITAK in the first 3 years of the support, in the second 2 years of the program, an award bonus system was introduced per entrepreneur who received support. Within the scope of the program, students, graduates and academicians submit their technology-based business idea applications to Gazi Technopark, which is the 1512 implementing organization of TÜBİTAK. In the second period, covering the years 2021-2023, when the grant support system was transferred to the premium system, Gazi Technopark was the umbrella implementing organization and signed a partnership agreement with Bahçeşehir University and Erzurum Ata Teknokent. At the beginning of 2021 and throughout the year, especially Gazi University, it made a national promotion of BIGG. Online information meetings were held at the Faculty of Engineering, the Faculty of Technology, the Faculty of Pharmacy, the Faculty of Architecture, the Faculty of Natural Sciences, Gazi Faculty of Education, the Photonics Application Research Center, the Institute of Health Sciences, and generally within the body of Gazi University during Career Days. All BIGG calls opened during the year are also announced to academicians and students via e-mail and promoted on the website and social media accounts of the Rectorate and related faculty. In 2021, when 400 entrepreneur candidates applied, three dimensions were evaluated during the preliminary evaluation phase, as in previous years: R&D and Innovative Aspects, Feasibility and Applicability, Commercialization Potential. As a result of the preliminary evaluation made by the Technopark management, 111 entrepreneurial accelerator programs and online training-mentoring were given. 19 of these entrepreneurs evaluated in TUBITAK were entitled to receive support, and 2 of the 19 entrepreneurs who received support are academicians from Gazi University (C.2.2.24).

Cluster Coordinator has started to be employed for the cluster, which was created as a result of the internationalization projects supported by the Ministry of Commerce, aimed at increasing the export volume of our country and enabling the companies in the Region to expand abroad, by the Gazi Technopark Management. The number of trainees in the companies in Gazi Technopark, which was 15 in 2020, increased to 41 in 2021. Studies for the implementing the

suggestions of "**AİF.15/c:** *Developing Technopark internship opportunities and targeting at least 50 students to benefit from Technopark opportunities*" and "**KYİF .23/e:** *Cooperating with Technopark in order to reach our graduates and students doing internships*" and increasing the number of Gazi University students doing internship in Technopark with the meetings held between Gazi Technopark and Gazi University Career Planning Application and Research Center are continuing with the support of the University administration (C.2.2.25, C.2.2.26).

Maturity Level: 4

In the institution, joint programs and joint research activities between institutions and institutions at national and international level are monitored and improved by evaluating them with relevant stakeholders.

Evidence

C.2.2.1. Act_2021.12.10-E.236100-Dğtm-B.DanışlarıK.Tpl.

C.2.2.2. Act _2022.01.03-E254730_GUZEM_DanışıK

C.2.2.3. Act _2022.01.04-E254734_GÜDAM_DanışıK

C.2.2.4. 2022.01.19-E68802_GenSek_Advisory Board Decisions

C.2.2.5. A2M2TECH_OpenCall_Announcement_Text

C.2.2.6. Announcement_A2M2TECH Open Call

C.2.2.7. Announcement_PKUAM_COFUND Project Manager

C.2.2.8. News_ NÖROM First Domestic Three-Dimensional Anatomical Lesson Module

C.2.2.9. C.2.2.15. YBUAM Congress

C.2.2.16. GUZEM Project Acceptance-1

C.2.2.17. GUZEM Project Acceptance-2

C.2.2.18. DENAM-Seminar

C.2.2.19. DENAM-Seminar-2

C.2.2.20. DENAM-Seminar-3

C.2.2.21. DENAM-Seminar-4

C.2.2.22. News_HAVELSAN A.Ş. Cooperation Protocol

C.2.2.23. Eurodesk Contact

C.2.2.24. Gazi BIGG 2021 Report

C.2.2.25. Record_KAPUM&TEKNOPARK

C.2.2.26. Record_KAPUM&TEKNOPARK_R _ Turkish Brain Project

C.2.2.10. Condensed Matter Physics Ankara Meeting

C.2.2.11. 2nd International Conference on Light and Light-Based Technologies

C.2.2.12. YBUAM Course

C.2.2.13. YBUAM Literature Discussion Days

C.2.2.14. YBUAM Webinar

C.2.2.15. YBUAM Congress

C.2.2.16. GUZEM Project Acceptance-1

C.2.2.17. GUZEM Project Acceptance-2

C.2.2.18. DENAM-Seminar

C.2.2.19. DENAM-Seminar-2

C.2.2.20. DENAM-Seminar-3

C.2.2.21. DENAM-Seminar-4

C.2.2.22. News_HAVELSAN A.Ş. Cooperation Protocol

C.2.2.23. Eurodesk Contact

C.2.2.24. Gazi BIGG 2021 Report

C.2.2.25. Record_KAPUM&TEKNOPARK

C.2.2.26. Record_KAPUM&TEKNOPARK_R

C.3. Research Performance

C.3.1. Monitoring and Evaluation of Research Performance

Within the scope of the restructuring of higher education in our country, important developments such as opening universities to external audit with the Higher Education Quality Board evaluation programs, mission differentiation and specialization studies in higher education are being experienced. We act with the principle of mobilizing our resources in an efficient and effective manner within the strategic management approach, closing the PDCA cycles in all our processes and continuously improving the quality. Documented within the scope of the Quality Commission Improvement Plan, "**AIF.12:** *Publishing the prominent fields and researchers in research in the institution, Publishing, monitoring and evaluating our research performance on the basis of units, Closing the cycles of planning, implementation, control and taking precautions (PDCA) in research processes*", the planning, implementation, control and taking measures in research and development processes at our University are carried out with practices covering the whole of the Institution and are improved with exemplary mechanisms (C.3.1.1.).

Continuous improvement practices carried out according to the results of systematic monitoring in research processes at our university, dynamic and effective mechanisms and a holistic approach serve to increase the research performance of our university. In order to fulfill the responsibilities imposed on our University by development plans and regulatory institutions in the most appropriate way, and to use the human and financial resource advantage provided in the most effective way, our academic and administrative staff, under the leadership of the university administration, continue their efforts to increase the quality of all services offered to stakeholders with the created synergy. Research and development activities are measured and analyzed systematically and based on data, and improvement action plans are developed by evaluating the monitoring results with stakeholders. In this process, our University develops action plans based on reports and tables prepared by different Boards and Commissions with the support of research units. In addition to the monitoring and evaluation carried out in accordance with the regulations of the Supreme Council and Institutions and the relevant legislation, for monitoring and evaluation by our University;

- Structuring The Research University Monitoring, Evaluation and Executive Board and starting effective monitoring activities.
- Sector matching and initiation of systematic studies on priority areas
- Structuring the Application and Research Centers Board, making arrangements with the relevant Directive regarding processes such as opening and closing application and research centers, and developing a acknowledgement and warning mechanism with the forms developed for the follow-up of the Center's activities;
- G.U. Updating the Strategic Plan for the Term 2019-2023 and updating the unit strategic plans in accordance with the requirements of the research university in accordance with the Updated Institution Strategic Plan and examining it within the scope of the Activity Reports through the Strategic Plan Evaluation Tables (The report is detailed in the criterion of A.2. Mission and Strategic Objectives)
- Putting AVESIS, BAPSIS, ATOSIS and KVYS systems into use;
- Updating Academic Promotion and Appointment Criteria;
- Adoption of Gazi University Academic Performance Evaluation Directive and starting to use Academic Performance Score,

- Performance monitoring through stakeholder meetings such as Efficiency and Research University Monitoring, with the participation of all academic units and staff, and determination of improvements with a participatory approach
- Improvement of the Quality Commission, and improvement of research and development quality processes with the support of a Consultant (Mentor) Member, carrying out activities to control and take measures in research and development and other criteria with Internal Unit Evaluation Reports (Detailed in the report's A.1.2. Leadership sub-criterion)
- Encouragement of achievements such as the Most Successful Doctoral Thesis, publication, project, patent etc.

with the implementation of exemplary practices such as these in 2021, improvement steps have been taken decisively to increase research and development performance. All these studies, which were carried out in order to transform the areas that are open to improvement, especially in the processes related to performance monitoring, into strengths, and whose details are given in this sub-criterion, have also been an indicator of the intention for institutional accreditation.

<u>RESEARCH UNIVERSITY MONITORING AND EVALUATION STUDIES</u>

As a result of the evaluations made by the Council of Higher Education in accordance with the Procedures and Principles Regarding the Operation of the Research-Oriented Mission Differentiation and Specialization Program, our University received the Research University title in 2017, and it was announced at the meeting of the Higher Education Executive Board on 08.12.2021 (C.3.1.2). In order to properly fulfill the requirements of this task, our university has implemented an exemplary practice within the Institution and established a Board only for this purpose. To prepare an action plan to ensure the development of the university in the fields of research capacity and quality, interaction and cooperation, economic contribution and commercialization, and intellectual property; to carry out, monitor and audit the activities in the prepared plan; Gazi University Research University Monitoring, Evaluation and Executive Committee has been established in order to carry out other duties and responsibilities required by the process of increasing the performance of the research university, by preparing the reports of all processes and adhering to the strategic plan of the University. Developing policies for the effective collection and increase of data requested from the university for ranking and different purposes by national and international organizations; The work of the Board, which also has duties such as establishing working groups related to the activities of the Board when necessary, arranging their duties, working to ensure the effective participation of the units and personnel within the University, and evaluating the graduate education programs, are carried out in a way that supports each other with the work of the Quality Commission. The research and entrepreneurship performance of the academic staff and the institution, sector matching and priority field studies, postgraduate education activities are regularly put on the agenda by the Board, and it supports the monitoring of the performance throughout the University with the support of the Board Members who are matched with academic units in accordance with their fields (C.3.1.3). In 2021, under the leadership of the Rector and the Vice Rector for Research, the Board mediated the execution of many studies needed by our University in coordination with our units (C.3.1.4).

The work program of the IDY Board, which started its work by discussing the measures to increase academic performance as a requirement of being a research university, by evaluating the current situation, realizations and goals of our university, was established and academic

units with which the Board members would cooperate were determined in order to effectively monitor and improve research performance at the Institution and Unit level (C.3.1. .5). In this context, "Research University Monitoring and Evaluation Units", consisting of three academic staff, in which the head of the unit takes charge, were established in all academic units (C.3.1.6, C.3.1.7). The coordination of the Unit Monitoring, Evaluation and Executive Board Teams of 57 people, consisting of 3 people working in our academic units, was provided by the responsible IDY Board Members determined according to the fields. Suggestions were received by the Board Members to increase performance from the academic units they cooperate with, and considering these suggestions, the action plan and expected outputs for the activities to be carried out in 2021 were reported and evaluated at the IDY Board (C.3.1.8, C.3.1.9, C.3.1.10, C.3.1.11). By contacting academicians who make outsourced projects in academic units, they were requested to determine their needs for research activities and report the studies to make maximum use of the unit's opportunities; unit managers were asked to conduct follow-up of patent, invention and utility model applications; all units were requested to organize social contribution and social responsibility projects, to organize Academic Council Meetings at least twicw a year to discuss activities to increase research capacity and to report these meetings to the Research and Development Institutional Coordinator (C.3.1.12). With this study, "**TİF.2:** *While implementing social contribution activities, carrying out studies that can be added as data to the performance indicators that play an important role in the evaluation of our University, such as the University Monitoring and Evaluation Indicators, Research University Performance Criteria, YÖKAK Indicators and G.Ü. Updated Strategic Plan Indicators for the 2019-2023 Term, and to improve the reporting of the studies with their evidence.*" Training and meetings were held with the "Unit Monitoring, Evaluation and Execution Teams" to carry out their work in cooperation with the unit manager to which they are affiliated to, in line with the decisions taken by the "Research University Monitoring, Evaluation and Executive Board" (C.3.1.13, C.3.1. .14).

Our faculty members, who were appointed to the priority field staff within the scope of the second stage of the YÖK Future Project, were encouraged to apply for externally supported R&D projects in priority fields in 2021. Studies have been carried out to determine the performance measurement criteria in (AVESİS) (C.3.1.15). Our university's academic performance score for the Academic Performance-Based Management System, in line with the decisions to adopt a performance-based management system at our university in order to make efficient use of human resources and budget as a research university, to get a share according to the performance of academic units in staff allocation, budget and infrastructure studies, and to evaluate unit managers based on performance (APP) weights and determination of incentive mechanisms were carried out by the IDY Board (C.3.1.16).

Research University Monitoring, Evaluation and Executive Board, in two meetings held to evaluate the 2021 targets of our Institutes, evaluated the studies carried out with the Institute Directors of our University in order to increase the capacity and quality of the research university criteria in postgraduate education activities (C.3.1.17, C.3.1.18). Making arrangements to increase the quality of research in interdisciplinary departments in meetings where studies on postgraduate education, research activities, interdisciplinary departments, YÖK 100/2000 Doctorate Program, postgraduate students' graduation requirements and advisor assignment criteria are evaluated, and studies to determine thematic areas of YÖK 100/2000 Doctoral Program are started. It has been decided to monitor the objectives of our institutes regarding the research university criteria for 2021, to update the advisor assignment criteria and

graduation conditions in accordance with our research university qualification (C.3.1.19). Institutes encouraged to carry out activities on project writing training for postgraduate students, entrepreneurship and internationalization, to take measures for students to apply for externally supported projects after doctoral proficiency exams, to prepare an action plan for the transformation of doctoral thesis studies into projects and publications, and to monitor the projects and graduation assignments made by the students in partnership with the industry. At the meetings where Academic Promotion and Appointment Criteria and Institute Graduation Requirements were discussed, it was evaluated that the criteria should be updated in a way that would contribute more to the qualification of a research university.

In line with the decision of the Council of Higher Education to match research universities with priority sectors within the framework of the 11th Development Plan, the possibilities of supporting university-industry cooperation by the Presidency's Strategy and Budget Department, facilitating the establishment of institutes, departments and centers in priority sectors, and allocating staff came to the agenda that have been carried out. Priority Sectors Working Groups have been established in line with the demands received from academic units of our University within the Research University Monitoring, Evaluation and Executive Board (Details are given in the same sub-criteria). In the BAP unit, where the opinions of the Board Members on the work to be done in the priority sectors are evaluated, the decisions to prepare the support packages for the projects in the priority sectors and the scholars who will work in these projects, to carry out the necessary studies for the applications to the 1004 Center of Excellence Support Program in the priority sectors, and to put the Academic Performance Evaluation Process Management System (APSİS) into use were taken by the IDY (C.3.1.4). Within the scope of university-industry cooperation, cooperation meetings were held with the Ankara Chamber of Industry; under the auspices of YÖK and hosted by our University, work has been initiated to organize the "Workshop on Collaboration Models in Priority Sectors" with the participation of the Presidency of Strategy and Budget Department, TÜBİTAK, the research universities that our University is matched with, and the Ankara Chamber of Industry.

As a result of all these studies carried out by the Research University Monitoring, Evaluation and Executive Board, which continues its work with the participation of all academic units in line with the mission of our university as a research university, the GUKK Improvement Plan is "**AIF4:** *Regular follow-up of the organizational functioning with the best of our abilities through the Research University Monitoring, Evaluation and Executive Board, which was established in 2021, and the committees formed in this direction in the sub-units,*" and "**AIF.12:** *Publishing the prominent fields and researchers in research in the institution. Publishing, monitoring and evaluating our research performance on the basis of units. Closing the cycles of plan, do, check and act (PDCA) in research processes*" plans were put into practice effectively.

<u>RESEARCH UNIVERSITIES PRIORITY SECTOR MATCHINGS</u>

One of the most important tasks of the universities determined as "Research University" in order to use the infrastructure and human resources efficiently within the scope of the "Mission Differentiation and Specialization Project" initiated by the Council of Higher Education is to train human resources with high competence and doctorate degrees. As a result of the work initiated by the Higher Education Council within the scope of the Measure No 350.1 included in the 11th Development Plan, which was prepared by the Presidency of Strategy and Budget with the contributions of all authorized institutions in our country and published in the Official

Gazette on 23.11.2019 based on the "University Competency Analysis" prepared and the self-assessment and capacities of the universities, a reasoned report was requested on the 3 sectors they demanded to be matched with. In this context, in the meetings held with the participation of stakeholders to determine the 3 priority sectors of our university, the areas in which our academic units are competent were evaluated within the framework of the "University Competence Analysis" prepared by TUBITAK and the externally supported project performances of our units in the relevant fields, and the priority sectors of our university were defined as Pharmaceutical-Medical Devices, Chemistry and Machinery-Electrical Equipment. Twinning proposal, including the reasoned reports, and the proposal forms were submitted to the Presidency of the Council of Higher Education. The matching requests of the Research Universities were evaluated by YÖK and on June 7, 2021, 6 sub-study subjects in 3 priority sectors with which our University was matched and other universities matched in this sector were announced.

Priority Sector	Matched Universities	Sub-Subject/Field
1. Medical Devices	Gazi, Hacettepe and Boğaziçi	Biomaterials
2. Chemistry	Gazi, ITU and Gebze Teknik	Organic Chemistry
3. Machine-Electric Equipment	Gazi, ITU and Çukurova	Additive Manufacturing
	Gazi, Yıldız and ITU	Energy Systems and Fuel/Combustion
	Gazi, METU and Selçuk	Factory Automation Systems
	Gazi, Yıldız and Erciyes	Machinery Design and Manufacturing

After determining the priority sectors of our university, studies were started with our academic units for the priority sectors in accordance with the decision taken at the meeting of the Research University Monitoring, Evaluation and Executive Board on April 30, 2021 for the measures of the 11th Development Plan. Our faculty members working in the priority sectors we matched were determined. It was decided to form working groups and sector representatives for 6 sub-study topics/fields of 3 priority sectors that we matched under our Research University Monitoring, Evaluation and Executive Board. In this context, 2 faculty members representing different faculties with the highest Academic Performance Scores (APP) were selected from among our faculty members in the pool, taking into account their research and project competencies in the relevant fields (C.3.1.20). Research University Monitoring, Evaluation and Execution meetings were held with the participation of our selected faculty members, and they were requested to propose studies and cooperation models. In this context, 12 faculty members selected in 6 fields will start their studies, analyzing the current situation of our University in the priority sector, the collaborations we plan to make with our academic staff who want to work in the priority sector, the services that the laboratories within our academic units can provide to the industry in terms of the priority sector we have been selected, our business model proposals based on projects in the priority sector we have been selected, evaluating our University in terms of the targets of our priority sector in the 11th development plan, proposals for support packages for the projects in the priority sector in the BAP unit and the scholarship holders to be employed in these projects, proposals for cooperation with the universities that our university is matched within the priority sector we have been selected, suggestions for the workshop planned by our university for priority sectors, and the BAP Projects unit to prepare a

report containing topics such as the topics they will propose within the scope of the Guided Project Call for requested (C.3.1.21).

Guided Projects Priority Sectors Special Call was first prepared in our BAP unit in order to initiate studies in priority sector areas that our university matches. Call topics, procedures and principles have been determined and the call calendar will be announced. Feasibility studies are carried out for the establishment of new Research and Application Centers in order to carry out studies for priority sectors more effectively, and studies are carried out to develop joint working models with research universities and other universities in order to eliminate the deficiencies of research infrastructure. Analysis of our industry collaborations for priority sectors is being carried out by Gazi Technology Transfer Office Inc., and studies are ongoing to develop cooperation models with companies in priority sectors within the scope of university-industry collaborations. A meeting was held with the Ankara Chamber of Industry in order to cooperate in the priority sectors and the work continues. Feasibility studies are carried out for the opening of programs for priority sectors in the postgraduate programs of our university, and incentive studies are carried out to carry out thesis studies in priority sector areas and to increase the BAP project budget limits for theses within this scope. These studies, each of which is a first in our University, are critical steps towards increasing the research performance of the institution. In the upcoming period, our University's Scientific Research Projects (BAP) unit is planning to give priority to supporting the projects to be prepared by our academic staff working in the Biomaterials, Organic Chemistry, Additive Manufacturing, Energy Systems and Fuel/Combustion, Machine Design and Manufacturing and Factory Automation Systems sectors in their Guided Projects. In line with the 11th Development Plan targets, in these projects, in which it is aimed to obtain tangible outputs with high added value, open to industry cooperation, Technology Transfer Office Inc. aims to realize cooperation models with companies in priority sectors within the scope of university-industry cooperation.

It is planned to organize a "Cooperation Models Workshop in Priority Sectors", hosted by Gazi University under the auspices of YÖK, with the participation of nine universities that are matched in priority sectors and sub-fields by the Council of Higher Education (YÖK), taking into account the field-based competencies of Research and Candidate Research Universities. (C.3.1.22).

APPLICATION AND RESEARCH CENTERS BOARD

One of the important focal points of the activities carried out to monitor and evaluate the outputs of the research units of our university and to increase the coordination between the units where research activities are carried out is the application and research centers of our university.

Thanks to institutional monitoring and evaluation studies, it has been determined that the application and research centers of our University are structurally divided into two groups. Our centers in the first group have a full-time research workforce; it has been determined that they work effectively by providing non-university funding and their activities are continuous. It has been determined that the centers in the second group have a relatively weak research workforce and have not been able to carry out effective studies in recent years. However, in determining our Research University performance, many performance indicators under the headings of research capacity, interaction, and cooperation, research quality, budget and funding, service to society and social responsibility are directly or indirectly affected by the activities of our application and research centers. Similarly, economic contribution and commercialization,

cooperation and interaction, intellectual property pool, and scientific and technological research competence criteria in the Entrepreneurial and Innovative University Index are also related to the activities of our application and research centers. Due to this importance, our University's application and research centers were asked to form an Executive Board and Advisory Board, prepare their strategic plans and publish them on the Center's web pages, prepare annual reports at the end of the year, and keep their websites up-to-date (C.3.1.23, C.3.1.24. C.3.1.25). It has been determined that our centers should focus on project-based studies in order to increase their research capacity and quality in line with the academic activities and establishment purposes defined in their regulations, university-industry cooperation studies should be carried out, and the academic staff of the Centers should be expanded and cooperation with academics from different universities, public and private sectors should be developed.

In the Second Efficiency Meeting held under the presidency of the Rector with the participation of our Center directors in order to monitor the activities carried out in our application and research centers and to develop and put into effect the improvement studies regarding the identified weaknesses, focusing on activities that are suitable and contributing to our research university qualification, evaluations for increasing research outputs and effectiveness, current problems and improvement suggestions were discussed and decisions were taken to monitor the centers more effectively (C.3.1.26). In this direction, the Strategic Plan, Activity Report and 2020 Activities of the application and research centers and the targets for the first six months of 2021 were requested to be evaluated in the monitoring studies.

The activities carried out by our Application and Research Centers in the first six months were monitored in six-month periods, and a comparative evaluation of the activities targeted and carried out by the Centers was put on the agenda at the Research University Monitoring, Evaluation and Executive Board (C.3.1.28). In order to evaluate the activities of our Application and Research Centers and to determine the future vision, a workshop was organized under the presidency of the Rector and it was planned to discuss the management and organizational structures of the centers, their goals and realizations, their research capacity and quality, their contribution to the Research University indicators and increasing their recognition. A preparatory meeting was held with the participation of Research University Monitoring, Evaluation and Executive Committee Members and Quality Commission Research and Development Sub-Working Group members (C.3.1.29, C.3.1.30). Within the scope of the GUKK Improvement Plan, the activities of "**AIF.18:** *Organizing workshops on the working areas and infrastructure of application and research centers at certain periods*" were determined at the meeting, in which the workshop topics were determined and the centers' realization of their six-month targets was evaluated (C.3.1.25).

In order to effectively control the activities carried out by our Application and Research Centers, take the necessary precautions and evaluate the need for the centers that are requested to be established, with the approval of Gazi University Application and Research Centers Directive and the establishment of the Application and Research Centers Board of our University, the monitoring of the research performance of the centers has gained a systematic structure (C.3.1.31, C.3.1.32). In order to close the PDCA cycle in terms of Application and Research Centers, the studies for determining the performance criteria of the centers and monitoring their annual activities are carried out by the Board (C.3.1.33, C.3.1.34). For this purpose, the "Application Evaluation Form" for newly established application and research centers and the "Activity Monitoring-Evaluation Form" to monitor the effectiveness of existing

centers were accepted by the University Senate (C.3.1.35). In the Application Evaluation Form, the resources of the center, the draft regulation, the organizational chart, the academic, social and economic contribution of the Center, and possible collaborations are questioned. In the Activity Monitoring and Evaluation Form, the Center's Management and Advisory Boards, its Strategic Plan, the Annual Report, the level of realization of the objectives, the research, implementation, and social contribution activities are questioned. With this structure, which was developed in order to ensure the effective and efficient operation of the centers, in line with the proposal of, "Turning the follow-up process into an opportunity for monitoring, coordinating and supporting the activities of Application and Research Centers to restructure passive centers that do not conduct research or work on similar subjects" GUKK Improvement Plan, "**AIF.5:** *Evaluation of application and research centers within the scope of 2021 targets and realizations. Institutional regulation of the activity of closing the centers that do not have the identity of an application and research center*" activity was carried out.

UPDATING THE STRATEGIC PLAN

In accordance with the relevant Regulation and Guide, the Strategic Plans should be monitored and evaluated periodically. The systematic monitoring of the implementation of the Strategic Plan and the continuous improvement of institutional activities can be achieved with an effective and objective monitoring and evaluation process. Monitoring and evaluation are based on systematically collecting data and information on targets and indicators, analyzing them, reporting the results, and taking measures for improvement. Monitoring activities include monitoring the achievement of the objectives within the scope of the strategic plan at pre-determined intervals through defined performance indicators, reporting as of specified periods, and submitting them to the evaluation of the managers. Evaluation is the activity of objectively analyzing the relevance, sustainability, and effectiveness of performance indicators in achieving the goals and objectives in the strategic plan. Prepared Evaluation Charts not only provide information to management and stakeholders but also contribute to the improvement of service delivery. By associating the objectives and targets of the strategic plan with the monitoring and evaluation activities with objective and measurable indicators, it is ensured that the managers are supported with information in order to achieve the goals and objectives of the strategic plan and that they take decisions for remedial measures when necessary.

19 objectives for 5 goals in Gazi University's Strategic Plan for the Term of 2019-2023 and a total of 75 performance indicators for these targets were systematically monitored and evaluated. The Strategic Plan Evaluation Target Cards for 2020 were prepared to be included in the 2020 Administration Activity Report, and they were discussed and resolved at the Strategy Development Board Monitoring, Evaluation and Guidance Working Group meeting on 18.03.2021. For this purpose, the Strategic Plan Evaluation Tables were prepared by compiling data from all units, the realizations were evaluated by the members of the Monitoring, Evaluation, and Guidance Working Group and transferred to the 2020 Administration Activity Report with the decision taken.

Our University's Strategic Plan for the Term of 2019-2023 was updated in 2021 for the periodic measurement and evaluation of research and development processes and to use its results for the continuous improvement of the University's research and development performance (C.1.1.14). Increasing investments in strengthening the physical and technological infrastructures of laboratories and research centers for research and development studies that are compatible with the science strategies of our country and our university, open to

international competition and within the scope of priority areas, in line with the Research Policy that encourages cooperation with internal and external stakeholders and benefiting from external funds, and to ensure that research and development activities, which can be transformed into social benefits, are carried out by increasing financial resources, thereby increasing research performance.

In our University's Updated Strategic Plan for the Term of 2019-2023, there are two goals and related objectives that are directly related to the research title. The research performance of our university is monitored and evaluated through relevant performance indicators within the framework of these goals and objectives. Goals for 'carrying out high-quality and value-added research and development studies that will strengthen the vision of the Research University' includes investments that will strengthen research physical and technological infrastructure capacity, financial resources to serve Research Policy principles, increasing research activities and cooperation, activating processes for the continuous improvement of research performance, and increasing the participation of students in research projects in order to develop the concept of 'research student'. The objectives of 'promoting and disseminating entrepreneurial activities' include the activities of University Technology Development Zones, university-industry-public collaborations, and increasing the number of patents, utility models, and industrial design applications and registrations with an understanding that makes entrepreneurship and innovation sustainable in line with our policies. In line with these goals and objectives; 'Research, development and innovation program'; the activity of the 'research infrastructures' subprogram has been determined as establishing and developing an institutional research infrastructure. The activity of the 'scientific research and development in higher education' sub-program is determined as scientific research projects of institutions (C.3.1.36).

Strategic Plan Performance Indicators, developed with a comprehensive and holistic study in line with the priorities of the Institution to be included in the Updated Strategic Plan for the 2019-2023 Term of our University, play a critical role in the monitoring and improvement processes of the Planning process (C.3.1.37, C.3.1.38). In accordance with the Regulation on the Procedures and Principles Regarding the Strategic Plans and Performance Programs and Activity Reports to be Prepared by Public Administrations, it is necessary to prepare Strategic Plan Evaluation Tables for each objective card and to submit it in the Administration Activity Report for the evaluation of the realization results of the objectives and performance indicators in the Updated Strategic Plan for the 2019-2023 Term of our University. For this purpose, the preparatory work for the evaluation tables, which will reveal the realization of the objectives in the Updated Strategic Plan for the 2019-2023 Term, was initiated by the Secretariat of the Strategy Development Board at the end of the year. 111 Performance Indicators, developed to determine the level of reaching the 24 objectives determined by our Current Strategic Plan, were first separated into data components, the indicators determined as quantity were defined as one, and the two data components forming the indicators expressed as ratios were defined one by one and transferred to the Institutional Data Management System. With this study, 1646 data from 86 units of our University were compiled to be used in the calculation of the Strategic Plan Performance Indicator realizations. With the data entered into the system, first, the performance indicators and then the target realizations were calculated and transferred to the Strategic Plan Evaluation Tables and presented to the Strategy Development Board, whose structuring was updated in 2021 as an important improvement activity.

In accordance with the Regulation on the Procedures and Principles Regarding Strategic Plans and Performance Programs and Annual Reports to be Prepared by Public Administrations, the Strategy Development Board, which consists of the senior manager of the University, the spending authorities of the units and other people to be assigned by the senior manager, reports the main stages and outputs of the planning process according to the Strategic Planning Guide for Universities, ensures the active participation of spending units in the process, and discusses and decides on controversial issues. The membership structure of the Board has been changed by giving importance to the participation of unit managers in the Board in order to ensure that all units of our University are represented and that the Plan is adopted at the highest level, starting in 2022, for the preparation of the Strategic Plan of our University for the 2024-2028 Period (C.3.1.39). As a result of the change made with the belief that the leadership of the members will be of great importance in determining the strategic goals and objectives in the plan, evaluating the performance, and ensuring the achievement of the goals through the action plans to be developed, our deans and directors, who are the academic unit managers of our University, have been appointed as members of the Strategy Development Board (C.3.1. 40). Members were personally evaluated in accordance with the distribution of tasks determined according to the Strategic Plan Evaluation Tables of the Board Working Groups. With this exemplary study, the plan evaluation study was transformed from an administrative and routine reporting study carried out by the expert team into an institutional analysis in which the unit managers directly examine the realization results and interpret the positive or negative indicators and target results. The conclusions that will form the basis of the improvement action plans that will be determined with the participation of the stakeholders in the planned evaluation meetings have been reached.

Our University's 2021 Strategic Plan Evaluation Tables provide an opportunity to monitor the performance of the Institution and to monitor the extent to which the change and transformation envisaged in the plan is adopted in the Institution. The feasibility of the targets whose realization level is low is questioned, and it becomes possible to determine the right strategies for the Institution and to prioritize them in the next planning studies. According to the findings realization rate of;

-"O2.1. Investments in strengthening the physical and technological infrastructures of laboratories and research centers will be increased by at least 20% for research and development activities that are compatible with our country's science strategies, open to international competition and within the scope of priority areas" objective is 10%,

-"O2.2. In line with the Research Policy that promotes cooperation with internal and external stakeholders and benefitting from external funds financial resources will be increased up to 10% in order to implement value generating and socially benefitting research and development activities that are compatible with the academic priorities and strategies of the Univresity." objective is 100%,

-"O2.3 The number of activities carried out in order to maintain and improve the research competence of the academic staff will be increased by 20% in order to support researchers who can do internationally qualified and interdisciplinary work at our university." objective is 100%,

-"O2.4. By developing processes for the periodic measurement and evaluation of research and development activities and the use of the results for the continuous improvement of the University's research and development performance, qualified publications from Gazi

University (in the 50% range) and citation numbers in international and national indexed scientific publications will be increased by at least 25%" objective is 92%,

-"O2.5. In order to increase scientific wealth by making research the main component of education for both academicians and students in education programs, the concept of "research student" will be developed and the participation of students in research projects will be increased by 15%." objective is 50%,

-"O3.1. The efficiency of University Technology Development Zones, which are the basis for the participation of students and graduates in research, development and innovation processes, will be increased by 20%." objective is 100%,

-"O3.2 University Technology Development Zones activities will be increased by 20% in order to transform information and technology into social contribution through entrepreneurial activities." objective is 50%,

-"O3.3. University-industry-public collaborations will be increased by 20% with an understanding that makes entrepreneurship and innovation sustainable by transforming the outputs of high-level scientific research directed in line with our policies into economic value." objective is 80%, and

-"O3.4. The number of patent, utility model and industrial design applications and registrations will be increased by 10%." objective is 25%. It has been determined that since the economic imbalance created by the pandemic and the increase in the weight of items such as personnel and insurance expenses in the budget increase the costs, the indicator performances of the first target for infrastructure remain low, which reduces the realization of the target.

In this context, despite the fact that the quantitative increase rates in the research and development goals of our University in the Updated Strategic Plan for the 2019-2023 Term have been significantly increased compared to the previous plan, and the indicators have been determined not to facilitate the realization of the target performances, but on the contrary, to raise the bar continuously in our University, it was pleasing that the research targets were achieved by 70.4% and the entrepreneurship targets by 64% (C.1.2.5).

INSTITUTIONAL MONITORING AND EVALUATION PROCESSES

In the internal functioning of our university, research and development performance is collected, monitored, and evaluated periodically based on data and reports from all units in accordance with regulations and directives (C.3.1.41, C.3.1.42, C.3.1.43, C.3.1.44). Research performance outputs are systematically monitored and the results are announced to its stakeholders through the Institutional Internal Evaluation Report of our University, Strategic Plan Evaluation Tables, Administration Activity Report, Performance Program, and Investment Monitoring and Evaluation Reports, which contain these tables due to the regulation change. All of our units determine performance improvement measures as a unit by making the end – of – year evaluation of the research and development targets included in the unit activity reports and the strategic plan evaluation tables published within the scope of this report.

Gazi University Research and Development Coordination Office is the basic unit in the processes related to research performance (C.3.1.45). The Coordination Office was active in determining the Academic Promotion and Appointment Criteria in 2021 and finalizing the

criteria (C.1.1.52). As a result of the meetings held in 2021 the updated Academic Promotion and Appointment Criteria Directive which includes many various activities along side criteria that are considered under the headings of Research Capacity, Research Quality and Interaction and Collaboration, which are determinative in the performance of the Research Universities like publications in the journals in the quarters of Q1, Q2, Q3, that play a decisive role in increasing the international recognition of our university, taking part in national / international projects, has been passed by the University Senate. Guideline updates are detailed in the [C.1.1. Research Process Management](#) sub-criterion. It is carried out through the İnstitutional Data Management System (KVYS) in order to regularly monitor and report all the data required in the process and to deliver it to the relevant units, boards, and commissions (C.3.1.46, C.3.1.47).

There are 10 performance indicators for "scientific research and development in higher education", which is the other sub-program of the "Research, development, and innovation program" in our university's 2022 Performance Program. These are "1. The ratio of the budget spent on R&D to the total budget, 2. The number of patents received for the products resulting from R&D, 3. The number of products commercialized as a result of R&D, 4. Research centers income amount, 5. The number of projects carried out by research centers with industry, 6. The number of research projects supported under BAP, 7. The number of R&D projects per instructor, 8. The number of patents, utility model, and industrial design applications, 9. The number of R&D projects supported by national and international organizations, and 10. The number of scientific publications in international indexes. The aim of this sub-program is to increase scientific studies for innovation in higher education institutions. Within the scope of this sub-program, informing the academic staff about projects and patents etc. and increasing the number/amount of projects, promoting the increase of research projects supported by internal and external sources within the scope of regulations and guidelines for preparing and evaluating research projects, and Scientific Research Projects of our University (BAP), there are all kinds of goods and services purchases and domestic and international travel payments of BAPs carried out by faculty members with allotments allocated for scientific and technological research services monitored by the Coordination Unit (C.3.1.36.).

In accordance with the Regulation on the Principles of Regulation on Scientific Research Projects of Higher Education Institutions, Regulation on Support Program of Public Institutions Research and Development Projects of Turkish Scientific and Technological Research Council, Development Agencies Project and Activity Support Regulation, Ministry of Youth and Sports Project Regulation, Application and Expenditure in Research and Development Support Program Projects Procedures and Principles, the Regulation on the Project Support Principles of the National Earthquake Research Program, income-expenditure and budget controls regarding the projects carried out by the BAP Unit and the projects carried out within the Project Coordination Application and Research Center are monitored by the Strategy Development Department.

In line with the importance of data collection and analysis processes in quality and strategic planning processes, the Institutional Data Management Coordinatorship has been established in our University in order to generate institutional data and information that will constitute inputs to national and international reports, rankings, and indicators. In order to carry out the activities of the development, execution, and evaluation of the plans, programs and applications necessary for the creation of institutional data and information that will constitute inputs to internal and external, national and international plans, reports, certifications, rankings and

indicators, in coordination with the relevant units, Institutional Data Management System (KVYS) software was developed by the Institutional Data Management Coordinatorship (KVYK), which was established with the decision of Gazi University Senate numbered 2021/67, and Information Technologies Department using the resources of our University. The first component of the software, which consists of two main components, is a data dictionary compatible with the Presidency - Digital Transformation Office - National Data Dictionary (UVS) infrastructure, and our University is the first higher education institution to use the National Data Dictionary. The second component of the software enables the processes of requesting, collecting and analyzing data from administrative and academic units in a digital environment. In coordination with the other units of our University by the Institutional Data Management Coordinator, the data that will constitute an input to the international rankings are successfully collected by the YÖK University Monitoring and Evaluation Study, the TÜBİTAK Innovative and Entrepreneurial Index. With the data compiled with the Institutional Data Management System (KVYS), the situation of the institution is analyzed, strengths and weaknesses are determined, and decisions are taken for improvement activities. In 2021, the research quality of the university was evaluated over 12 indicators between the years 2017-2020, and improvement suggestions were created. Development and updating of the Institutional Data Management System have been reflected dynamically, taking into account the unit demands. Integration activities of existing software used for research - development and administrative processes within the framework drawn by the license agreements of the currently used software are carried out in order to realize GU Quality Commission Improvement Plan "**KYIF.42/b:** *Developing the Institutional Data Management System by bringing all the information systems used in the institution to an integrated structure that speaks to each other as much as possible*" activity.

Gazi University Scientific Research Projects Coordination Unit evaluates, accepts, and supports project proposals, and carries out, monitors, and finalizes the services related to them, and this is carried out in accordance with the updated BAP Regulation and Directive, BAP Coordination Unit Implementation Directive and Implementation Principles and using the BAPSIS software (C.3.1. .48, C.3.1.49, C.3.1.50).

After the Gazi University Academic Performance Evaluation Directive was accepted by our University Senate in 2021, it was determined in accordance with the requirements of the research university; the APP, which is calculated according to the criteria of publications and citations, projects, patents, works of art and designs, awards, memberships and recognition, scientific and professional activities, educational activities and administrative activities, has started to be used especially in the application and budget determination processes of BAP projects. The infrastructure for APSIS software, where performance scores will be calculated directly, is ready and will be implemented (C.3.1.51). After the regular monitoring and reporting of the data obtained within the scope of the objectives and strategies of the institution, the practices and evidence regarding the "control and taking precautions" stages are brought to a sufficient level. An important step has been taken within the scope of the GUKK Improvement Plan activity "**AIF.21:** *Implementing the Academic Performance Scoring (APP) system and carrying out performance-based management system studies. For this, determining the performances for each department based on the field-based competencies of TUBITAK. Determining the areas where our university is active and ineffective and questioning the reasons. Ensuring that their effectiveness is increased to higher levels by investing more in active areas. Meeting and supporting academic staff and research groups that contribute to*

these fields. Rewarding the academic staff who contribute to our University with their scientific productivity by keeping them privileged through various mechanisms", which was developed in order to take appropriate measures to increase performance in cases where low performance is observed.

Software and guidelines have features that reward, prioritize, and encourage research competence and performance. The diversity of our university's BAP projects increased in 2021 with 7 new types of projects. Many research projects in different categories are supported to further the vision of the research university, such as Independent Research Project (BAP), Multidisciplinary Research Project (ÇAP), Priority Area Research Project (ONAP), Graduate Thesis Project (TEZ), Post-Doctoral Researcher Project (DOSAP), Guided Project (GDM), Participatory Research Project (KAP), International Research Cooperation Project (UIP), Career Start Support Project (KBP), Rapid Support Project (HZP), Undergraduate Student Participation Research Project (LKP), Co-Funded Scientific Research Project (EFP) (C.1.2.3). Among the project types added in 2021, the Undergraduate Participated Project and Participated Research Project types to support those who are new to research serve the goal of increasing the number of 'research students' of our university, in cooperation with other national or international institutions and organizations, and strengthening the research infrastructure. Giving higher-budget projects to researchers with high project performance, and the high score obtained from the application to TÜBİTAK 1001 projects allowing high-budget project applications ensure that the integration of BAPSIS, AVESİS, and APP applications are reflected in the research performance (C.3.1.48).

A significant increase will be made in the 2022 project appropriations of the BAP Commission, and the project appropriations will be increased from 70 thousand to 120 thousand TL for the GAP, from 120 thousand to 200 thousand TL for the DAP, and from 170 thousand to 250 thousand TL for the ÖNAP. It is planned to increase the support to UIP, DOSAP, and Participatory Research Projects from 70 thousand to 100 thousand TL, graduate education and specialization projects appropriations from 50 thousand to 100 thousand TL, Career Start Support from 25 thousand to 50 thousand TL, Rapid Support Project grant from 15 thousand TL. 5 thousand TL support to Undergraduate Student Participation Research Projects (C.3.1.52).

The management of research processes supported by national funds carried out at our university, the processes determined by Research Projects (BAP), TÜBİTAK, and other institutions and organizations, are monitored by the Scientific Research Unit, and the results of outsourced research projects are monitored by the Project Coordination Application Research Center. Projects supported by the European Union and carried out or partnered by Gazi University are published on the [Center's website](). In addition, project follow-up reports are submitted to the Research and Development İnstitutional coordinator on a periodic (6 monthly) basis. In order for the project center to be able to carry out projects supported by national and international grants without any problems and in accordance with contractual rules, the PDCA cycle is closed by following a work flow for unit internal quality assurance. Internal quality processes are reviewed and continuously improved at the project center. In this context, information meetings are held with the project owners and unit employees within the unit.

<u>UNIT MONITORING AND EVALUATION PROCESSES</u>

Unit performances are monitored and evaluated with the follow-up studies of academic units at the Institution level, and measures are taken to increase performance (C.3.1.53). In addition, structures such as R&D Working Team, R&D and Infrastructure Working Group, R&D Team, Scientific Research and R&D Group have been established in our academic units in order to encourage, follow up, and monitor the research and development processes. Academic units monitor and make visible their own performances with activity, unit internal evaluation and strategic plan evaluation reports and similar approaches (C.3.1.54).

The performance indicator for 'research infrastructures', which is a sub-program of the 'research, development and innovation programme', is the 'research infrastructure project completion rate'. This sub-program aims to establish research infrastructures and strengthen their capacities in higher education institutions in order to contribute to the increase of knowledge and technological development of our country. Within the scope of the research infrastructures sub-program, the Central Research Laboratory studies, Photonics Application and Research Center, EKTAM, NÖROM infrastructure, and research and development projects draw attention. The units carried out detailed performance evaluations in the BIDR (Unit Internal Evaluation Reports) and Activity Reports.

AVESİS, ATÖSİS software, as important elements of digital transformation in increasing, facilitating, and making visible and performance-based data throughout our university, is another software for prioritizing, encouraging, monitoring and rapid evaluation of research project applications based on the aforementioned data, and the use of BAPSIS has become widespread in 2021. It is reminded periodically throughout the University to keep the data entry related to the software up-to-date. The widespread reference to the AVESİS, ATÖSİS and BAPSİS system in the 2021 BİDRs of our units in the research performance sub-criterion is also an indication that the processes have spread throughout the University.

BIDR preparations and contents are important to form the basis for our university's internal evaluation report, to understand its place among the units in terms of strong, open to development and improvement processes, to define the unit in terms of communication and cooperation between stakeholders, self-assessment, and to expand quality assurance. Accordingly, there are common practices and prominent examples in research and researcher performance sub-metrics based on reports across the institution. All units prepare annual activity reports, and quarterly, semi-annual and annual performance monitoring is carried out (C.3.1.55, C.3.1.56, C.3.1.57, C.3.1.58, C.3.1.59, C. 3.1.60). It is reported in the reports that the research and development performance of the units are monitored by comparing them with the performance indicators in the strategic plans such as publications, notices, and patents in the activity plans (C.3.1.61, C.3.1.62, C.3.1.63, C.3.1.64, C.3.1 .65). In addition, AVESİS, BAPSİS, ATÖSİS, and YÖKSİS software are used effectively to monitor and evaluate research performances.

GUZEM analyzed that the number of project activities increased in 2021 (comparing the annual report and strategic plan), which corresponds to the item "**TF.14:** *Increasing the quantity and quality of the projects carried out in the application and research centers*", one of the improvement works of the University, which also explained that the activities carried out (such as associate degree, undergraduate and graduate courses, certificate programs, courses, trainings, etc.) are evaluated and improved by satisfaction surveys and the publication of these

reports is planned within the framework of the Board of Directors Decisions (C.3.1.66). When Photonic UAM evaluated its research and development performance indicators based on data, it reported that its targets were generally met.

When the 2021 annual report of the Additive Manufacturing Technologies Application and Research Center (EKTAM) is analyzed as an example, the number of domestic supported and cooperative projects (PI1.1.1.) and the number of international projects (PG1.1.2.) are among the performance indicators concerning R&D, were compared with the relevant strategic goals and targets (Goal 1, Objective 1.1) and whether it met the 2021 targets was examined with the performance table. Result for PI1.1.2. achieved its objectives, and for PI1.1.1, a 62% realization rate was determined. In the same report, performance results were evaluated. Accordingly, it has been argued that the realizations in the performance indicators in the 2019-2023 Strategic Plan were realized with deviations that can be considered reasonable when examined considering the pandemic process in 2021 and the disruptions it brought with it. Exchange rate fluctuations during the year, physical settlement problems, and lack of personnel were also seen as reasons for deviation. They evaluated that it would be possible to accelerate manufacturing, procurement, and academic studies and to carry out activities that could not be completed in the past, by moving to the new service building. Due to the fact that the pandemic, as a control, precaution, and suggestion, causes great difficulties in the implementation of processes that also concern R&D, it has been decided to make future plans, taking into account similar risks for the coming years, especially for 2022. Better production in terms of quality and quantity is foreseen with the move to its new location which will effect the increase in the production ability and capacity besides the increase in its recognizabilty. It was stated that the regular consultation meetings held at the center contributed significantly to increasing the production quality, stakeholder satisfaction, possible risks, and eliminating these risks (C.3.1.59). The EKTAM example is an example of the PDCA cycle in terms of academic performance evaluation.

It has been reported that surveys were conducted to monitor the research-development performance of academic staff in the Faculty of Natural Sciences and there are studies for their analysis (C.3.1.67). The Faculty of Pharmacy continued to publish its R&D Bulletin in 2021 in line with its research and development objectives, such as producing qualified research, increasing our international recognition, establishing cooperation between public institutions and organizations, the pharmaceutical industry and other industrial organizations, and increasing the quality of postgraduate education (C.3.1.54). In order to monitor the research and development performance of academic staff and to increase their research motivation, an "Academic Performance System" (D score) is applied for all academic activities of faculty members in the Faculty of Medicine and the Faculty of Dentistry, and research activities are monitored and evaluated (C.3.1.68, C.3.1. 69). Increasing the rate of projects carried out in national and international priority areas to increase research performance in all our units, giving weight to the indicators in the "Research Universities Performance Monitoring Index", especially in the field of "Research Quality", increasing the number of publications included in the SCI, SCI-Exp, SSCI indexes, increasing the number of national and international publications produced from scientific projects, increasing scientific activities organized with internal and external stakeholders, increasing the number of national and international conferences, workshops, congresses, etc. activities are planned.

Within the scope of its contribution to the activities of the 95th anniversary of the University in 2021, our Rector's Office held the "Most Successful Doctoral Thesis Award Ceremony" in 2021 for the related doctoral programs of the Institute of Health Sciences, Institute of Natural and Applied Sciences, Institute of Educational Sciences and Informatics Institute on 14 December 2021. It is a very important step in terms of monitoring and evaluating the research performance, making research visible, the operating interaction between units, recognition, competition, incentive, and reward mechanisms, and its details are transferred in the C.2.1. Research Competencies and Development sub-criterion.

BENCHMARKING - RANKING

In 2021, our university continued as a Research University in the "A3" category among the Research Universities divided into 3 performance groups as A1, A2, and A3 according to their research performances (C.3.1.70). Research universities are ranked each year on the basis of research capacity, research quality, and cooperation indicators. Our research capacity score increased to 10 in 2018, 10.2 in 2019, and 11.4 in 2020. Our research quality score was 9.3 in 2018, 5.3 in 2019, and 10.49 in 2020. Our cooperation score in the field of research was 6.2 in 2018, 9.3 in 2019, and 6.07 in 2020. Our University was adversely affected by the pandemic that affected the world in terms of cooperation, and our 2020 score decreased (C.3.1.71).

The "Entrepreneur and Innovative University Index" is announced by TÜBİTAK, which ranks the 50 most entrepreneurial and innovative universities in our country according to the entrepreneurship and innovation performance of the universities. This index contributes to the increase of entrepreneurship and innovation-oriented competition among universities, thus contributing to the development of the entrepreneurship ecosystem. With the index, universities are ranked according to 23 indicators in four dimensions: "Scientific Technological Research Competence", "Intellectual Property Pool", "Collaboration and Interaction", and "Economic and Social Contribution". According to the results of TÜBİTAK 2021, our university has increased its ranking in 2020 by 5 steps and ranked 13th (C.3.1.72).

According to the "University Monitoring and Evaluation General Report 2021" prepared by the Council of Higher Education (YÖK) in line with the 2020 data of 193 universities in Türkiye, the University with the highest number of students graduating from doctoral programs is Gazi University with 452 graduates. According to the YÖK 2021 University Monitoring and Evaluation General Report, Gazi University is the second University with the highest number of industrial projects carried out by students. It ranks 5th in the rankings of the number of publications, the number of scientific publications with open access, and the number of joint projects with foreign institutions and organizations (C.3.1.73).

Based on the importance of monitoring the competitive situation with competitors with benchmarking methods, EDIKK Assessment and Evaluation is carried out to compile the international rating data of our University in order to increase its visibility in the country and abroad by ensuring that our University is included in the national and international ranking systems, and to increase the performance of the Institution by monitoring its situation against similar Universities, the unit was established. It cooperates with the Institutional Data Management Coordinator, which is responsible for the preparation of our university's data, and the Research and Development İnstitutional coordinator, which works to monitor and increase the research university performance of our university. Regarding research performance,

EDIKK Assessment and Evaluation Unit is responsible for compiling our University's International ranking data and making applications. The place of our university in national and international rankings is monitored and shared with the public on the website of the unit. Accordingly, in the academic performance ranking of METU URAP (University Ranking By Academic Performance) for the year 2020-2021, our University rose 5 places compared to 2020 and ranked 6th among 166 universities. In Times Higher Education's (THE) "Best Universities in Developing Economies 2021 Ranking", Gazi University moved its ranking from the 401-500 band in 2020 to the 251-300 band in 2021 and rose 3 steps. Greenmetric rankings, an independent ranking institution that evaluates world universities on sustainability and environmental awareness approaches, were announced with a virtual meeting. Our university has risen to 40 places in the international Greenmetric 2021 rankings and is ranked 758th in the world. (C.3.1.74). In addition to the rankings, our ranking results such as our 2021 Research University Performance and our 2021 Entrepreneurial and Innovative University Performance are analyzed comprehensively by the Institution, and the reasons for the results are determined, and what needs to be done to increase performance in the upcoming period are determined (C.3.1.75).

<div align="center">QUALITY COMMISSION IMPROVEMENT STUDIES</div>

The Quality Commission, which carries out the activities of planning, implementing, controlling, and taking precautions in all processes in our university with a holistic perspective and disseminating the quality culture, under the leadership of the Rector and the Deputy Chairman of the Commission, signed an exemplary study within the scope of the 2022 Institutional Accreditation Program preparations, prepared an overall improvement plan for the Institution, developed, matured and finalized these plans with the meetings held with the stakeholders, with follow up with meetings and reports.

Our university's 2020 Institutional Internal Evaluation Report, Academic and Administrative Staff and Student Satisfaction Surveys, which were implemented and analyzed by the Commission and evaluated with stakeholders, and the quality assurance system, education, and training, have been transformed into improvement plans that will cover all processes in the fields of research and development, social contribution, management system, and distance education. The improvement proposals, which were developed by the comprehensive studies carried out by the Commission first at the working group and then at the Commission level, were consulted at the Improvement Studies Cooperation Meetings held with the units of our University, and the "Quality Commission Improvement Plan" was decided. In line with the activity of GUKK Improvement Plan "**KYİF.18:** *Preparing improvement plans by the units considering Unit Internal Evaluation Reports, G.Ü. Institutional Monitoring Report and Satisfaction Survey Reports and reporting the studies carried out in this context to the Quality Commission in six-month periods. Monitoring the works on site with unit visits by the Quality Commission*", these plans were implemented by the units and the results were followed and reported to the Commission regularly with the evidence. In order to internalize the self-evaluation culture in the units, academic units and application and research centers were asked to determine their own improvement plans together with their stakeholders based on the results of the internal evaluation reports and surveys and then follow these studies. Monitoring of the improvement works carried out at the institutional level is done with the Interim Reports on the Unit Improvement Activities submitted to the Commission. The improvement activities included in the plan are monitored by the Quality Commission with stakeholder participation,

chaired by our Vice-Rector responsible for the quality studies carried out at our University, and the Commission held a total of 44 meetings, 12 of which were with stakeholders.

Guiding and supporting our units in the quality processes and internalizing the quality culture have also been the subject of improvement studies carried out throughout our University. For this purpose, within the framework of the Quality Improvement Plan "**KYİF.17/b:** *Assigning a member from the University Quality Commission to each of the academic and administrative units as an advisor (mentor)*" activity, one of the Quality Commission Members was assigned to the academic units and application and research centers of our University as advisor. Our Advisor Members examine the unit activity reports and unit improvement works, specific to the activities carried out in the units they are consultants, in order to be addressed during the unit visits of the Commission delegations and document them through Unit Review Forms. In order to disseminate the quality culture among all internal and external stakeholders, including students, administrative and academic staff, Advisory Members, both attend in advisory boards and visit the units where they are advisors in line with GUKK Improvement Plan "**KYIF.3/b:** *Quality Commission members should attend the first meeting to be held by the Unit Advisory Boards for the purpose of informing*" activity. During the unit visits carried out under the chairmanship of the Vice-Rector in charge of quality studies with the delegations consisting of the members of the Quality Commission, the issues conveyed through the Unit Internal Evaluation Reports and the work carried out are monitored on-site, while the units can convey their views on the processes to the senior management. Within the scope of the determined improvement activity, our University Quality Commission made 32 unit visits and 24 consultant member visits in 2021. Monitoring studies of the Quality Commission are explained in detail in the A.1.2. Leadership sub-criterion.

As an example of agile leadership, delegations consisting of GUKK Deputy President, unit consultant Quality Commission Member, and Institutional coordinators, who serve as the Vice-Rector for Research, visited the units of our University within the framework of COVID-19 measures to explain the improvement process throughout the Institution, raise awareness, and develop improvement plans for all processes. While our university indirectly contributes to the improvement of its research and development performance, it has been ensured that the implementation is carried out according to a certain calendar, and the results are monitored through interim reports and cooperation meetings, with over 20 improvement plans developed for the field of research and development. The studies for the implementation of the research-related articles of the Improvement Plans developed by the Quality Commission of our university within the framework of the results of the institutional evaluation studies were supported by the Research and Development Coordination Office. For this purpose, meetings were held with the relevant units, correspondence was made, and the results were reported to the Quality Commission (C.3.1.76, C.3.1.77, C.3.1.78, C.3.1.79, C.3.1.80, C.3.1.81, C.3.1.82).

<u>EFFICIENCY & RESEARCH UNIVERSITY MONITORING MEETINGS</u>

Monitoring and evaluation of research performance at our university continued throughout the year with the activities of the existing Boards and Commissions, as well as the Efficiency Meetings held with stakeholders (C.3.1.83). At the Efficiency Meetings held with the academic units of our University under the presidency of the Rector, the situation for research and development activities was evaluated and cooperation with research universities was carried

out in priority areas and priority sectors, increasing the quality of publications, increasing the number of patents, improving efficiency in graduate studies. Issues such as recommendations were discussed with stakeholders and improvement options were evaluated. The AVESIS and BAPSIS systems, which were previously created for the monitoring and improvement of the research competency of the academic staff, were supported, and the importance of the use of the systems and their contribution to the research competency were emphasized in the efficiency meetings, and all academic staff was encouraged to actively use the systems/update their personal information. In 2021, 34 Efficiency Meetings with academic units and 14 Evaluation Meetings with administrative units (C.3.1.84) were held.

In order to contribute to the GUKK Improvement Plan avtivity "**AIF.19:** *Promoting academic staff appointed to priority areas to develop projects especially in the priority research areas of the university*" which was developed in line with "Increasing the projects of the institution produced for the priority areas determined by YÖK and TUBITAK to the desired level." "Meeting on Improving Academic Performance" was held under the presidency of the Rector with the academic staff who were appointed to our university in 2020 as part of "Priority Areas Faculty Employment" which is the second stage of the YÖK Future Project (C.3.1.85). In 2020, information about the scientific activities of these researchers in priority areas was requested from our faculties, and an analysis was made; Research University Monitoring, Evaluation and Executive Board Meeting was held under the presidency of the Rector, in which the studies of the faculty members on the field they were assigned were evaluated (C.3.1.86). At the meeting of the Research University Monitoring, Evaluation, and Executive Board with the academic unit managers, the position of our university was evaluated in the 2020 research universities performance table, which was shared with the public by the Council of Higher Education. The target of our university for 2022 has been determined as the A2 category and our final target as the A1 category.

The efficiency meetings held by the senior management regarding the research performance in 2021 were replaced by the Research University Monitoring Meetings. "Research University Monitoring Meetings" are planned to be held under the presidency of the Rector with the participation of all academic staff whose invitations will be notified in return for signature in the new term, in order to monitor the studies carried out in line with the action plans requested from the academic units by the IDY Board. At the Research University Monitoring Meetings, it is planned to notify them of the performance targets to be determined for each academic unit within the framework of their current status, and to monitor their realization by reporting them periodically. 2021 realizations and 2022 targets for research university indicators were requested from all units to be decided at the meetings (C.3.1.88). For each unit, 2022 targets were determined within the framework of the 2021 realizations and unit proposals of 28 indicators that question the number of national, international, and industry cooperation publications, projects, patents, accredited programs, foreign students/academics, and academic cooperation and detailed TUBITAK projects. It will be shared with them at the meetings held for monitoring (C.3.1.89).

SOFTWARE

In our university, it is extremely important to use resources efficiently and effectively within the strategic management approach and to ensure a certain level of quality in all our processes. Within the scope of the strategic management, academic performance evaluation and restructuring of the BAP Coordination Unit carried out at our university, the Academic Data

Management System (AVESİS) was put into use in order to create an inventory of academic activities at the level of individuals, departments, units and institutions and to contribute to the creation of a sustainable quality assurance system. Academic Data Management System (AVESİS), Project Processes Management System (BAPSİS), and Academic Incentive Information System (ATOSİS) software support the monitoring and reporting of research performance at both unit and institution levels and its use in improvement processes. Within the scope of the strategic management, academic performance evaluation and restructuring of the BAP Coordination Unit carried out at our university, the Academic Data Management System (AVESİS) was put into use in 2020 in order to create an inventory of academic activities at the level of individuals, departments, units and institutions and to contribute to the creation of a sustainable quality assurance system. The AVESIS system is integrated with YÖKSİS, Web of Science (WoS), Pubmed, and Scopus databases, and it is possible for researchers to easily transfer their personal activities to the AVESIS system with inquiries made within the system. The publications that are addressed to our university and scanned in the WoS database are automatically followed by the system and transferred to the personal areas of the researchers. In addition, it has the ability to automatically transfer the information requested by YÖKSİS, which is allowed by YÖK, to the relevant system, and it will be sufficient for academicians to keep their information in AVESİS up-to-date in order for the allowed data to be transferred to YÖKSİS. In this way, the obligation of academics to enter information repeatedly into different systems is minimized.

AVESİS software system, which is based on the Balanced Scorecard Performance Management Model used by the world's leading universities, and has been developed by taking into account international practices, includes various useful tools for researchers and managers in addition to the above-mentioned issues. In this context, providing personal web pages for researchers, open archive applications, providing resume and performance information of researchers within the scope of BAP Projects, monitoring project obligations and outputs, scientific achievement award evaluations, academic incentive payment processes, producing institutional evaluation reports, academic appointment and promotion. The data registered in the AVESİS system will be used in various institutional studies such as determining the criteria for university rankings, and providing data for applications such as university ranking systems and entrepreneurial and innovative university indexes. In addition, our researchers' institutional integration into the research network, which will provide information sharing and communication channels for researchers in different sectors throughout the country, will be realized through this system in the next year. The data fields and details in AVESİS have been designed in a very comprehensive way in order to carry out the institutional processes in a healthy way and to provide the information requested by different institutions from our university at a sufficient level. In order to minimize the repetitive information entry of our researchers into different systems, extensive studies have been carried out on the ones that are compatible with the information entered by our researchers in the YÖKSİS system and the publications scanned in the Web of Science (WoS) database, and the relevant records have been transferred to AVESİS to a large extent. Due to the fact that some information is not available in the YÖKSİS system or that some data fields differ, reminder e-mails are sent to our academicians periodically to check the AVESİS information and to complete the missing information, if any.

Interim and final reports and process evaluations are made in BAPSIS. Detailed information such as project statistics supported at unit and institution level, publication statistics produced from projects, and domestic and foreign cooperation statistics can be accessed and evaluated

through BAPSIS. According to the academic performance evaluation, Performance-Based Budget Limit and Increase has been implemented in BAP projects. In addition, in order to increase academic performance in 2021, academic incentive applications started to be made with [ATOSIS](#) in the institution. With these developed systems, research competencies are monitored, reports are made, progress is evaluated, and improvements are made in the BAP Directive for needs.

Maturity Level 4

Research performance is monitored at the institution and improved by evaluating it with relevant stakeholders.

Evidence

C.3.1.1. G.U. Research and Development PDCA Cycle

C.3.1.2. Research Oriented Mission Differentiation Program_2021.12.13

C.3.1.3. GU Research University Monitoring, Evaluation and Executive Board Directive

C.3.1.4. 2021_IDY Meetings

C.3.1.5. News _IDY 1st Meeting

C.3.1.6. News _İDY 2nd Meeting_UnitÇE

C.3.1.7. News _IDY Meeting_Academic Unit Teams

C.3.1.8. Text_AGKK_18.05.2021-E.89565_Action Plan Report Request

C.3.1.9. Text_AGKK_18.05.2021-E.89597_Action Plan Report Request-2

C.3.1.10. İDY_Educational Sciences Group Sunu_M. SELVI

C.3.1.11. İDY_Health-Sports Group Presentation_B. ELBASAN.pptx

C.3.1.12. IDY Decision- 2020 realization and 2021 targets

C.3.1.13. IDY Meeting Call

C.3.1.14. News _IDY Academic Unit Teams Meeting

C.3.1.15. News _IDY 3rd Meeting_APP

C.3.1.16. News IDY 4th Meeting_Graduate

C.3.1.17. Text_IDY_24.05.2021-E.92281_EBE Information Request

C.3.1.18. News _IDY 5th Meeting_Graduate-2

C.3.1.19. News _İDY 7th Meeting-Sector Twinning

C.3.1.20. Text _AGKK_18.06.2021-E.108989_Identification of Priority Sector Working Groups

C.3.1.21. Text _AGKK_13.12.2021-E.234494_Priority Sector Report

C.3.1.22. Text _AGKK_02.07.2021-E.120228_Workshop on Cooperation Models in Priority Sectors

C.3.1.23. News _GUKK-ICIT_UAM-1

C.3.1.24. News _GUKK-ICIT_UAM-2

C.3.1.25. News _UAM Workshop Preparation Meeting

C.3.1.26. News_Efficiency Meeting-2 _UAM

C.3.1.27. Text _AGKK_08.12.2021-E.233489_UAM Activity return

C.3.1.28. Text -AGKK_16.06.2021-E.106891_UAM June 2021 Realizations

C.3.1.29. Text _AGKK_22.11.2021-E.220087_UAM Workshop Preparation Meeting

C.3.1.30. Text _AGKK_24.11.2021-E.222614_UAM Workshop

C.3.1.31. Application and Research Centers Board Directive

C.3.1.32. Text _AGKK_24.11.2021-E.222363_UAM Directive to Units

C.3.1.33. Text _UAMK_17.12.2021-E.241685_UAM Board Meeting

C.3.1.34. News UAMK First Meeting

C.3.1.35. Text UAMK_14.01.2022-E.265100 Senate UAM Forms

C.1.1.14. G.U. Updated Strategic Plan for the Period 2019-2023

C.3.1.36. GU 2022 Performance Program

C.3.1.37. GU 2019-2023 Updated Strategic Plan Entered into Force

C.3.1.38. 2019-2023 SP Purpose, Target & Performance Indicators

C.3.1.39. Text SGK 2021.12.14-E.237608_Member List

C.3.1.40. SGK Member List Senate 2021-354

C.1.2.5. Gazi University 2021 Administrative Activity Report

C.3.1.41. 2018-2019-2020 Monitoring Reports Comparison

C.3.1.42. Research Universities Status Report

C.3.1.43. 2021 Activity Year Academic Incentive Allowance Application Procedures and Principles

C.3.1.44. Academic Incentive Allowance Regulation

C.3.1.45. AGKK 2019-2023 SP

C.1.1.52. Academic Promotion and Appointment Criteria Directive

C.3.1.46. İnstitutional Data Management Coordinator Directive

C.3.1.47. Enterprise Data Management System User Training Meeting

C.3.1.48. BAP_Implementation_Principles_2022

C.3.1.49. Project Processes Management System (BAPSİS) Meeting

C.3.1.50. BAPSIS_Screen_Screen

C.3.1.51. Text AGKK_22.10.2021-E.198941_APSİS

C.1.2.3. Innovations in Scientific Research Projects Processes

C.3.1.52. Project budgets determined by BAP Commission for 2022

C.3.1.53. Research University 2020 Unit Contributions

C.3.1.54. Gazi University Faculty of Pharmacy 2021 R&D Bulletin

C.3.1.55. GUZEM Annual Report 2021

C.3.1.56. NÖROM Annual Report-2021

C.3.1.57. NPM 2021 Annual Report

C.3.1.58. FOTONIC Annual Report -2021

C.3.1.59. EKTAM Annual Report -2021

C.3.1.60. NPM 6-Month Implementation Report

C.3.1.61. EKTAM 2019-2023 Strategic Plan

C.3.1.62. PHOTONIC 2019-2023 Strategic Plan

C.3.1.63. GUZEM 2019-2023 Strategic Plan

C.3.1.64. Faculty of Natural Sciences Performance Indicator Charts (2019 - 2020 - 2021)

C.3.1.65. Academic Activities of Faculty of Pharmacy in 2021

C.3.1.66. GUZEM Board of Directors Decision

C.3.1.67. Faculty of Natural Sciences Self-Assessment Survey Results

C.3.1.68. Faculty of Medicine Academic Performance Evaluation Chart-D Score

C.3.1.69. Dentistry Academic Scientific Research Scores (D Score)

C.3.1.70. Research University Ranking for 2021

C.3.1.71. Change of Research University Scores

C.3.1.72. Entrepreneurial and Innovative University Ranking

C.3.1.73. University Monitoring and Evaluation General Report 2021

C.3.1.74. Overall Rankings 2021 - UI GreenMetric

C.3.1.75. GU_International Rating Performance Report_2021

C.3.1.76. Text AGKK_01.07.2021-E.118843_GÜKKİP-GÜTMAM

C.3.1.77. Text AGKK_01.07.2021-E.118948_GÜKKİP Technopark

C.3.1.78. Text AGKK_02.07.2021-E.119993_GUKKIP-CC

C.3.1.79. Text AGKK_07.07.2021-E.123309_GÜKKİP-CC

C.3.1.80. Text AGKK_GÜKK Improvement Interim Report_14.09.2021

C.3.1.81. Text AGKK_03.12.2021-E.229971_GUKKİP

C.3.1.82. Text AGKK_03.12.2021-E.229999_GUKKİP

C.3.1.83. Efficiency Meetings Calendar

C.3.1.84. Efficiency Meetings

C.3.1.85. News Meeting on Improving Academic Performance in Priority Areas

C.3.1.86. News IDY Meeting_Priority Area Assignments

C.3.1.87. News IDY Meeting_Research University Performance

C.3.1.88. Text AGKK_21.12.2021-E.243461_AU Monitoring Meetings

C.3.1.89. Academic Unit 2022 Goals

C.3.2. Evaluation of Instructor/Researcher Performance
Our University's Research Policy and its strategic goals and objectives are shaped in line with this policy are; to support researchers who can do internationally qualified and interdisciplinary work, to increase the number of activities carried out to maintain and improve the research competence of academic staff, to measure and evaluate research and development activities periodically, and to use the results for the continuous improvement of the University's research and development performance, to increase the participation of students in research projects by developing the concept of "research student" in order to increase the number of qualified publications (in the 50% range) and citations from Gazi University in scientific publications, and to increase scientific wealth by making research the main component of education (C.1.1.14).

In addition to the institutional studies carried out to record the data on the activities of our university, to analyze the strengths, weaknesses, and openness of the institution with the evaluations to be made through the data, and to reflect the results to the strategy, implementation and improvements, it is of great importance to evaluate the annual performance of the academicians from different dimensions. In our university, comprehensive analyzes are carried out for the effective and efficient use of our resources within the strategic management approach, and processes are revised and improved within the framework of the identified needs. In addition, the annual performance evaluation of the academic staff of higher education institutions within the framework of the evaluations of the Higher Education Quality Board, with Article 42 of the Higher Education Law No. 2547 and Article 8 of the Public Financial Management and Control Law No. 5018, both in accordance with the provisions of the relevant legislation and in order to ensure the global change and development of the universities has become a necessity. For this purpose, necessary arrangements have been made for the Academic Performance Evaluation Process Management System (APSİS), and the Academic Performance Evaluation (APD) applications for the activities carried out by the academic staff of our University in 2020 and 2021 are available at http://apsis.gazi.edu.tr. It is planned to be purchased over the system in 2022 (C.3.2.1). Considering that with the implementation of the Academic Performance Evaluation system, only two of the Research Universities have applications to measure the annual performance of researchers, it is possible to say that our

University has acted proactively with a pioneering and exemplary management approach in this field.

In order to determine the performance of the institution in a healthy way by recording the annual performance evaluation processes of the Academic Performance Evaluation Process Management System, which works in harmony with the Academic Data Management System (AVESİS), which is actively used in the units of our university, for institutional productivity, on an evidence-based database. Evaluation Directive" was accepted by the Gazi University Senate with the decision numbered 2021/208 (C.3.2.2, C.3.2.3). Academic Performance Evaluations will be used as academic promotion criteria and concrete criteria in BAP project funding. Thanks to the performance management, the direction of the quality and strategic planning studies of our University will be determined, while the resources are planned correctly, performance is monitored at the unit and researcher level, while increasing the performance with positive competition. In the first stage of the YÖK-Future Project, which was initiated with the aim of associating the scientific activities and missions of universities with the preferences and priorities of our country in the development path, additional permissions for "research assistant in priority areas" were given to universities. The second step of the project is the employment of a "Academic Staff in Priority (Critical Technology) Fields". In this process, priority areas were determined, competency maps of our universities were drawn, and additional staff were allocated as a result of evaluating these two outputs together. Within the scope of Priority Fields Faculty Member Employment, 1 faculty member for Gazi Faculty of Education, 5 for Faculty of Pharmacy, 4 for Faculty of Natural Sciences, 13 for Faculty of Engineering, and 15 faculty members for Faculty of Technology were recruited in our University in 2020. A meeting of "Increasing Academic Performance" was held under the presidency of the Rector with the appointed faculty members (C.3.2.4, C.3.1.85). According to the decision taken at the Research University Monitoring, Evaluation and Executive Board's Meeting on Improving Academic Performance in Priority Areas, our faculty members appointed within the scope of the YÖK Future Project in 2020 were requested to carry out externally supported project studies, and in this context, their externally supported project status of 2021 was monitored (C. 3.2.5, C.3.2.6)

Activities of academic staff appointed in prioirt research ares in 2020 were evaluated and it has been dicussed that this staff should work on subjects like project application of externally supported R&D qualifications in priority areas, qualified publications in international journals, patent utility model development studies, and entrepreneurship studies in Gazi Technopark and TÜBİTAK 1512 BIGG applications, university-industry collaborations (IDY 29 November 2021 Meeting) in 2022. It was evaluated that faculty members in priority areas should make at least 1 SCI publication in 2022, apply for a project in the role of Executive within the scope of TÜBİTAK 1001 or TÜBİTAK COST & 1071 & Horizon Programs, TÜBİTAK 3501 application by qualified faculty members, especially in the Executive role of our Faculty Members in Technology and Engineering Faculties, and apply to TÜBİTAK 1505 project.

4 out of 5 performance indicators of the 'scholarships and supports provided to teaching staff' sub-program of the Higher Education Program; '1. The number of publications per lecturer in journals within the scope of SCI (Science Citation Index), SCI-Expanded (Science Citation Index Expanded), SSCI (Social Sciences Citation Index), and AHCI (Arts & Humanities Citation Index), 2. Benefiting from research scholarship, the number of students, the number of doctoral students benefiting from the scholarships provided by the 3rd YÖK in their priority

fields, the 4th Council of Higher Education, the Turkish Academy of Sciences and TÜBİTAK science, incentive and art awards' are related to research and researcher performance. Our university ensures the sustainability of the research staff in terms of quality and quantity, which will enable them to achieve the goals within the scope of the research component, through effective audits (C.1.2.5). In the appointment and promotion of research staff, success targets are determined in our University's [Academic Promotion and Appointment Criteria Directive](#) and their levels are measured. The competencies of the research staff are measured and encouraged with the Academic Incentive and Scientific Publication Awards (C.3.1.43). With the Updated Academic Promotion and Appointment Criteria Directive, as part of our University's R&D policy, criteria that reveal the research competency and performance of newly recruited and promoted academic staff have been determined. In this direction, the Academic Promotion and Appointment Criteria Directive has been prepared in a way that covers the publications in the quarterly journals of Q1, Q2, Q3, which play a decisive role in increasing the international recognition of our University, as well as the mandatory criteria that include taking part in national/international projects, as well as many different activities.

The key process in monitoring the research performance of faculty members and improving them based on results is the follow-up of accurate and qualified data. Unlike previous years, ATOSIS, AVESIS, BAPSIS software and Academic Performance Score (APP) evaluations have been started to be used effectively in monitoring, encouraging, rewarding and supporting the research performance of the current academic staff. This software, whose planning and infrastructure has been going on since 2020 and used in all units in 2021, and APSIS software, whose infrastructure is ready, contributed to the creation of an inventory of academic performance at the level of individuals, departments, units and institutions and to the creation of a sustainable quality assurance system. The software that is developed or put into service supports the monitoring and reporting of research performance at both unit and institution level and its use in improvement processes. The qualified information produced by AVESİS is used in the compilation of performance indicator data in the Institutional Internal Evaluation Reports, Strategic Plan Evaluation Tables and Administration Activity Reports. The annual changes in the data are followed and improvements are made by discussing with the relevant Research University Monitoring, Evaluation and Executive Board, Quality Commission, Strategy Development Board. Evaluating the research performance on the basis of the units of our university, monitoring the performance indicators, taking the necessary measures to increase the research performance, and evaluating the studies that will increase the academic performance, provided that the strategic plan of the University is adhered to, the IDY Board will determine the Academic Performance Score of our University for the Academic Performance-Based Management System (APSİS), which will be implemented. APP) weights, incentive mechanisms, appointment and promotion criteria, and the necessity of prioritizing the graduation requirements of the institute and the necessity of updating it in a way that will contribute more to the task of research university. Increasing the research capacity, research quality and competence of the academic staff, national and international collaborations carried out in harmony with the studies carried out by the IDY Board, such as priority field and sector matching, planning of research and social contribution studies in these fields, and development and monitoring of applications with priority sector sub-working groups. The performance indicators determined for the targets are monitored and evaluated through AVESİS and APSİS data systems that will be put into practice. (The structuring of the Research University Monitoring, Evaluation and Executive Board is detailed in the C1.1. sub-criterion, and the activities carried out in the C.3.2 sub-criterion.).

Since AVESIS system is integrated with YÖKSİS, WoS, Pubmed and Scopus databases, personal academic activities are easily transferred to AVESIS system. In addition, the publications that are addressed to our University and scanned in the WoS database are automatically followed by the system and transferred to the personal areas of the researchers. Announcements for the continuous updating of the AVESİS system are made to the lecturers, increasing the visibility of the research performance of the lecturer (C.3.2.7). The statistical use of the AVESIS system is effective in making our university's academic staff research performance visible and in increasing our national and international rankings. With the use of software, 3467 personal web pages have been provided for researchers, and an information resource has been created with open archive applications (C.3.2.8, C.3.2.9). Within the scope of BAP Projects, the curriculum vitae and performance information of the researchers were provided, the opportunity to directly control the project obligations and outputs, scientific achievement award evaluations could be made, and the academic incentive payment processes became online (C.3.2.10). Being able to produce institutional evaluation reports is also an advantage. Data can also be provided for applications such as finding the equivalents of academic appointment and promotion criteria from the system, university ranking systems, and entrepreneurial and innovative university index. The system also increases the scientific recognition and visibility of the academic staff, and creates an information sharing and communication platform for research collaborations. In this context, it is possible to say that the activity of the GUKK Improvement Plan "KYİF.42/a: Developing and updating the necessary modules by adding the necessary modules to the software such as AVESİS and BAPSİS, ensuring the effective use of the information to be filtered from these software in studies such as project support and academic promotion" has been developed and realized by receiving feedback from our instructors.

The BAPSIS software, which has been used by the faculty members of our university starting from 2021, works in integration with the AVESIS system, supporting, facilitating and encouraging the research performance of the faculty members in the application, evaluation and acceptance processes of the projects. At the same time, it is a system that rewards the past performances of the instructors. The project budget can be increased by determining whether the project is published and in which scientific journals it is published through software, and different supports can be given according to TUBITAK projects that have been accepted or have received a certain level of score. The types of projects supported by the new BAP directive and the amount of support have increased. Master's/PhD Research and Independent Research Project budgets have been rearranged, and high budgetary priority has been given to interdisciplinary research. All the operations of the projects carried out by the Scientific Research Projects Coordination Unit are carried out over BAPSIS, all information about the project coordinators is uploaded to AVESIS via BAPSIS and the BAPSIS user can directly switch to AVESIS. From here, it can be determined whether there is a publication about the project and in which journals it is published, and the project budget can be increased accordingly. In BAPSİS, the Performance Score of the relevant project coordinator can be viewed graphically under the title of Researcher Performance Analysis. While making their evaluations, the referees can reach the information that will support them in their scoring by reaching these criteria.

Publication and citation information, which is a critical indicator of the research performance of faculty members and is one of the main performance indicators in various Institution reports, and the InCites database, which is subscribed through Gazi University Central Library,

performs the performance analysis of our University and academics. According to InCites data, it is analyzed that 343 of the 1647 publications addressed to Web of Science Gazi University in 2021 are international collaborations, 21 are industry collaborations, 107 are in the 10% tranche, and they have a total of 1189 citations. To monitor the research and development performance of academic staff, all faculty members were provided with ORCID ID (Open Researcher and Contributor ID), Research ID numbers, and the distribution of academic members according to publications, citations, H factor, and Q index of publications was started to be followed through the WoS-incistes database. It has become possible to obtain and analyze data on the basis of Faculty, Department and Unit through the AVESİS system, which has been actively used in 2021.

Studies continue to increase the quantity and quality of outputs as well as research and development inputs. In 2021, academic staff made their academic incentive applications electronically to the Unit Academic Incentive Application and Review Commission, which was established within the department of their staff, via ATÖSİS software in accordance with the Academic Incentive Allowance Procedures and Principles. In 2021, the reporting year, a total of 943 academic personnel, including 567 professors, 189 associate professors, 64 doctoral faculty members, 64 lecturers and 59 research assistants, benefited from the academic incentive allowance. The publication performance of our university lecturers is systematically measured with similar technologies, and articles, citations, patents and editorships, book/book chapter, book editorship, industrial design and international projects that take place in the International Literature (SCI-Expanded, SSCI, A&HCI) are awarded. Determination of the principles sought for the award of incentive awards, announcement, acceptance and evaluation of applications and examination of objections related to the awards are made by the "Gazi University International Publications Incentive Awards Commission" in accordance with the application conditions updated every year on the basis of the Gazi University Award Direc Gazi University Invention Evaluation Commission, which carries out strategic studies to increase the number of patents of our University and to achieve commercialization goals by supporting the commercialization of research outputs such as patents, utility models and industrial designs, is evaluated by the Evaluation Commission for inventions accepted as service inventions by the University Administrative Board. Patent application files are prepared by the university after the patent application preparation process. For applications that are accepted as service inventions after the application notification, entitlement is requested on behalf of the University before the TURKISH PATENT. In our university, the number of national patent documents was 17 and the number of international patent documents was 2 in 2019. The number of utility models and industrial designs was 5 in 2019. In 2020, 9 national patents, 2 utility models and 5 industrial designs were registered. In 2020, 31 national patents, 17 international patents, 4 utility models and 5 industrial design registration applications were made. While only 1 design notification was received before 2021, 17 service inventions and 17 free inventions were notified to the Invention Evaluation Commission in 2021. Again in 2021, 10 national patent applications, 9 national patent documents, 11 international patent applications, 4 utility model applications and 2 design applications were made (C.1.2.5).

When the statistics of the international publications incentive awards given to scientific activities in 2019 are examined, it is seen that 134 publications in the Q1 category, 163 in Q2, 190 in Q3 and 167 in Q4 were awarded. While citation awards were presented to 176 people, it is seen that 14 patents, 3 industrial designs, 1 book editorship, 18 book chapters and 14 projects were awarded. In 2020, a total of 880 studies, 654 of which were articles, were given

international publication incentive awards. In 2020, the total number of articles from Gazi University in Web of Science is 1813 (article/rewiev). Applications made to our University's Award Office for 2020 were evaluated in 2021 and 879 articles, with 233 academic staff references, 14 patents, 3 utility models, 20 projects, 2 industrial designs, 1 book editorship and 19 book chapters, with a total of 1171 studies and 561 lecturers in 2020. He was entitled to receive the 2021 Academic Year International Publication Incentive Award (C.3.2.12).

Our university has attracted attention with the degrees it has achieved at the TEKNOFEST Aviation, Space and Technology Festival. Our university, which has been the second among 207 universities with a total of 800 applications to the festival since 2018, has 621 applications in 2021 and has been the second with this number in 2021 (C.3.2.13). Among our University teams that made it to the finals with many of their projects, the projects that resulted in a degree are considered a great success (C.3.2.14, C.3.2.15, C.3.2.16). In addition, this success and participation is an important step for our 'research student' goals.

In the Academic Unit Internal Evaluation Reports, the research performances of the academic staff (international/national publication, book/book section, invited, oral, poster presentations, conferences, completed projects, awards received, patents and citations) are monitored and evaluated with annual reports, and the annual reports of individual research performances on the basis of AVESİS and ATOSIS information systems, these reports are shared with the stakeholders and it is reported that they are rewarded according to certain criteria (C.3.2.17, C.3.2.18).

Academicians of our university have made our university proud with the awards they have won. As part of the TÜBA International Academy Awards, held under the auspices of the Presidency, Faculty of Pharmacy Faculty Member Assoc. Dr. Fatma Sezer Şenol Deniz won the TÜBA-GEBİP Award in the field of health sciences (C.3.2.19). The faculty member of the Faculty of Pharmacy of our University, who was nominated by the decision of the Senate (2021/100), Prof. Dr. İpek SÜNTAR honored our University by being deemed worthy of the "2021 TÜBA-GEBİP Award" within the scope of the Turkish Academy of Sciences Outstanding Young Scientist Awards Program (TÜBA-GEBİP) (C.3.2.20, C.3.2.21, C.3.2.22) Our graduate Assoc. Dr. Dilek Altun was deemed worthy of the TÜBA-GEBİP 2021 Outstanding Young Scientist Award in the Field of Social Sciences-Education (C.3.2.23). In it, The first oral care spray with a formulation containing the essential oil and propolis extract of five medicinal and aromatic plants grown in our country, Faculty of Pharmacy Faculty Member Prof. Dr. Ilkay Erdogan ORHAN was the first commercial product of our University, licensed by the Ministry of Health, based on university-industry cooperation, by being commercialized through the license transfer under the patent of which he was the inventor, and the license transfer signing ceremony was held (C.3.2.24). Our University Faculty of Medicine Department of Pediatric Chest Diseases Lecturer Assoc. Dr. Tuğba Şişmanlar Eyüboğlu was deemed worthy of the "TÜSEB Aziz Sancar Incentive Award" within the scope of the "2021 TÜSEB Aziz Sancar Science Awards" given by the Presidency of Turkish Health Institutes (TÜSEB) to people who have proven that they have the qualifications to make significant contributions to health, science and technologies at an international level in the future (C.3.2.25). Doctorclub Awards 2021 "Doctor of the Year Awards-Innovative Basic Sciences Doctor of the Year" branch of the Faculty of Medicine Anatomy Department Lecturer Prof. Dr. Tuncay Veysel Peker took the first place. (C.3.2.26). One of the NPM Center Researchers, Anatomy Department Lecturer Lecturer. See. Dr. Ece ALİM, "Prof. Dr. Atilla MÜFTÜOĞLU Young Researcher Award. (C.3.2.27). Faculty

of Medicine, Department of Neurology Instructors were entitled to receive the Oral Presentation Award at the 57th National Neurology Congress (C.3.2.28). Under the coordination of Gazi University, in partnership with Ankara University and Middle East Technical University, the University awards, which were cooperated within the body of the "Neuroscience and Neurotechnology Excellence Joint Application and Research Center", are also available on the NÖROM website (C.3.2.29) .A "Certificate of Appreciation" was given to faculty members who had publications in high-index journals (such as Q1 and Q2) published in the Web of Science database in 2021 (C.3.2.30). The projects developed within the scope of the ID 302 Product Design IV course conducted by the Faculty of Architecture, Department of Industrial Design, won the first and third prizes for the students of our university within the scope of the 2020-2021 Economy Class Aircraft Seats Design and Engineering Competition Award. Gazi University Faculty of Architecture, which received the highest score in total, was awarded the "Native Hardware Materials Worth 10,000 TL" (C.3.2.31). Our university management also periodically rewards academic staff's achievements in research and entrepreneurship. (C.2.2.32, C.2.2.33, C.2.2.34)

In order to improve our scientific research and community service activities within the scope of our university's efforts to increase the performance of the "Research University", it is planned to hold the "TÜBİTAK Certificate Ceremony and Experience Sharing Program" with our academic staff, who have received the most external project support in the recent period. In the program, in which the executives of successful projects in 2021 within the scope of TÜBİTAK ARDEB 1001, 1002 Program will participate by our University's Technology Transfer Office, it is aimed to share experiences by informing about the increase of TÜBİTAK ARDEB 1001 and 1002 projects, which are among the targets determined within the framework of Research University indicators.

Maturity Level: 4

The research and development performance of the lecturers is monitored and evaluated together with the lecturers and improved.

Evidence

C.1.1.14. G.U. Updated Strategic Plan for the Period 2019-2023

C.3.2.1. Act_AGKK_05.10.2021-E.184187_APSİS

C.3.2.2. Yazı_AGKK_23.08.2021-E.150355_Academic Performance Evaluation Process Management Directive

C.3.2.3. Act _GenSek_03.09.2021-E.158024_Academic Performance Evaluation Directive

C.3.2.4. Act _AGKK_30.03.2021-E.62807_Performance Enhancement Meeting

C.3.1.85. News_Meeting for Improving Academic Performance in Priority Areas

C.3.2.5. Act _AGKK_16.06.2021-E.106884_Priority Faculty Member Follow-up-1

C.3.2.6. Act _AGKK_22.10.2021-E.198961_Priority Field Lecturer Follow-up-2

C.1.2.5. Gazi University 2021 Administrative Activity Report

C.3.1.43. 2021 Activity Year Academic Incentive Allowance Application Procedures and Principles

D. SOCIAL CONTRIBUTION

D.1. Management of Social Contribution Processes and Social Contribution Resources
D.1.1. Management of Social Contribution Processes
In our University's Updated Strategic Plan for the Term of 2019-2023, strategic objectives in the field of social contribution have been determined in order to "make social contribution by increasing the awareness of social responsibility and service quality by the units in our university". The targets for the realization of these aims are listed;

-In line with the social contribution policy, the number of activities that will contribute to the society will be increased by 5% by carrying out the activities in line with the local, regional and national development goals.

- The number of inclusive practices for disadvantaged individuals will be increased by 10%

- Activities related to periodic monitoring of the activities carried out in line with the social contribution strategy and targets and to improve the quality of health services offered to the society will be increased by at least 20%.

- Physical activity activities will be increased by 10% within the framework of the principle of encouraging the dissemination of sports activities for a healthy life and providing opportunities for sports to reach all segments of the society.

- Activities related to raising healthy environmental awareness will be increased by 10% in order to take measures to develop solutions to environmental problems, to offer suggestions and to raise awareness. (D.1.1.1).

With Gazi University's Social Contribution Policy; Contributing to the lifelong education and development process, being a respected university at national and international level has been adopted as a mission and vision, and transferring the produced knowledge to the society through internal and external stakeholders has been accepted as a fundamental value.

In line with this point of view, our policy, which was prepared with a scientific research-based community service approach in political, economic, social, cultural, educational and technological fields in order to ensure local, national and international development, was accepted at the meeting of our University Senate dated 25.12.2020 and numbered 22, and was announced to the public on the website of our University. shared (D.1.1.2).

Community service activities at our university are provided through academic units, Research and Application Centers (Photonics, GÜDAM, KUTEM, Health Research and Application Center -Gazi Hospital-, TÖMER, etc.), Library and Documentation Department, BELTEK, and Barrier-Free Student Unit. Our academic units train the human resources needed by the sector through education and training activities, provide the production and transfer of knowledge, and provide contribution to society through consultancy, contracted R&D and certification trainings conducted within the scope of revolving funds or TTO. Research and Application Centers, on the other hand, contribute to the society with the scientific and social responsibility projects they carry out, the products and services they produce. In our university, social contribution is managed through interrelated education, practice, knowledge production, knowledge transfer, career planning, project management, international exchange programs and cooperation processes. In order to ensure the coordination of the contribution processes at our university, the Social Affairs İnstitutional coordinatorship was established with the Board

Decision dated 07.03.2019 and numbered 104, within the scope of internal control studies. Our Social Affairs İnstitutional coordinator continues to work in line with the aim of "Making social contribution by increasing the social responsibility awareness and service quality by the units in our university", which is included in the Strategic Plan of our University. Student Societies, Disabled Persons Unit, Student Counseling and Scholarships Unit and Health, Culture and Sports Department operate within the body of the Coordination office. The coordination office, together with the relevant units, contributes to the national, international and regional scientific activities of societies operating in the fields of science, art, culture and sports, as well as to highlight theatre, music, social responsibility projects, entrepreneurship, sports and education activities (D.1.1.3). Acting with the principle of informing the public at the Social Affairs Coordination Office, all social, cultural and student activities that will take place at our University are shared with the public on the website (D.1.1.4). Our Social Affairs Coordination Office has prepared an "Event Organization Form" in order to organize and record the social contribution activities planned to be held in the units of our University (D.1.1.5). Units planning to organize events notify the Social Affairs Coordination Office via EBYS with a request letter, together with the decision of the unit board of directors, by filling out the relevant form. In addition, the Coordination Office monitors and encourages the activities with an official letter sent to the academic and administrative units in order to raise awareness about social contribution and ensure its dissemination (D.1.1.6). In cases where the events from the relevant units require logo usage and participation fees, these requests are submitted to the Gazi BEST Board for evaluation. Activities decided by the Gazi BEST Board are reported to the relevant unit (D.1.1.7, D.1.1.8). Approved events are added to the event calendar on the Social Affairs İnstitutional coordinator's website, and the event visual is announced to internal and external stakeholders on our University's website (D.1.1.9). On the occasion of the 95th anniversary of our university's establishment, the 95th Anniversary Activities Organizing Committee was formed and the Committee continued its activities with two working groups, the upper and lower committees (D1.1.10). The event requests received by the Coordination Office were evaluated in line with the Gazi University Scientific and Artistic Event Organizing Directive and the 95th year event work flow chart (D.1.1.11, D.1.1.12). As the year 2021 is the 95th anniversary of the establishment of our University, all the activities held in the units of our University are named as "95th Anniversary Events". All these activities carried out within the Social Affairs Coordination Owere included as a separate submenu on the Coordination Office's website and these activities were shared on a monthly basis (D.1.1.13). At the same time, the events were announced to internal and external stakeholders via e-mail and website in cooperation with the Press and Public Relations Directorate of our University and the Information Technologies Department. Within the scope of our university's "95 Years, 95 Events" project, a total of 661 events were held between 1 January - 31 December 2021. These events were held in the form of seminars, congresses, workshops, interviews, panels, commemorations, information meetings, efficiency meetings, in-service training meetings, science and vision conferences, important days, concerts, poster competitions, exhibition openings, awareness days (D.1.1.14). In addition, the projects carried out by the units of our University in the context of social contribution, lasting at least two months and within a certain budget, have been shaped in relation to the different expectations and needs of various segments of the society, with the participation of faculty members, experts and students from different disciplines. In this context, 14 social responsibility projects were carried out in areas such as education, disadvantaged groups, social responsibility, environmental awareness and culture (D.1.1.15).

Our Social Affairs Coordination Office makes the best use of extracurricular opportunities in order to contribute to the cultural and social development of our University students and the society, to increase their social sensitivity, and to gain skills that will improve their personal skills. With the panels, conferences and seminars organized for this purpose, the participants are introduced to scientists who are experts in their fields and benefit from their sharing. In order for the student societies operating under the Social Affairs Coordination Office to carry out their studies in more effective, healthy and favorable conditions, to exchange ideas with each other and to continue their studies in a highly interactive manner, the activities of opening a Student Communities Center are continuing. Our coordination office has requested that academic units allocate a place to the communities so that they can carry out their activities and social contribution activities effectively and efficiently. Communities continue their work in these places allocated to them (D.1.1.16). Guidance and Psychological Counseling Unit, which started its activities in 2020 with the organization of the Coordination Office for our students, provides online counseling due to the global epidemic and face-to-face counseling since 2021. Students who want to receive counseling service make an appointment via the request form on the website of the unit (D.1.1.17).

In order to coordinate the sportive, artistic and cultural activities for our university students, T.C. Within the framework of the cooperation protocol signed between the Ministry of Youth and Sports, the "Youth Office" unit was established on the campus of our University (D.1.1.18). The office carried out activities such as cultural trips, sports activities and personal development courses in 2021 (D.1.1.19, D.1.1.20, D.1.1.21). All academic staff at our university can add all their activities in the AVESİS system and update their information when needed. Sustainable Development tab has been added to AVESİS system. In this way, it has been ensured that the scientific activities carried out at our University can be monitored in more detail in terms of social contribution within the framework of the Sustainable Development Goals, which include the goals aimed to be achieved by the member states of the United Nations until the end of 2030. These objectives focus on the solution of social, cultural and ecological issues consisting of 17 main topics such as ending hunger and poverty all over the world, combating climate change, ensuring gender equality, promoting quality education, responsible production and consumption. Scientific activities at our university are shared with national and international researchers under 17 sub-titles of sustainable development. Studies with social contribution included in the Sustainable Development Goals can be seen by scanning with keywords from the tabs created under 17 sub-titles (D.1.1.22, D.1.1.23, D.1.1.24). The AVESIS system has a flexible use that allows opening the needed chapters, as in the COVID-19 global epidemic. For this reason, it creates an opportunity to raise awareness and share with the public the academic activities carried out under the conditions required by the agenda and current situations (D.1.1.25, D.1.1.26). Infrastructure, energy and climate change, waste, water resources, transportation and education were evaluated in areas such as infrastructure, energy and climate change, by applying to the GreenMetric platform, which encourages internationalization, which is attended by respected universities from all over the world, draws attention to sustainability issues and aims to raise global awareness on environmental awareness. The GreenMetric Sustainability Rating aims to be international for all world universities, and therefore, the work to be done on sustainability issues is of great importance, and at the same time, it aims to create a global awareness on environmental awareness. With this approach, a web page was created in order to announce the studies carried out at our University. According to the GreenMetric Sustainability Rating, our university is in the 758th place in the evaluation made in 2021 (D.1.1.27).

<u>Maturity Level: 4</u>

The results related to the management of social contribution processes and the operability of the organizational structure in the institution are monitored and precautions are taken.

Evidence

D.1.1.1. GU 2019-2023 Updated Strategic Plan

D.1.1.2. GU Social Contribution Policy

D.1.1.3. Social Affairs İnstitutional coordinator Web Page

D.1.1.4. GU Website

D.1.1.5. Social Affairs İnstitutional coordinator Activity Application Form

D.1.1.6. About Social Responsibility Project. Writing

D.1.1.7. Agenda Items of Gazi BEST Board

D.1.1.8. Gazi BEST Decision

D.1.1.9. 95th Anniversary Events Website January Events Calendar

D.1.1.10. 95th Anniversary Event Organizing Committee

D.1.1.11. 95th Anniversary Event Organization Directive

D.1.1.12. 95th Anniversary Event Organization Workflow Chart

D.1.1.13. Social Affairs Institutional Coordinator Monthly Event Calendar

D.1.1.14. GU Website News (It Had a Full Year 95)

D.1.1.15. GU Social Responsibility Projects

D.1.1.16. Student Societies Place Allocation Letters

D.1.1.17. Guidance and Psychological Counseling Unit Counseling Request Form

D.1.1.27. GÜ GreenMetric İnternet Sayfası

D.1.1.18. Protocols

D.1.1.19. Youth Office Activities

D.1.1.20. Youth Office Activities

D.1.1.21. Youth Office Activities

D.1.1.22. Sustainable Development Goals (AVESİS) Goal 7

D.1.1.23. Sustainable Development Goals (AVESİS) Goal 13

D.1.1.24. Sustainable Development Goals (AVESİS) Goal 17

D.1.1.25. Academic Data Management System (AVESİS) Website

D.1.1.26. Sustainable Development Goals (AVESİS) Website

D.1.1.27. GU GreenMetric Website

D.1.2. Resources

Social contribution activities at our university are carried out online or face-to-face, depending on the variety and scope of services with the physical infrastructure and labor force of the units and centers. Our university's units and centers continue their social contribution services in accordance with the working procedures and principles structured in line with their mission, vision, and objectives.

Sources of social contribution activities at our university are listed as:

- Scientific research projects and outputs,
- Health services offered by the Faculties of Medicine, Dentistry, and Health Sciences,
- Adult education and examination services,
- Consulting and informing,
- The use of social contribution benefits nationally and internationally through activities carried out within the scope of international cooperation,
- Sponsorship

A part of the social contribution services expenses is covered by the resources of our University. The Department of Health, Culture, and Sports supports all activities of students within the scope of community service practices in line with the budget possibilities; organizes activities; and provides transportation, accommodation, and nutritional support when necessary. The Department of Health, Culture, and Sports also uses the infrastructure and external resources of the research and application centers that serve the society (D.1.2.1, D.1.2.2). In addition, logistical support is provided for social contribution services within the Administrative and Financial Affairs Department (D.1.2.3). Press and Public Relations Office announces its social contribution activities with internal and external stakeholders in digital environments (D.1.2.4).

Our university's academic units and research centers have physical and technical infrastructure opportunities and researcher labor force in appropriate quality and quantity in order to maintain social contribution activities. The labor force resource of our university is faculty members, graduate, undergraduate, and associate degree students, and administrative staff. Our faculty members share their social contribution activities with society as a result of their scientific projects. These projects are carried out with national and international resources, such as European Union Projects, BAP, TUBITAK, and TAGEM. In this context, social contribution processes at our University are carried out in an integrated structure with education-training and R&D activities, with defined legislation and processes (D.1.2.5, D.1.2.6).

Since our university and many public institutions and organizations are located in Ankara, the studies of our university faculty members in their own fields in the committees and commissions operating in these institutions and organizations are an important service provided by our university in the field of social contribution. At the same time, the revenues provided by our faculty members who provide consultancy services to the private sector and industrial zones are followed by the Revolving Fund Accounting Office, and the amounts determined by the law are transferred to the BAP Unit and the academic staff. The source of most of the activities carried out at our university is also covered by these revenues (D.1.2.7, D.1.2.8, D.1.2.9, D.1.2.10, D.1.2.11, D.1.2.12).

Apart from undergraduate and graduate education programs, our university organizes national and international education programs, courses, seminars, and conferences in cooperation with local governments and non-governmental organizations for the public, private sector, and individuals in the fields they need. In this context, technical training courses (BELTEK) carried out in partnership with our University and Ankara Metropolitan Municipality are exemplary (D.1.2.13). BELTEK coordinates these activities and promotes university opportunities in these fields. Activities carried out within BELTEK courses are free of charge for the participants, and expenses are covered by our University and Ankara Metropolitan Municipality. In addition to the physical and technical infrastructure provided to BELTEK courses, our instructors contribute with educational support (D.1.2.14). In this context, a total of 3,021 trainees registered in 2021, 1,258 trainees for 2-month courses and 1,763 trainees for 3-month courses (D.1.2.15). Distance Education Application and Research Center (GUZEM) plans and monitors all courses, courses, seminars, conferences, and similar education programs offered by our university to students and the society through distance education based on communication and information technologies, and realizes conducting all technical infrastructure works related to distance education realizes. At the same time, our university, which provides communication and informatics services for distance education, cooperates with other institutions and organizations (D.1.2.16). It also provides support for in-service trainings for university staff in an online environment (D.1.2.17, D.1.2.18). The announcement, registration, and application processes of the certified training programs organized by the center in cooperation with the units are carried out entirely online (D.1.1.19). In this context, social contribution activities for which infrastructure and technical support are provided by GUZEM are listed below:

Certified distance education programs (D.1.2.20) for undergraduate students in cooperation with the Turkish Learning, Research and Application Center (TÖMER), certified distance education programs (D.1.2.21) in cooperation with the School of Foreign Languages, Laboratory Animal Breeding and Experimental Research Center (GÜDAM) certified distance education programs (D.1.2.22), certified distance education programs (D.1.2.23) in cooperation with Academic Writing Application and Research Center, Ozone application certified distance education programs in cooperation with the Center for Traditional and Complementary Medicine Applications (GETAT) (D.1.2.24), Ottoman Turkish (D.1.2.25), Authorship Training (D.1.2.26), and Training of Trainers (D.1.2.27) course programs, in cooperation with Gazi Education Faculty The 2021-2022 Academic Year Pedagogical Formation Education Certificate Program were organized (D.1.2.28).

Certificates given at the end of the training activities organized by GUZEM or in cooperation with other units are transmitted to the participants digitally. For this purpose, integration processes have been carried out in order to ensure that the certificates produced by GUZEM can be queried from e-government (D.1.2.29).

Quality Trainings were created in cooperation with GUZEM and our University Quality Commission, and training in the Learning Management System under the titles of Quality Management in Higher Education, Quality Terms, Leadership, Management and Quality, Education and Training, Research and Development, and Social Contribution and Institutional Unit Internal Evaluation belonging to the quality processes of the unit quality teams. The package was prepared, and it was made available to our staff in 2022.

In the execution of health services in our university hospital, the human resource consists of faculty members, medical specialty and minor specialization students, interns (6th-grade

students), and health staff. Hospital and University resources are used for the activities offered within the scope of hospital services. Some departments of Basic Sciences, which do not provide hospital services, plan social contribution activities with the resources of research projects. In addition, our University provides practical training opportunities in the training of medical doctors of universities with which it is associated abroad within the scope of international cooperation and allows the development of education curricula for undergraduate students. Our university contributes to the training of well-equipped physicians in the region by cooperating with Azerbaijan Medical University to provide practical training to medical doctors and match the education curricula of Ahmet Yesevi Turkish Kazakh University and our University's Medical Faculties (D.1.2.30, D.1.2.31, D.1.2.32). The social contribution to the region through these collaborations is an important indicator of our University's place in the field of internationalization.

Gazi University Health Research and Application Center (Gazi Hospital) T.R. carries out social contribution services according to the legislation determined by the Ministry of Health. Information about service processes (appointment requests, test results, and doctors) can be accessed from the hospital's website (D.1.2.33).

There is an international Patient Office at Gazi Hospital, and guidance service is provided in 3 different languages (English, Russian, and Arabic) to foreign patients applying from different countries. Within the scope of this service, transportation, accommodation, and appointment requests are assisted, and they are provided with the diagnosis and treatment services in our hospital. Thus, it is supported that our University and Hospital contribute to society and increase their recognition in the international environment (D.1.2.34).

In addition to student education, faculty members of the Faculty of Medicine are a resource for social contribution services in informing the society and raising awareness in their fields of expertise, through patient diagnosis and treatment services, research activities, and scientific events such as national and international meetings, congresses, written and visual media, and different media. Faculty members and academic staff have carried out many national and international activities in their fields on current issues that have social contributions such as diseases of social and individual importance, global epidemics, and addictions. In this context;

Activities such as panels, conferences, symposiums, and seminars (D.1.2.35, D.1.2.36, D.1.2) for children, adolescents, students, adults, parents, the elderly, and various disadvantaged groups with TÜBİTAK projects, Erasmus+ projects in our University Faculty of Medicine. .37, D.1.2.38, D.1.2.39, D.1.2.40, D.1.2.41) were issued. Protective, preventive, and awareness-raising materials were prepared, and information activities were carried out for common addictions and diseases that negatively affect public health (D.1.2.42, D.1.2.43, D.1.2.44, D.1.2.45, D. .1.2.46, D.1.2.47, D.1.2.48). Faculty members have made speeches to inform society in various organizations and various media programs (D.1.2.49). In addition, some faculty members contribute to society by advising on many national and international boards where health-related issues are evaluated, decisions are made, and suggestions are discussed (D.1.2.50, D.1.2.51, D.1.2.52).

In our Faculty of Dentistry, apart from education and training, routine treatment services on oral and dental health are provided to our society, as well as healthcare services for patients who could not be treated and referred from institutions within the Ministry of Health of the Republic of Türkiye (D.1.2.53).

At the Faculty of Sports Sciences, in partnership with the Turkish Sports Federation for All, the "4. International Sports Congress for All" was organized (D.1.2.54). Physical Activity Program for a healthy campus life" is carried out together with our administrative and academic staff (D.1.2.55).

Within the scope of the "Environment Festival" of the Vocational School of Health Services, various activities have been organized in order to raise awareness and sensitivity to environmental pollution on issues such as Ecological Footprint, Carbon Footprint, Water Footprint, and Zero Waste. In addition, the "Life You Say" Program broadcast on TRT Haber channel by the Elderly Care Program was awarded the "Loyalty to the Plane Trees" award and contributed to raising awareness for the elderly, an important disadvantaged group (D.1.2.56, D.1.2.57).

Within the scope of social responsibility activities in the academic units of our university, activities such as book donation, food donation to stray animals, aid campaigns for those in need, various seminars and panels for social responsibility awareness, and volunteering activities were organized (D.1.2.58, D.1.2.59, D.1.2.60, D.1.2.61, D.1.2.62, D.1.2.63, D.1.2.64, D.1.2.65, D.1.2.66, D.1.2.67, D.1.2.68).

Our university's student clubs and students work actively with our faculty members and carry out various social projects and activities with their own resources and sponsorship support (D.1.2.69, D.1.2.70). Participating in the Faculty of Engineering at TEKNOFEST, which took place between September 21-26, TECHLAB Team ranked 3rd among 206 teams in the "Flying Car Design Competition" (D.1.2.71).

In the application and research centers of our university, studies that will contribute to society have been carried out:

The Earthquake Engineering Application and Research Center (DEMAR) provided trainings in order to determine the precautions that can be taken against earthquakes and the measures to be taken to minimize the damages of earthquakes and to train personnel with the knowledge and skills that will be needed in the field of emergency and disaster management. Earthquakes occurring in and around Ankara from 11 weak and 18 strong ground motion stations established within the Research Center were transferred online to AFAD, our "Data-Processing" center. For the 2021 Türkiye Disaster Education Year, an information meeting was held at AFAD within the scope of the "Inter-University Disaster Awareness Education Cooperation Protocol", and "Disaster Preparedness and Awareness Trainings" were given. The Center made evaluations on many different issues such as the earthquake hazard and risk of Türkiye, and the work to be done, and many television and radio programs aimed at informing the public took place in the printed and internet media in 2021 (D.1.2.72).

Gazi University Non-Ionizing Radiation Protection, Application, and Research Center (GIRKUM) shared various practical suggestions for protection from electromagnetic fields through its website in order to raise awareness (D.1.2.73).

Various trainings and seminars were organized by the Learning, Development, Education and Practice Center (ÖGEM) for autism spectrum disorder, gifted children, learning difficulties, hearing disabled, individuals with special needs, mentally retarded children, and visually disabled (D.1.2.74).

The Road Transport Application and Research Center (KUMER) conducted four vocational qualification certificate exams, and SRC-5 type vocational qualification certificates were issued to the successful candidates (14.743) (D.1.2.75).

Urban Transportation Technologies Accessibility Application and Research Center (KUTEM) carried out studies with a social contribution content with Research on Traffic Impact within the Scope of R&D, Kayseri Province Erkilet Town is Our City Project, Karaman Province Değle Site Conservation Development Plan and Landscaping Project, Adana-Çukurova Municipality Urban Design Guide, Gaziantep Province, Limak Cement Factory Campus Impact on Urban Traffic Investigation within the Scope of R&D, Ankara Transportation Main Plan, Erzincan Transportation Master Plan, Erzincan Rail System Feasibility Study and Preliminary Project, Rize Transportation Main projects (D.1.2.76).

A conference on "Child Speaks with Painting" was organized by Child Development Research and Application Center (ÇOGAUM) in cooperation with Gazi Education Faculty Preschool Education Department (D.1.2.77).

Ataturk's Principles and Revolution History Research and Application Center (ATAUM) carried out many social and cultural activities such as "10 November Atatürk Commemoration Day", "Atatürk and Education Programme", "The 100th Anniversary of Adoption of the National Anthem: Independence Struggles in Turkish Cultural Geography", "Past, Present and Future of Karabakh", "Karabakh on the 29th Anniversary of the Khojaly Genocide Attempt", "Culture and Knowledge from Past to Tomorrow", "106th Anniversary of the 18 March Çanakkale Victory Panel", "The Inauguration of the Grand National Assembly in the 101st Anniversary of the Patrol and the National Sovereignty", "The Turkish Republic Information Festival in the 30th Anniversary of their Independence", "Happy 98th Anniversary of Our Republic", "From Independence to the Future", and "1st Anniversary of the Karabakh Victory" (D.1.2.78).

Gazi University Turkish Learning, Research and Application Center (TÖMER) organizes courses for trainees in the field of Teaching Turkish as a Foreign Language and carries out academic studies in this field. The Center also prepares books and teaching materials that largely end the resource shortage in the field of "Teaching Turkish as a Foreign Language". These materials are used in many countries abroad, especially in the European Union countries, and in Türkiye, it is used as educational material in more than sixty-five universities and private courses (D.1.2.79).

Career Planning Application and Research Center (KAPUM) carried out activities such as career trainings, career meetings, and cooperation with the sector for the students of our University (D.1.2.80). Gazi Technopark is the executive of TÜBİTAK 1512 Techno-enterprise Capital Support Program 1st Stage services in cooperation with BIGG-Anahtar. TÜBİTAK 1512 Techno-entrepreneurship Capital Support Program is an entrepreneurship program where 1st Stage services are carried out in cooperation with BIGG-Anahtar, Gazi Technopark, Bahçeşehir University Technology Transfer Office, and ATA Teknokent. Entrepreneurs who are successful in the TÜBİTAK BIGG panel at the end of the program will have the opportunity to become a company with the support of TÜBİTAK (D.1.2.81).

The Department of Health, Culture, and Sports provided food, tea, and provisions to 25,676 people in 139 events in 2021. 467,848 people benefited from the catering services offered by

our university. In addition, in 2021, 405 people were given temporary meal cards against a deposit, and 9,305 cards were prepared to be used in catering services (D.1.2.82).

Gazi University Library and Documentation Department serves library users with various information resources such as electronic/printed books and periodicals, audio-visual materials, electronic databases, thesis, and audio and relief format publications for the visually disabled. The "Thesis and Visually Disabled Unit" created within the library provides information access services to visually impaired users. In this unit collection, there are printed books, audiobooks, and scanned books written in the Braille alphabet consisting of various subjects. Within the scope of the "Community Service Practices" course given at Gazi Faculty of Education, the students take part in thesis and the Visually Disabled Unit voluntarily in our library, voicing the books needed by the visually impaired students, and by scanning the books, they add preparing both as Braille print books and in computer formats that can be listened to and added to the collection. (D.1.2.83).

Maturity Level: 4

The adequacy and diversity of social contribution resources are monitored and improved in the institution.

Evidence

D.1.2.1. Higher Education Institutions, Medico Social Health, Culture, and Sports Affairs Department Implementation Regulation

D.1.2.2. Gazi University Department of Health, Culture, and Sports Guidelines

D.1.2.3. Gazi University Administrative and Financial Affairs Department, Transportation Unit Website

D.1.2.4. Gazi University Website Announcements

D.1.2.5. Scientific Research Projects Unit Website Legislation

D.1.2.6. Gazi University Project Coordination Application and Research Center Regulation

D.1.2.7. Higher Education Law

D.1.2.8. Higher Education Institutions Scientific Research

D.1.2.9. Revolving Fund Operations Directorate Projects and Budgets

D.1.2.10. Assignments and Budgets of the Revolving Fund Operations Directorate

D.1.2.11. Table of Operating Costs Curative Health Budget Changes over the Years

D.1.2.12. Activity Costs Table Student Life Budget Changes Over the Years

D.1.2.13. Gazi University BELTEK Ankara Metropolitan Municipality Technical Training Courses

D.1.2.14. Technical Sciences Vocational School Annual Report

D.1.2.15. Gazi University BELTEK Annual Report

D.1.2.16. Gazi University Distance Education Application and Research Center Website Regulations and Reports

D.1.2.17. Gazi University Distance Education and Application Research Center Social Media

D.1.2.18. Gazi University Distance Education Application and Research Center Website Quality Assurance System

D.1.2.19. Gazi University Distance Education Application and Research Center Course Information

D.1.2.20. GUZEM Certificate Program

D.1.2.21. 2021-2022 Fall Semester Foreign Language Courses in Cooperation with GUZEM-School of Foreign Languages

D.1.2.22. Certificate Program with the Cooperation of GUZEM-Laboratory Animal Breeding and Experimental Research Center)

D.1.2.23. Certificate Program in Collaboration with GUZEM-Academic Writing Application and Research Center

D.1.2.24. GUZEM-Ozone Application Certified Training Program (15. Semester) Course (2021-2022 Fall Semester)

D.1.2.25. GUZEM-Ottoman Turkish (Basic Level) Course (2021-2022 Fall Semester)

D.1.2.26. GUZEM Course Programs

D.1.2.27. GUZEM Course Programs

D.1.2.28. Gazi Education Faculty_2021-2022 Academic Year Pedagogical Formation Education Certificate Program Registration Announcement

D.1.2.29. News Page

D.1.2.30. In-Service Training of Medical Doctors Jointly Organized by Hoca Ahmet Yesevi International Turkish-Kazakh University and Turkistan State Governorship

D.1.2.31. Providing Internship Opportunity to Azerbaijan Medical University Students in the Departments of our Faculty

D.1.2.32. Invitation Letter for the Matching of the Curriculum of the Faculty of Medicine of the Turkish Kazakh University with the Curriculum of our Faculty and for Information and Cooperation Opportunities about Dual Degrees

D.1.2.33. GU Website

D.1.2.34. Gazi University Hospital-International Health Office Website

D.1.2.35. List of Required Activities for Child and Adolescent Mental Health and Diseases USA 2021 Quality Unit

D.1.2.36 Public Health USA 2021 Social Contribution Activities

D.1.2.37 Covid-19 and Pain Symposium

D.1.2.38 Department of Internal Diseases Activities with Social Contribution in 2021

D.1.2.39 Emergency Medicine USA 2021 Social Contribution Activities

D.1.2.40 Physiology USA 2021 Social Contribution Activities

D.1.2.41 Social Contribution Activities of Basic Medical Sciences in 2021

D.1.2.42 Chest Diseases USA Social Contribution Activities

D.1.2.43 Child Health and Diseases USA 2021 Social Contribution Activities

D.1.2.44 Breastfeeding Guidelines

D.1.2.45 Gynecology and Obstetrics USA Breast Milk and Breastfeeding Brochure

D.1.2.46 Gynecology and Obstetrics US Pregnancy Report

D.1.2.47 Gynecology and Obstetrics Breast Milk and Nutrition in Pregnancy Brochure

D.1.2.48 Living with Diabetes Handbook

D.1.2.49 Dean of Faculty of Medicine Prof. Dr. Mustafa Necmi İlhan's Activities on Informing the Public in the Written and Visual Media in the Global Pandemic Process

D.1.2.50 News Page

D.1.2.51 News Page

D.1.2.52 Members of the Scientific Committee of Türkiye (News Page)

D.1.2.53 Faculty of Dentistry Website Reports

D.1.2.54 News Page

D.1.2.55 Department of Health, Culture and Sports Website Announcements

D.1.2.56 Vocational School of Health Services Website Announcements

D.1.2.57 Vocational School of Health Services Website Announcements

D.1.2.58 Touch a Life with a Book (Event)

D.1.2.59 Touch a Life with a Book (Event)

D.1.2.60 Support for Stray Animals (Event)

D.1.2.61 Gazi E-Farma Bulletin

D.1.2.62 Blue Cover (Event)

D.1.2.63 Gazi Education Faculty Website News

D.1.2.64 Gazi Education Faculty Website News

D.1.2.65 Faculty of Natural Sciences Website News

D.1.2.66 Gazi University Website News

D.1.2.67 Faculty of Architecture Website News

D.1.2.68 Faculty of Sports Sciences Website News

D.1.2.69 GU Student Societies Website

D.1.2.70 GU Student Societies Activity Form

D.1.2.71 GU Website News

D.1.2.72 DEMAR Activities

D.1.2.73 GIRKUM Website Announcements

D.1.2.74 ÖGEM Activities

D.1.2.75 KUMER Website Announcements

D.1.2.76 KUTEM Website Projects & Publications

D.1.2.77 ÇOGAUM Website Conferences & Trainings

D.1.2.78 ATAUM Website News

D.1.2.79 TÖMER_Strategic Plan and Reports

D.1.2.80 KAPUM Website News

D.1.2.81 Gazi Technopark Website

D.1.2.82 Gazi University Department of Health, Culture and Sports Information Bank Annual Report

D.1.2.83 Department of Library and Documentation Visually Impaired Unit Social Contribution Studies

D.2. Social Contribution Performance

D.2.1. Monitoring and evaluation of social contribution performance

The level of realization and performance of our university's social contribution activities, the outputs of the studies carried out, unit internal evaluation reports prepared at the end of each year, activity reports, and performance programs are monitored. In addition, in our University's Strategic Plan for the Term of 2019-2023, every year the Strategy Development Board monitors and reports whether the performance indicators determined to monitor the targets set under the heading of social contribution have reached the targeted level (D.2.1.1).

Social contribution activities forwarded to our Social Affairs Coordination Office are monitored periodically. In the process of social contribution activities, the Coordination Office provides technical and logistical support in cooperation with other units. Social Affairs Coordination Office has developed a standard "Activity Suggestion Form" in order to collect data about the activities held in the units in a healthier way (D.2.1.2). With this form, the activities carried out in the academic and administrative units are reported to the coordination office, and the social responsibility activities carried out are also regularly requested by the Coordination Office. (D.2.1.3). In this way, social responsibility projects and activities are classified, monitored, evaluated, and recorded by the Coordination Office (D.2.1.4).

All academic staff at our university can update all their academic activities in the AVESİS system. The Sustainable Development tab has been added to the AVESİS system In this way, it has been ensured that the scientific activities carried out at our University can be monitored in more detail in terms of social contribution within the framework of the Sustainable Development goals, which include the goals aimed to be achieved by the member states of the United Nations by the end of 2030. These goals focus on the solution of social, cultural, and ecological issues consisting of 17 main topics such as ending hunger and poverty all over the world, combating climate change, ensuring gender equality, promoting qualified education, and responsible production and consumption. The flexibility of the AVESİS system to be updated under the conditions required by the agenda, and current situations has allowed it to be used to raise awareness and share with the public the academic activities carried out in the global epidemic with the addition of the tab related to COVID-19 (D.2.1.5, D.2.1.6). At the end of the online and face-to-face activities held at our university, surveys are applied to receive feedback from the educators and participants, and as a result of these surveys, the course content is revised and improved upon the evaluation of the activities. Internet pages have been created to access these surveys (D.2.1.7, D.2.1.8).

Our university's academic units, application, and research centers have developed unique applications to monitor their social contribution performance. These include internal and external stakeholder opinion surveys, unit internal evaluation reports, guides, award and certificates, request and complaint notification systems, and monitoring and evaluation systems (D.2.1.9, D.2.1.10, D.2.1.11, D.2.1.12, D.2.1.13, D.2.1.14, D.2.1.15, D.2.1.16).

It is an important service of our university in the field of the social contribution that the faculty members of our university work on the boards and commissions operating in public institutions and organizations, as well as providing consultancy services to the private sector and industrial zones (D.2.1.17).

As of February 2021, the "YÖK Anatolian Project" was implemented by the Council of Higher Education (YÖK) in order to contribute to the development of universities. Young universities,

whose development is desired to be supported in some areas determined within the scope of this project, are matched with more senior universities in terms of academic labor force and research infrastructure. In this context, it is aimed that the senior university faculty members not only give lectures to the students in various departments of the young university and guide them by providing consultancy in research areas but also open the research infrastructures and library facilities of the universities to each other. At the same time, it is anticipated that this project will make significant contributions to young academics at the graduate and doctorate levels, as well as undergraduate education. With this project, our university as a senior university was matched with Hakkari and Bayburt Universities, which are junior universities. Thus, our university will have the opportunity to make an important social contribution to the education, research, and cultural activities of these two young universities. For this purpose, our University donated books to Bayburt and Hakkari Universities for evaluation (D.2.1.18, D.2.1.19).

Our university has cooperation protocols with public, universities, private sector, and non-governmental organizations in the national arena. Within the scope of these protocols, it is committed to supporting education, research, and social and cultural activities with human and infrastructure resources, encouraging joint work, and cooperating with the relatives of martyrs and veterans and disadvantaged groups as much as possible (D.2.1.20, D.2.1.21).

Our university aims to develop all kinds of suggestions that can be effective in the development and sustainability of the existing identity of the city with the values it has, to contribute to the design activities of artificial environmental components needed to keep the city image alive, conduct research on the subject, support academic consultancy activities on urban identity components, and increase design awareness. Collaborating with local governments in order to provide support for information activities, joint activities, academic events, and sharing the outputs of the activities in the form of reports and academic publications, trainings to increase their professional and personal competencies, and institutional capacity-building studies at Women's Culture and Education Centers and Youth Centers cooperated (D.2.1.22, D.2.1.23)

Our university also has international collaborations in order to exchange students and lecturers and encourage joint studies in research, health, and social and cultural fields (D.2.1.24, D.2.1.25, D.2.1.26, D.2.1.27, D.2.1.28, D.2.1.29).

In our university, social contribution studies are carried out in accordance with the Social Contribution Policy and Strategic Plan Objectives, covering the entire institution. Our university continues and improves its activities intending to close the Plan, Do, Check and Act (PDCA) cycles in social contribution processes (D.2.1.30).

Maturity Level: 4

Social contribution performance is monitored in the institution and improved by being evaluated with relevant stakeholders.

Evidence

D.2.1.1 GU Reports

D.2.1.2 Social Affairs Coordination Office Activity Application Form

D.2.1.3 Social Affairs Institutional Coordination Office Activity Directive

D.2.1.4 Social Affairs Coordination Office Activity Work Flow Chart

D.2.1.5 Academic Data Management System-AVESİS

D.2.1.6 Sustainable Development Goals-AVESİS

D.2.1.7 Gazi University Survey Management

D.2.1.8 Gazi University Surveys

D.2.1.9 Gazi Hospital Visitor's Guide

D.2.1.10 GU Write to Us

D.2.1.11 Faculty of Dentistry Suggestion, Wish, Complaint Page

D.2.1.12 GU Quality Commission Website PLANS&REPORTS

D.2.1.13 GU Quality Commission Unit Visits

D.2.1.14 GU Website News (Quality Commission Stakeholder Information Meeting Held)

D.2.1.15 GU Website News (Quality Commission Year-End Evaluation Meeting Held)

D.2.1.16 GU Website News (Social Services and Social Awareness Meeting and Award Ceremony was Held at the School of Foreign Languages)

D.2.1.17 Assignment Examples

D.2.1.18 Protocols

D.2.1.19 Protocols

D.2.1.20 Protocols

D.2.1.21 Protocols

D.2.1.22 Protocols

D.2.1.23 Protocols

D.2.1.24 Protocols

D.2.1.25 Protocols

D.2.1.26 Protocols

D.2.1.27 Protocols

D.2.1.28 Protocols

D.2.1.29 Protocols

D.2.1.30 Social Contribution PDCA Cycle

CONCLUSION AND EVALUATION

In our age, where global changes are experienced rapidly at every level of social life and new "versions" are loaded with the dominance of new understandings in technology and industry, it has become inevitable to experience transformations based on "innovation" in education. Our university, which has shaped the future of the Republic with the enlightened teachers it has trained since 1926 with its deep-rooted history in the higher education system, is the pioneer of global changes and transformations in our country. Gazi, which has been carrying out its activities with the title of Research University since 2021 within the scope of the Mission Differentiation and Specialization in Higher Education Project, blends the experience gained over the years with this advantage in the field of research, ensuring that academic knowledge is transferred to the industry in a way that creates added value and turns it into a social contribution strives to offer the highest benefit to students, academics and all stakeholders from all walks of life. Our university, which mediates the transfer of an unmatched experience to future generations with the knowledge and technology it produces, and works resolutely with its qualified staff in line with the development goals of the country, has been carrying out its efforts to continuously increase the level of institutional quality in all its activities since 2005 with stability, faith, and a dynamism; continuously improves its education and training, research and development, social contribution and administrative processes.

LEADERSHIP, MANAGEMENT, AND QUALITY

In the organizational structure of our university, a horizontal organizational structure was preferred, which is dynamic, where communication takes place effectively, and which emphasizes participation and specialization. The senior management of our university creates management processes with a participatory approach and makes the institutional governance hierarchy dynamic. In this context, new boards and commissions were formed to support the decision-making processes of our University Senate and Administrative Board, and the existing boards and commissions were renewed and defined to refer to the processes. In the structuring of the Boards and Commissions, the representation of our units, the institutional memory and the continuity of the institutional culture are taken into account, in accordance with the management model in which all the employees of the institution, from the highest to the lowest, are a part. Ensuring the continuity of the participation and representation of our internal and external stakeholders by forming teams affiliated to the boards and commissions in our units in order to share their bilateral horizontal and vertical views by including our stakeholders in decision-making and governance mechanisms is ensured by the directives.

Efficiency Meetings held by our Rector with our academic units in order to closely monitor all activities carried out at our University and increase interaction and communication, and Evaluation Meetings with our administrative unit, contribute to the creation of an effective communication network between our units and the administration. In addition, our Rector, visiting our academic and administrative units on-site, attending academic board meetings, making evaluations with the unit managers and staff, monitoring the operation, inviting the unit managers to the Senior Management Meetings, where the implementation decisions for solutions are taken by evaluating the issues on the university agenda, reflects the agile leadership approach and supports the increase of institutional motivation. Units are regularly visited under the presidency of the Vice-Rectors responsible for quality studies in order to establish a coordination culture. In line with the understanding of leadership, a Consultant Member from each of the Quality Commission Members has been appointed to our academic units and application and research centers for the first time in our University. Members are

evaluated within the framework of unit evaluation reports and improvement plans, and guide our units in quality studies. The aforementioned visits and meetings are measured by questionnaires, and the methods of leading our units are questioned.

In order to reach as many stakeholders as possible and to spread the quality culture to include all internal and external stakeholders, including students, administrative and academic staff, information about the quality processes and mechanisms by which they can participate in the processes, training content for quality assurance and information videos are prepared and published. The efforts to encourage the participation of our academic and administrative staff in external training in quality-related processes provide significant support to the establishment of a quality network and internalization of the quality assurance culture at our University.

In line with the changes in the higher education ecosystem and stakeholder expectations, the studies for our university's future readiness are carried out with a dynamic management approach. Our University, which was selected as a Research University within the scope of the "Regional Development-Oriented Mission Differentiation and Specialization Project" by YÖK in 2017, has directed its mission and vision towards a research-oriented structure by taking into account the stakeholder views; Gazi University's Strategic Plan for the Term of 2019-2023 has been updated with a participatory approach for the years 2021-2022-2023 by questioning the effects of the COVID-19 global epidemic, which has caused irreversible social changes in line with global trends and national targets over time, on higher education institutions in the world and Türkiye. In the update studies, the target statements were carried out by emphasizing the use of new organizational methods in our University's Policies and the Institution's business models within the scope of change management. To ensure the participation of employees in the change process, targets and performance indicators have been determined. Subsequently, the Unit Strategic Plans of our units were revised for the years 2022 and 2023, in line with the University's plan. to make objective evaluations based on data while achieving our strategic goals and targets, decision mechanisms can monitor the processes carried out and take measures for improvement; The Institutional Data Management Coordinator was established to systematically monitor the indicators defined to cover all the main activities of our university, and the Institutional Data Management System (KVYS) was developed by the Coordinator using in-house resources. In addition to KVYS, Academic Data Management System, Project Processes Management System, Academic Incentive Allowance Process Management System, Academic Performance Evaluation Process Management System software and performance management are supported by information systems, and systems integration studies are carried out to be handled with a holistic approach. The situation of the Institution is analyzed through the systems, strengths and weaknesses are determined and decisions are taken for improvement activities.

To achieve its strategic goals, our university has implemented an internal control system in order to structure the internal quality assurance system, including the management, administrative processes, and all other operational and support processes. To support the internal control system established based on measurement and meeting standards, with an adopted and established quality culture, the existing boards and commissions have gained a pluralistic and holistic structure, and new boards, commissions, and administrative units have been formed and defined based on processes, and our University's Board and Commission Process Cycle has been determined. In order to standardize the activities in the cycle, working procedures and principles were prepared, and the works were scheduled. In addition,

preparatory studies are carried out for the application of TS EN ISO 9001:2015 Quality Management System Certificate in the areas determined to cover our academic and administrative units in order to put all processes in the University into writing and to implement them as written, and our University Quality Manual is in the preparation stage.

Recruitment processes are carried out within the framework of applicable laws and regulations by receiving academic and administrative staff requests from the units. In the recruitment of academic staff, importance is given to the need for education, merit, and service, as well as the demand for opinions from the units. The criteria that show that the applicants for the announced positions have the required competence are announced transparently during the recruitment process. Announcement processes are followed through the posting automation, applications are received through the system, and the results of the jury evaluation are sent through the same system. Administrative staff, contracted staff and permanent staff recruitments are carried out within the framework of the short and live assignment quota given for each year by the Presidency of Strategy and Budget. "Assignment Quota Demand Planning" is carried out, taking into account the number of requests determined in line with the needs of the units. The needs resulting from the planning are conveyed to SBB. The said quotas allocated to our University by SBB are used by the units by evaluating the required titles or qualifications. The extraordinary efforts and works of the administrative staff working at our university, by performing their duties successfully compared to their peers, provide significant savings in public resources, prevent the occurrence of public damage, and significantly reduce unavoidable public losses, etc. "Gazi University Administrative Staff Success, Excellence and Award Directive" was put into practice in order to reward those who are determined to contribute to the situation. Our academic staff also benefit from the Academic Incentive Grant applied in higher education institutions and the International Publications Incentive Award System for academic staff at our University.

Another tool that our university's stakeholders use in quality improvement processes is survey by measuring their opinions and satisfaction with the services/products and infrastructure opportunities offered by the university. The measurement of stakeholder views and their inclusion in the quality processes have been systematically structured, and they are carried out in two dimensions, including the research conducted by the Quality Commission throughout the institution, as well as the researches carried out to obtain detailed information about the services provided for academic and administrative units. In 2021, Academic Staff Satisfaction Survey, Administrative Staff Satisfaction Survey, Student Satisfaction Survey, and Employer Opinion Survey were applied in order to determine the satisfaction levels of our internal and external stakeholders and to ensure their participation in the improvement processes. The survey results were evaluated by our University's Senior Management, Senate Members, and Academic Unit Managers. The research findings were handled together with the institutional reports prepared in line with the opinions of external stakeholders, and the evaluation reports of our University, and the "Quality Improvement Plan" was prepared by determining the areas open to improvement in the fields of quality assurance system, education and training, research and development, social contribution, management system, and distance education. In this context, many improvement activities included in the Plan were implemented in 2021.

In addition to the Student Satisfaction Questionnaire, in which the feedback of our students regarding the services and products offered by the University is obtained, the opinions of the lecturers and lecturers are followed up with the Course Evaluation Questionnaires. In order to

convey the expectations and requests of the students to the administrative bodies and to ensure the participation of the students in the education decisions, our Student Council President is a member of the Strategy Development Board, and the Quality Commission and is invited to the Senate meetings on appropriate agendas. In order to ensure the participation of our students in decision-making and improvement processes at all levels, it is important that they take part in the Unit Quality Teams and that student representatives participate in the Executive Board and Academic Boards on matters that concern them. Our units are directed to take the opinions of the students on education and training, research and development, social contribution, and administrative activities with similar ways and methods and transfer them to the decision-making processes.

The participation of our external stakeholders in the governance and improvement processes is at the institutional level with the Advisory Board, which includes our graduates, representing public institutions and organizations, the private sector and non-governmental organizations, and in our units, labor market representatives and other internal and external organizations, primarily in education and research processes provided by the Unit/Program Advisory Boards consisting of stakeholders. Before the studies carried out by the boards and commissions of our university are put into effect, they are presented to the Internal Control Monitoring and Guidance Committee, where two members of our Advisory Board are represented, and their opinions are taken. Opinions of our employer stakeholders, including our graduates, were obtained through the Employer Opinion Survey conducted for the first time in our University in 2021 in order to provide input for the determination of our education and training strategies as well as for the improvement of our research and development, social contribution and administrative processes. With reference to the Internationalization Policy of our university, within the framework of the objectives included in the Strategic Plan, there is an increase in student and academic staff circulation and scientific cooperation with universities, institutes, research centers, and other institutions in the field abroad. In order to realize the internationalization goals of our university, increasing the number of international students, providing these students with accommodation opportunities, encouraging the academic staff that makes agreements with international institutions within the scope of projects, and increasing the number of students benefiting from exchange programs and making promotions with different activities to support this increase are among the important activities located. In addition, in cooperation with international universities and other institutions, the "Gazi University International Joint Undergraduate Programs Education-Teaching Directive" was created, and an "International Joint Programs Unit" was established within EDIKK in order to increase the number of students benefiting from the exchange program or international joint undergraduate program. To increase the visibility of our University in the international arena, the International Publications Encouragement Awards Commission and the Overseas Postgraduate Education Follow-up Commission monitor the international academic publications of our academic staff and create incentive methods. Our university is evaluated by different rating agencies on the international platform and adds new successes with different aspects every year.

EDUCATION AND TRAINING

Planning and coordination of all processes related to education and training at our university are carried out by the Education Commission and the Education and Foreign Relations İnstitutional coordinator (EDIKK). The Education Commission, together with the coordination office that carries out the secretariat activities, makes plans and directs the academic units in

line with the regulations prepared by institutions such as YÖK and YÖKAK, Gazi University Educational Policy, and Gazi University Strategic Plan. In addition to the Education Commission secretariat activities, the Education, Training, and Foreign Relations Office carries out the planning of education and training processes, conducting common and non-departmental elective courses, and all processes related to international students. The principles regarding program design and updating, which is one of the most basic processes of education, have been determined by the "Guideline for Opening/Closing Programs, and Curriculum Design and Development". In all academic units, implementation is carried out in line with the job descriptions prepared for the Education Commission Academic Unit Teams with this coordination. In this direction, the program outputs of associate, undergraduate, and graduate programs are prepared by taking into account the compatibility with TYYÇ, making the matches between the courses and the program outputs, and announcing them to the students through the Gazi University Information Package. EDIKK and ÖİDB continued their coordinated work throughout the year to keep the Information Package page of academic units, which is of great importance for our students and external stakeholders to be informed about our education programs. The Education Commission and EDIKK work in coordination with the Quality Commission during the monitoring and improvement stages of education processes. In this context, the units carry out evaluation studies and make annual reports, both with the different measurement tools and methods they have developed in line with their own needs and with the questionnaires developed by the Quality Commission to receive opinions from internal and external stakeholders. As a result of these reports, the Quality Commission shares the evaluation results with EDIKK, the Education Commission, and all relevant units responsible for the implementation of training processes and prepares improvement plans in cooperation with the relevant units (Evidence B.1).

As a result of the implementation evaluations of the "Programme Opening/Closing, Curriculum Design and Development Directive", which is the basic document related to the education processes within the scope of the 2021 activities of the Coordination, it has been updated with changes that both regulate the forms requested from the units and change the curriculum development calendar.

The Education Commission, which is responsible for the management and organization of education and training processes at our university, and the Education and Foreign Relations Office's activities in 2021, in line with the 2017 Institutional Feedback Report, 2020 Institutional Monitoring Report, and Satisfaction Surveys prepared by the Quality Commission with the opinions of all internal stakeholders carried out the activities for which they were determined as the responsible unit in the Improvement Plan.

The first of these studies is the repetition of the program development studies, the first of which was carried out in 2018, in line with the "Programme Opening / Closing, Curriculum Design and Development Directive". In June 2021, with a letter sent by the Education Commission to the academic units, they were asked to convey their annual evaluations regarding the academic year to the Education Commission together with the curriculum development files, the academic unit board's decision on the programs that carry out curriculum development, the reasoned decision not to develop the curriculum of the programs that will not develop the curriculum, and the academic unit board decision. With this study, the first PDCA cycle in our university was closed during the program evaluation process.

Another important improvement work carried out was the establishment of the necessary mechanisms to evaluate the fulfillment of the program qualifications in the units. In this context, with a letter sent by EDIKK to academic units, Education Commission Academic Unit Teams and Academic Unit Assessment and Evaluation Teams were formed in order to work in coordination with the Education Commission and EDIKK in all academic units and to carry out annual program evaluation studies, and job descriptions for these teams were prepared. With this study, it is aimed to extend the annual evaluation of the programs to non-accredited units with the participation of stakeholders within the framework of the level of meeting the outputs. In order to guide the work of these teams, it is planned to start the preparation of a guide in which the program evaluation principles are determined in the future.

Our programs include vocational, vocational elective, and non-departmental elective courses that support both the professional and personal development of students. In order to provide cultural depth to our students, the Common and Elective Courses unit operates within the body of EDIKK to work on the diversification of Non-departmental Elective Courses. Within the scope of the improvement activities for 2021, a seminar was organized by EDIKK with the participation of lecturers and students, in which Non-departmental Elective Courses were evaluated and opinions were received from relevant stakeholders. In line with the information obtained in this seminar, studies are continued by the relevant unit in order to diversify non-departmental elective courses.

Since 2017, our university has been using a credit system based on workload. In this direction, all programs prepared the Workload Form in the "Gazi University Program Opening/Closing, Curriculum Design and Development Directive" and shared the course credits based on the course load of the student on the website in the Gazi University Information Package. As part of the program development studies carried out in 2021, the course loads of some of our programs were re-evaluated, and changes were made. Internship and workplace training of students are also included in ECTS in line with the "Gazi University Internship/Workplace Training Directive" and are credited. In addition, the "Gazi University Applied Education Directive", which was prepared in line with the Applied Education Framework Regulation published by YÖK in 2021, also introduced new principles regarding course load calculations, and our programs that needed it went to curriculum development accordingly. In order to provide feedback on course load-based credits, in addition to the measurement methods applied by the units themselves and in which more detailed inquiries about the courses are made, students' opinions about the course load of all courses are collected and evaluated with the "Course Evaluation Questionnaire" prepared by the Quality Commission and applied through the Student Information System of the Student Affairs Department. During the global epidemic, the workload in the courses conducted with distance education was added to the course syllabus forms developed through GUZEM and uploaded to the Learning Management System (LMS). While it is ensured that the students and course achievements are monitored on the basis of departments and programs in order for the programs to follow the student success, the activity "EIF.11: Initiating studies for the systematic preparation of reports, including indicators such as program preference order, program completion time, failure rate, and program change rate" has been included in the Quality Improvement Plan.

In order to ensure stakeholder participation in program evaluation studies in academic units in the monitoring of programs, our academic units participate in the program evaluation processes of their own stakeholders, such as students, graduates, and employers with different measuring

tools such as survey workshops. In 2021, the Quality Commission also supported this activity by conducting an Employer Opinion Survey. Based on the idea that accreditation studies are a driving force in the monitoring and evaluation of programs, good practice examples in programs accredited by EDIKK in academic units and/or accreditation studies are continuing to work with the members of our University's Quality Commission. Information meetings were held with the association of the university, and all academic units were requested by the Quality Commission to schedule accreditation studies with an official letter. In this way, it is aimed to raise awareness about accreditation in all our academic units and to put the accreditation process into practice by scheduling.

In the execution of the programs, all of our academic units apply appropriate teaching methods and techniques to meet the outputs of their own education programs, and some of our units form committees on this subject. The teaching methods determined for each course are announced to the students in the course forms included in the Information Package of the programs. In addition to teaching methods, measurement and evaluation practices also differ between units according to needs. Academic Unit Assessment and Evaluation Teams established in all our units within the scope of improvement activities are responsible for evaluating the assessment and evaluation activities and teaching methods in the programs.

The processes related to the admission of associate, undergraduate, and graduate students to our university are defined by various regulations and directives and are implemented by the relevant units within the scope of workflow processes. While student admissions at the associate and undergraduate levels are carried out within the framework of centrally determined processes, all of our graduate schools share the student admission criteria, quotas, and student admission results transparently with the public on their internet pages. In addition to student admissions, procedures for the recognition of previous learning are also carried out by the relevant units within the framework of the principles determined by the regulations.

Studies continue for the continuous improvement of learning environments, which have an important place in supporting students' learning activities. Our library, which is the most important learning environment, enriches its collection in line with the demands of the staff and students. In addition, students' satisfaction with library services is monitored and evaluated with surveys and reflected in improvement plans.

GUZEM, which operates within our University in order to coordinate the distance education activities that came to the fore with the global epidemic, continued to work actively in 2021 as well. In addition to synchronous and asynchronous learning opportunities, which can work in harmony and integration with other information management systems of the institution (such as ÖBS), it also includes modules such as enriched (multi-media) content development, measurement, and evaluation, in-service training, creating and managing a learning community. With the studies carried out by GUZEM in order to develop and improve LMS in line with the needs, the access of the lecturers to the courses in the past periods was provided and the video acceleration feature was added to the learning environment in line with the demands from the students. In addition to LMS, which supports distance education activities, educational activities in academic units are supported by providing different education and research software and technological infrastructures that our academic units need.

The learning environments of our academic units also support educational practices and set an example for other institutions. Among these, the Simulation Pharmacy with Robotic Unit,

which is the only one in our Faculty of Pharmacy in our country, stands out. In addition, all our academic units work to develop learning environments in line with their own needs.

In addition to learning environments, it is of great importance for our university that academic support services are also accessible to students. In this direction, an academic advisor is assigned to support and guide each student throughout his/her education life in line with the "Academic Counseling Directive". In order to improve the Academic Counseling system and make it more accessible to students, the e-Counseling system was started over the ÖBS, and the academic staff was enabled to use the Counseling Office Hour application in the system effectively. In addition to academic counseling, training for thesis advisors was organized by all our institutes in order to improve thesis counseling practices at the graduate level.

In order to support our students in their career development, various activities are organized both by KAPUM at the central level and by our academic units specific to the fields. Various activities such as career days, seminars, and workshops are organized on a unit basis in order to bring students together with employers, alumni, and business life representatives in their field of education throughout our university.

The Guidance and Psychological Counseling Center, operating under the Cultural Services Unit of the Health, Culture, and Sports Department, started to receive online applications in order to increase the accessibility of students in addition to face-to-face meetings in 2021. In addition to two academic staff from the Guidance and Psychological Counseling Department of our Gazi Education Faculty, a full-time expert was employed.

In addition to supporting the learning environments of our students, necessary studies are carried out to continuously improve the facilities that support social and sports activities and to make them accessible to students. In addition to facilities such as cafeteria, canteen, and dining hall that serve students, many sports facilities such as an indoor swimming pool, fitness center, artificial turf football field, and volleyball hall also serve our students for physical activities.

Studies for disadvantaged groups, a significant part of which are our students with disabilities, are also very important for our University. In this context, regular studies are carried out every year for the Orange Flag Awards by our academic units, primarily to increase the on-campus accessibility of our disabled students. In addition, our Disabled Students Unit, operating under our Health, Culture, and Sports Department, prepares guides that will guide our academic and administrative staff both for disabled students and their approach to these students. Disabled Student Counseling Unit Representatives working in all our academic units can communicate their requests regarding physical spaces with the Accessibility Determination Form. In teaching activities, applications such as the Service Request Form and the Instructional Adaptation Letter are used to facilitate applications in line with their needs in lessons and exams.

Increasing the number of activities for disadvantaged groups, starting studies to make our website disabled-friendly, preparing the "Education-Training and Assessment-Evaluation Practices Directive for Disabled Students" for students with disabilities, "Barrier-Free Access Flag Awards Application Processes Training" for all our units is among the improvement activities carried out in 2021.

In addition to these services offered to students with disabilities, the Student Advisory, Scholarship, and Social Services Unit carries out the procedures for the scholarship resources of our University and provides information to students about the scholarship opportunities of

different institutions and organizations. In addition, within the scope of scholarship support services, one meal a day scholarship is provided to our students, human resources support is provided to our units and financial support is provided to our students by employing part-time students.

Our Social Affairs Coordination Office is responsible for the coordination and activities of our students' activities in the social, cultural, and sports fields, as well as the working units related to institutional events, ceremonies, and student societies. The Cultural Services Unit within the Health, Culture, and Sports Department evaluates the event requests from both academic units and student societies and supports those who are found suitable.

Student societies at our university operate and are supported in line with the "Student Societies Establishment and Operation Directive" that came into effect in 2021. Within the scope of the improvement activities carried out regarding the student communities, in 2021, all academic units were asked to allocate a place to the student communities, in addition, the Student Communities Center was opened on the Central Campus to encourage the communities to work interactively with each other, opening a student community, becoming a member of the communities and moving community event applications to the digital environment. Student Societies Module has been added to ÖBS. Evaluation of the activities carried out by the student societies in line with the criteria determined by the Student Societies Unit Commission and awarding the winning societies are among the activities initiated in 2021.

In-service training activities to increase the competencies of the instructors in the field of education are carried out under the coordination of GUZEM. In 2021, "ALMS Virtual Classroom Activity Creation and Virtual Classroom Usage Training", "ALMS Question Bank Usage and Exam Activity Creation Training", "Graduate Distance Education Program Training", and "Video Conference Sessions Security Settings and Precautions Training" was carried out. All activities carried out by the unit are continuously made available to our academic staff on the Youtube platform. In order to enable graduate students to receive a more effective and efficient consultancy service, thesis consultancy training was given to the instructors.

The establishment of incentive and reward mechanisms for the educational activities of academic staff is among the improvement plans that our University attaches importance to in 2021. In this context, a draft directive was created by forming a sub-working group within the Education Commission. Putting the said directive into practice and making the award mechanisms for educational activities operative has a priority among the future activities of our University.

RESEARCH & DEVELOPMENT

With the awareness of being a Research University, it carries out its studies in the fields of education, research, and social contribution with determination in line with the development goals of our country.

Within the scope of the restructuring of higher education in our country, there are important developments such as opening universities to external audits with the evaluation programs of the Higher Education Quality Board, mission differentiation, and specialization studies in higher education. In order for our University, which is among the leading higher education institutions in our country, to rise above its current level and take the place it deserves among the best universities in the world, we act with the principle of mobilizing our resources in an

efficient and effective manner within the strategic management approach, closing the PDCA cycles in all our processes and constantly improving the quality. Planning, implementation, control, and taking precautions of research and development processes in our university are carried out with applications covering the whole of the Institution and have been improved with exemplary mechanisms (C.3.1.1).

Gazi University Research Policy, Updated Strategic Plan, Research University status, matching with priority sectors, priority research areas determined by our university academics and decided by the Gazi BEST Board, our University's Academic Promotion and Appointment Criteria Directive and an effective Research University Monitoring, Evaluation and Executive Board in the management of research processes. With the decisions of the Application and Research Centers Board, the Strategy Development Board, and the Quality Commission, it determines the research orientation and functioning, and continues its activities with the principle of being the leading institution in research.

With its Research Development Policy, Updated Strategic Plan, effective boards and commissions, and its structure created for the effective and coordinated execution of processes at our university, it carries out research and development processes in accordance with the priorities determined within the framework of both the upper policy documents and regulatory boards and its own competencies, under the leadership of the management that wholeheartedly believes in the mission of the Research University. . Institutional research and development processes are shaped and improved by the evaluations of central structures with stakeholders.

Within the scope of the "Mission Differentiation and Specialization in Higher Education Project - Research-Oriented Mission Differentiation Program, Gazi University was announced as a "Research University" in 2017 and maintained this title in 2021. In the next stage of the "Mission Differentiation and Specialization in Higher Education Project", priority sectors with which our University is matched, which are included in the 11th Development Plan, were determined. In addition to the sector matching carried out by YÖK, our University has determined its priority research areas with an exemplary practice in which stakeholder participation is ensured in order to manage the research processes effectively and efficiently.

Our University's Strategic Plan for the 2019-2023 Term has been updated for the remaining years by including new targets and performance indicators on distance education, research capacity and quality, entrepreneurship, environment, health and stakeholder engagement, and Gazi University's Updated Strategic Plan for the 2019-2023 Term entered into force in August 2021. In the plan update study, our University's policies were taken into consideration in determining the targets and performance indicators within the scope of our university's fields of activity, such as education, research and development, entrepreneurship, social contribution, and institutional capacity development. In order to establish a strong relationship between the Strategic Plan and the quality assurance processes, additions and regulations have been developed in the Updated Strategic Plan for all the suggestions regarding research and development in the YÖKAK External Evaluation Gazi University Institutional Feedback and Institutional Monitoring Report. The fact that 9 out of 14 Key Performance Indicators determined within the scope of the Updated Strategic Plan are indicators related to research and development processes, is a reflection of our university's determination to act in accordance with the mission of the Research University.

In order to properly fulfill the duties and responsibilities of the Research University mission at our university, a special Committee, Research University Monitoring, Evaluation and Executive Board (IDY Board), has been established for this purpose. In order to ensure that the Research Management of the University is carried out in a systematic structure determined by the relevant regulations and directives, in line with the objectives of our University and in a way that will ensure the effective and efficient use of resources, in addition to the existing structures, Gazi University Application and Research Centers Board, in addition to the existing structures, will establish and operate the application and research centers affiliated to our Rectorate. It was established by the decision of our University Senate, numbered 2021/291, in order to regulate the relevant procedures and principles. Our University's Academic Promotion and Appointment Criteria Directive has been updated in line with the importance of improving the competencies of academic staff in order to transform the institution within the framework of local, regional and national development goals, changes in the higher education system, stakeholder expectations, and national and international trends. After the "Gazi University Academic Performance Evaluation Directive" was accepted by our University Senate in 2021, it was determined in accordance with the requirements of the research university that the APP, which is calculated according to the criteria of publications and citations, projects, patents, works of art and designs, awards, memberships and recognition, and scientific, professional, educational, and administrative activities has started to be used especially in the application and budget determination processes of BAP projects. The infrastructure for the APSIS software, where performance scores will be calculated directly, is also ready and will be put into practice. Academic Data Management System (AVESİS) was put into use. Academic Data Management System (AVESİS), Project Processes Management System (BAPSİS) and Academic Incentive Information System (ATOSİS) software support the monitoring and reporting of research performance at both unit and institution level and its use in improvement processes. Gazi University Basic and Engineering Sciences Central Laboratory Application and Research Center (GUTMAM) was established in order to gather routine analyzes in one center and to carry out these analyzes with a central organizational understanding, as well as research and development activities in the field of basic and engineering at the university. The principle of performing performance monitoring with the participation of all academic units and staff and determining improvements with a participatory approach has been adopted through stakeholder meetings such as Efficiency and Research University Monitoring. Our university manages rich, diversified, prioritized and information systems supported internal resources within the framework of the principle of transparency and accountability, and operates information, support and incentive mechanisms in line with the goal of increasing the contribution of external resources to the University. While the physical, technical and financial research resources of our university are supported by internal and external funds, studies are carried out to increase the diversity of resources in order to develop the research potential, and activities are carried out for the maximum use of domestic and international supports by academicians, graduate students and even undergraduate students.

In-university resources (BAP) are managed in an accessible way to support priority research areas. It continues with different BAP project supports and inventory tracking software for the creation and appropriate use of resources for the research and development activities of the institution. Under the umbrella of Research and Development İnstitutional coordinatorship, in-university and external resources in the institution will support all research areas and be accessible, the Scientific Research Projects (BAP) Coordination Unit is systematically managed with the components of the Application and Research Centers, including PKUAM, and the

Central Research Laboratory. With the implementation of the new BAPSIS system, a performance-based project application system was put into practice. The findings obtained from all these practices are systematically monitored; the monitoring results are evaluated together with the stakeholders; measures are taken; and the resources are diversified by improving the transportation processes in line with the needs and demands. In 2021, it has been observed that both the number of internal and external projects and the project budgets generally increased compared to the previous year.

As the academicians of the future, great importance is attached to postgraduate and especially doctoral education, increasing the number of interdisciplinary programs and following current trends. Activities aimed at developing the competencies of our university researchers are carried out at the Institution and Unit level through various levels and channels, and with the advantage of the advanced distance education infrastructure, activities that will be effective in terms of both personal development and social transformation are offered to large audiences. Our university has both public-industry-university collaborations established within the framework of national development goals such as priority sector working groups, extensive research networks and interdisciplinary research areas that have been established since graduate school, as well as practice and research that carries out both research and development and social contribution activities effectively. It supports the acquisition of qualified research outputs with the prominent studies of its centers.

Our university periodically measures and evaluates its research activities based on data at the level of institutions, units and academicians, and implements improvements within the framework of the results. The results of the monitoring and evaluation of research and entrepreneurship findings carried out in all fields, especially in the priority fields and sectors of the university, are examined and measures to increase performance are taken immediately. Under the leadership of the University Administration, the relevant Board and the Board and the University Administration, in order to improve the processes and improve the quality, are supported by the feedback provided by the stakeholders through the participation or measurement tools, and the monitoring results carried out with the support of AVESİS, BAPSİS, ATÖSİS and KVYS software through institutional reports such as institutional internal evaluation, strategic plan evaluation and administrative activity report. It improves with action plans determined by discussion in commissions. Performance is encouraged and appreciated through applications such as Academic Incentive, Scientific publication Awards, Academic Performance-based BAP supports. The research performance of faculty members can be monitored and shared transparently through AVESİS, the performance of researchers is monitored annually at unit and institution level, and institutional policies are shaped by being evaluated with the participation of academic unit managements in the relevant Boards and Commissions. While the software put into use in order to make performance evaluations systematic and permanent provides the technological infrastructure of the Academic Performance Evaluation System, the groundwork for the effective use of Academic Performance Score has been prepared with BAP incentives, Academic Promotion and Appointment Criteria and similar processes. Gazi University offers intensive, planned and continuous training, collaborations and supports in order to maintain and improve the scientific research competence of its academic staff and researchers. Improvement proposals to increase research competence are discussed in the relevant Board Commissions, and improvements are ensured to be carried out effectively through online and actual unit visits. Top management and units come together on grounds such as productivity, research university monitoring, Quality

Commission improvement cooperation and stakeholder meetings, and both the improvements are determined in consultation with the stakeholders and the quality is ensured by regular follow-up. The follow-up of the researcher, unit and Institution's research competence is carried out with regular reports.

Our university takes an active part in the studies towards the 11th Development Plan targets, which aim to develop our country economically, in order to use the existing human resources, research infrastructure and financial resources effectively in the fields of research quality and cooperation, which stand out as the aspects that are open to improvement in the research university indicators. In order to increase the research capacity, quality and cooperation of our university, BAP project and budget supports were updated in 2021; internationalization efforts were supported in order to ensure cooperation; studies have been initiated to increase the quality of publications; activities that increase the motivation of researchers were arranged; studies have been carried out to make interdisciplinary graduate programs more efficient, priority areas and its sector studies have started, and the Academic Performance Based Management system has been put into use considering the competency analysis of our university. In the upcoming period, it is aimed to work on externally supported projects and industry cooperation, cooperate with research universities in priority sectors, increase the quality of their publications, and increase efficiency in postgraduate studies.

SOCIAL CONTRIBUTION

In line with Gazi University's Social Contribution Policy, the coordination of social contribution processes at our university is carried out by the "Social Affairs İnstitutional coordinatorship". Social Affairs İnstitutional coordinatorship continues its activities in line with the aim of "Making social contribution by increasing the social responsibility awareness and service quality by the units in our university" included in the Strategic Plan. Within the coordinatorship, Student Societies, Disabled People Unit, Student Counseling and Scholarship Unit, and Health, Culture and Sports Department operate. The coordinatorship, together with the relevant units, contributes to highlighting the activities of communities operating in the fields of science, art, culture, and sports. Acting with the principle of informing the public at the Social Affairs İnstitutional coordinatorship, all social, cultural and student activities that will take place at our University are shared with the public on the website.

Evaluation of the activities realized in our university in terms of social contribution, with the knowledge of the Social Affairs İnstitutional coordinatorship, is made with a form prepared in a way that includes the audience of the activity, the purpose of the activity, the number and characteristics of the participants, the evaluation of the social contribution aspect and the outputs of the activity, and the stakeholder opinion (pre-post evaluation surveys).

Social contribution activities at our university are carried out online or face-to-face, depending on the variety and scope of services, with the physical infrastructure and human resources of the units and centers. Sources of social contribution activities; scientific research projects and outputs, health services offered by the Faculties of Medicine, Dentistry and Health Sciences, adult education and examination services, consultancy and information, the use of social contribution benefits in the national and international arena with activities carried out within the scope of international cooperation are listed as sponsorship resources. The Department of Health, Culture and Sports organizes the activities in line with the budget possibilities for all the activities of the students within the scope of community service practices and provides transportation, accommodation and nutritional support when necessary. It provides logistic

support to social contribution services within the Administrative and Financial Affairs Department. The Press and Public Relations Directorate announces its social contribution activities in digital environments with internal and external stakeholders.

As part of the 2021 improvement activities, social contribution activities were planned in line with the global epidemic conditions, and the number of online and face-to-face activities was increased. While carrying out social contribution activities, performance indicators of our University such as University Monitoring and Evaluation Indicators, Research University Performance Criteria, YÖKAK Indicators and Updated Strategic Plan Indicators for the 2019-2023 Term were evaluated and reported.

In order for the academic units of our university, Gazi Teknopark, and application and research centers to continue their social contribution activities, there are physical and technical infrastructure opportunities and researcher labor force in appropriate quality and quantity. Our faculty members share their social contribution activities and the results of their scientific projects with the society.

In addition to undergraduate and graduate education programs, our university organizes national and international training programs, courses, seminars, conferences, and technology, health and personal training programs for the public, private sector and individuals in the fields they need, in cooperation with local governments and non-governmental organizations. It also creates its own resources with the different course services it offers in the fields of technology, health and personal development.

Distance Education Application and Research Center cooperates with the units of our University and other institutions and organizations that provide communication and informatics services for the subjects to plan and follow all the courses, courses, seminars, conferences and similar education programs offered by our university to students and the society through distance education based on communication and information technologies and carry out all technical infrastructure works related to distance education.

Guidance service in 3 different languages (English, Russian, and Arabic) is provided to foreign nationals applying from different countries through the International Patient Office at our University's Gazi Hospital. Within the scope of this service, it is ensured that they benefit from the diagnosis and treatment services offered in our hospital by assisting their transportation, accommodation, and appointment requests. Faculty members and academic staff carry out many national and international activities on current issues such as diseases, global epidemics, addictions, which have social and individual importance and have social contributions in their fields.

The realization level and performance of our university's social contribution activities, the outputs of the studies carried out, internal unit evaluation reports prepared at the end of each year, activity reports and performance programs are monitored. Social contribution activities forwarded to our Social Affairs İnstitutional coordinator are followed up periodically. All academic staff at our university can update all their academic activities in the AVESİS system. At the end of the online and face-to-face activities held at our university, surveys are applied to receive feedback from educators and participants, and as a result of these surveys, the activities are evaluated and their contents are organized and developed. Our university's academic units, application and research centers have developed unique applications to monitor their social contribution performance.

Our university has been matched with Hakkari and Bayburt Universities, which are among the young universities, as a senior university with the YÖK Anatolia Project. Our university has national and international cooperation protocols in education, research, health, social and cultural fields.